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ETHICAL AND AESTHETIC EDUCATION OF TECHNOLOGY TEACHERS***Egamova Anbarjon Atanazarovna****Urgench State Pedagogical Institute Teacher Of The "Physics-Mathematics And Technological Education" Department Of The Faculty Of Exact And Applied Sciences, Uzbekistan*

ABOUT ARTICLE**Key words:** Aesthetics, aesthetic education, aesthetic culture, excursion, virtual excursion, technology.**Received:** 18.11.2023**Accepted:** 23.11.2023**Published:** 28.11.2023**Abstract:** This article talks about the effective forms, methods and means of developing moral-aesthetic culture and education of technology teachers. Suggestions and recommendations for the development of aesthetic culture of students are also given.

INTRODUCTION

The importance of education plays an important role in the development of aesthetic culture of students. The essence of the educational process to increase aesthetic culture reflects the internal communication and relationships that are characteristic of this process and are manifested in certain laws.

In the process of developing the aesthetic culture of the students, the moral skills and skills that benefit the society and correspond to the moral requirements of the individual are formed in the students. To achieve this, the student's mind, outlook and will are systematically and regularly influenced.

DISCUSSION AND RESULTS

The essence and tasks of the educational process aimed at developing the aesthetic culture of students are planned by the educator and the sequential methods are determined:

- It is planned to awaken and develop students' aesthetic culture-forming feelings.

- Creating methods for developing these feelings or resources that serve to improve aesthetic culture are sought.
- It is planned to use which and where theoretical and practical resources that serve the specified purpose.

The implementation of such planned works will develop the aesthetic culture of students, increase the aesthetic and physical activity of society and people in the course of the educational system. The characteristics of the educational process in the development of aesthetic culture are reflected.

Excursions, which are considered one of the non-traditional forms of education in the development of aesthetic culture of students, are fundamentally different from the class-lesson system, as well as practical training. These differences include:

- even if the learner leads all planned and conducted excursions, he may not be familiar with all the details of the excursion objects, in such cases a tour guide with special training will work;
- the duration of the excursion varies, and there is a responsibility to follow the requirements of the regular training schedule;
- the teacher's or guide's management method and the activities of the students may be different.

"Virtual excursions" - different from real museum excursions, give students the opportunity to make a virtual trip to museum funds. In this way, he can travel to museums that he cannot see in real life. By traveling to virtual museums, students will understand the historical roots of spiritual heritage, historical, literary and artistic examples will be understood as a whole, integrated spiritual heritage. Therefore, organizing the independent work of students with virtual museums through the help and guidance of the teacher requires wide promotion of museum pedagogy in general education programs. This leads to certain changes in the educational programs. Organization of educational work in this way is effective.

Another effective form of developing the aesthetic culture of students is the consistent organization of art clubs in higher education institutions. Within the framework of the research, based on the topic, purpose and scientific task of the master's thesis, the activity of the art circle "Young artists" was launched in the higher educational institution selected as an experimental test object.

The purpose of the club: "Young artists" art club is combined with the development of aesthetic culture among students, as well as the implementation of 5 important initiatives put forward by the

President of the Republic of Uzbekistan. The art club serves to develop the students' ideological and aesthetic activities based on the development of aesthetic culture.

Tasks of the circle:

- to familiarize students with the types of applied art;
- to determine students' active inclination towards aesthetic activity;
- formation of students' ability to fight against popular culture;
- formation of feelings of protecting nature in all aspects in students;
- to make students interested in works of oriental art and to teach them to analyze works of art from an aesthetic point of view.

66 of the 128 respondents of FarDU who were involved in research work were included in this artistic circle. Interviews, small classes, roundtable discussions were organized with students involved in the art club. The knowledge, skills and qualifications of the students acquired in the art club classes, the results of the work, were popularized on the basis of roundtable discussions and presentations of their creative works.

In order to develop the aesthetic culture of students in the right way, we define activities that implement aesthetic activities of students and divide them into groups:

- Holding contests in the name of "Best painting, photo, embroidery, wording, etc.";
- Conducting team competitions of "Cheerful and witty" clubs;
- Creation of clubs such as "Young artist", "Young musicologist", "Young book reader", "Young artist";
- organization of creative evenings and exhibitions of creative students;
- development and implementation of a set of events in connection with public holidays, international and national holidays;
- organizing festive evenings dedicated to the birthdays of our great thinkers;
- independently prepare artistic compositions dedicated to a certain topic;
- popularizing the complex of creative works;
- organization of the best creative student prize;
- to organize a competition under the category of the best talented student of the year.

In addition, in order to implement the regular development of students' aesthetic culture, every pedagogue should monitor students' aesthetic activities in each lesson. Below are some examples of the

use of methods of developing students' aesthetic culture: Conducting fun and wit contests: through this contest, students' interest in art, theater, and painting is increased and their wit skills are evaluated.

Improvement of teacher-pupil work: to implement this method, the work of the teacher-teacher, whose students are very satisfied and grateful for him, is popularized. Of course, it is appropriate to evaluate all the creative works and talents and skills of students, and reward them with various gifts and awards.

Despite the theoretical situation and practical examples presented above, the problem of aesthetic culture and its development is one of the most complex issues of psychology and pedagogy. The following are the main tools for the development of aesthetic culture of students: museums, theaters, libraries, clubs, cinemas, galleries, monuments of the past, historical architectural monuments, works of art and historical cultural places and our existence in our way of life and the beauty in them. Zalliks are the basis for educating our students in an aesthetic spirit.

Means of development of aesthetic culture - for the purpose of aesthetic education of students and young people, it consists of selected examples of life, nature, art aesthetics and artistic creativity of young people, as well as a set of above-mentioned tools. In this regard, independent research and creative skills of pedagogues-teachers in music and painting lessons are of great importance in the performance of works of art and types, in particular, music performance, singing, other musical activities, visual art works, music and painting classes. is enough.

It is known that the family is not only the first center of education, but also the first school of beauty. In this case, the beautiful and meaningful communication of the family members, the arrangement of household furniture in an orderly and beautiful manner, the organization of the family and the arrangement of all things in the house with aesthetic taste are also the main means of aesthetic education. Such tools are the main foundation in the aesthetic upbringing of the student at school and in other educational institutions. This process will be continued in educational institutions in equipping classrooms, corridors, science offices, club rooms, and will be further developed during the establishment of memorials and honorees' corners based on them. All this has a positive effect on improving the aesthetic taste of students. These will be continued in higher educational institutions. Aesthetics in our lifestyle is also important in this regard.

CONCLUSION

As we mentioned above, it is better to start aesthetic education from the family. This includes orderliness and discipline in the family. categories of aesthetic education such as cleanliness, tidiness,

the ability to put things in their place, and the use of aesthetic taste in decorating are of great importance. As a result, the students successfully perform the tasks of maintaining the cleanliness of their classrooms, organizing lively corners, organizing the exhibition of creative works of students, preparing the merit board, and similar artistic and aesthetic efforts.

Apart from these, art and works of art are considered to be the main means of aesthetic education. In this, with the help of various directions and genres of art, the artistic and creative abilities of students are developed.

In the educational process in the auditorium, in the study of various subjects and in activities outside the auditorium (nights, talks, exhibitions, public visits to museums and theaters, visits to art galleries, art monuments, artists and architects and sculptors organizing trips to workshops, participating in practical art circles, organizing contests, etc., are the main tools in the aesthetic education of students and youth, and are also important directions. , music, artistic performances, organizing mass-educational events also have positive pedagogical effects and develop their aesthetic taste and culture.

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