

## THE ROLE OF ARTS EDUCATION IN THE FORMATION OF AESTHETIC TASTE IN STUDENTS

Mukhitdinova Mamurakhon

Andijan State University Faculty of Arts and Sciences

### ABSTRACT

Aesthetic education is importance in human life, its role in our social life, psychological and pedagogical classification are given basic concepts. Aesthetic taste is the formation of a sense of beauty in the mind, the means of aesthetic education, the features of aesthetic education, the difficulties in solving aesthetics in children with disabilities and their solutions, the importance and methods of aesthetics in developing the talents and abilities of children with disabilities: in particular innovative technologies.

**Keywords:** Aesthetics, aesthetic education, aesthetic feeling, family, children with hearing impairments, visual arts, deaf pedagogue, speech, cognition.

### ANALYSIS OF INVESTIGATIONS AND PUBLICATIONS

Aesthetic perceptions are also among the highest moral perceptions. By aesthetic sense we mean the perception of beauty, the enjoyment of beauty, and the pursuit of beauty. Aesthetic feeling is a feeling that is common to all people. The surrounding natural landscapes are the first source of our aesthetic feelings. For example, the mountain scenery in the spring, the high snow-capped peaks from afar, give a person a sense of aesthetic pleasure. A rainbow, a flowerbed, or a butterfly that glows in different colors after the rain, and the blue cotton fields, which are as invisible as the sea, and the field hills, which look beautiful in the distance. People react to various facts of life and the reflection of the art of the ulama as some kind of beauty or ugliness as tragic or ridiculous, noble and ugly, elegant or crude. These feelings are expressed in aesthetic tastes at appropriate prices and are forgiven in a state of distinctive artistic enjoyment. The sources of aesthetic feelings are many and varied. For example, enjoying natural landscapes, works of fine art, works of art, music and sculpture, architecture create an aesthetic feeling. In addition, the way people interact with each other can be a source of aesthetic feelings. For example, a person who speaks rudely is hated, but a person who speaks politely, appropriately and politely enjoys it. He wants to imitate such people. In general, person's aesthetic feelings are complex emotions with many sources.

Art instruction helps people with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Visual arts teach learners about color, layout, perspective, and balance: all techniques that are necessary in presentations (visual, digital) of academic work. Art can communicate information, shape our everyday lives, make a social statement and be enjoyed for aesthetic beauty. Studies in Art Education is a quarterly journal that reports quantitative, qualitative, historical, and philosophical research in art education, including explorations of theory and practice in the areas of art production, art criticism, aesthetics, art history, human development, curriculum and instruction, and assessment. Studies also publishes reports of applicable research in related fields such as anthropology, education, psychology, philosophy, and sociology.

## NEW EVIDENCE OF THE BENEFITS OF ARTS EDUCATION

Engaging with art is essential to the human experience. Almost as soon as motor skills are developed, children communicate through artistic expression. The arts challenge us with different points of view, compel us to empathize with “others,” and give us the opportunity to reflect on the human condition. Empirical evidence supports these claims: Among adults, arts participation is related to behaviors that contribute to the health of civil society, such as increased civic engagement, greater social tolerance, and reductions in other-regarding behavior. A critical challenge for arts education has been a lack of empirical evidence that demonstrates its educational value. Though few would deny that the arts confer intrinsic benefits, advocating “art for art’s sake” has been insufficient for preserving the arts in schools—despite national surveys showing an overwhelming majority of the public agrees that the arts are a necessary part of a well-rounded education.

Due to the program’s gradual rollout and oversubscription, we implemented a lottery to randomly assign which schools initially participated. Half of these schools received substantial influxes of funding earmarked to provide students with a vast array of arts educational experiences throughout the school year. Participating schools were required to commit a monetary match to provide arts experiences. Including matched funds from the Houston Endowment, schools in the treatment group had an average of \$14.67 annually per student to facilitate and enhance partnerships with arts organizations and institutions. In addition to arts education professional development for school leaders and teachers, students at the 21 treatment schools received, on average, 10 enriching arts educational experiences across dance, music, theater, and visual arts disciplines. Schools partnered with cultural organizations and institutions that provided these arts learning opportunities through before- and after-school programs, field trips, in-school performances from professional artists, and teaching-artist residencies. Principals worked with the Arts Access Initiative director and staff to help guide arts program selections that aligned with their schools’ goals.

**Art Practicum Enables Essential Adolescent Development.** Research finds that art education exposes students to activities that enable valuable physical and mental development. For young students, exposure to art education encourages fine motor skills, neural development, and problem-solving abilities. Such competencies allow for greater success in more traditional subjects, such as reading, writing, science, and math.

**Data Shows that High Arts Involvement Results in Higher Scores on Achievement Tests.** Those who may believe that the arts only provide students with creative skills overlook the impact that art has on overall academic achievement. A study conducted by the University of California at Los Angeles utilizing a federal database of over 25,000 middle and high school students identified that students with high arts involvement performed better on standardized achievement tests than students with low arts involvement. Further, the study found that the more art classes a student takes, the higher the scores. Also, several independent studies have shown that high school students who take art classes produce higher math and verbal SAT scores than students who take no arts classes.

**Art Helps Students Understand The World Around Them and Their Place in it.** Art therapists who encourage young people to use artistic methods and mediums as a way of expressing their emotions explain that art allows children to process their world and deal with difficult,

sometimes negative emotions safely. Experts say art also provides critical sensory input for young people working through unfamiliar or challenging feelings. While not all students need art therapy, every young person can benefit from exposure to a practice that allows for personal expression and emotional development.

Beyond simple creative expression and the encouragement of young people with a natural predisposition to creativity to refine skills that could translate to future career opportunities, the arts in education have proven to help young people develop the holistic mental, physical, and emotional skills needed to become active participants in a complex world. The arts also have been proven to help students remain engaged in the classroom and reach higher academic achievements. Fiction has endless possibilities in aesthetic education. It teaches students a deeper understanding of life. The works of art, which reflect the beauty of the universe and man, courage, bravery, and high human ideals, have inspired people to feel beauty and strive for it. On the contrary, ideologically low-level works diminish the minds of students, distract them from true beauty, weaken their desire to love beauty, and degrade their taste. The first school of aesthetics is the family. It is the first step in teaching children to understand the subtleties of family relationships, homework, their unity, harmony, orderly arrangement, care, cleanliness and cleanliness. The decoration of the school, the school's memorial and excellence corner, the events, the holiday contests, etc. all have a great impact on the beauty education of children directly. The beauty of life is cleanliness and order. It is also important to keep the classrooms clean, to organize a nature corner, to exhibit students' creative work, and to update the board system.

Fiction has endless possibilities in nurturing sophistication. It teaches students a deeper understanding of life. Students will be introduced to Uzbek and foreign literature. The more students read poems, stories, examples of folklore - proverbs, parables, fairy tales, epics, songs, short stories and novels, the stronger their desire for beauty. The analysis of the life and creative activity of poets and writers, acquaintance with their works, expands the scope of knowledge of students, improves their emotions and language skills. Literature classes also help students learn about beauty. Students memorize prose and poems, which in turn develops a culture of artistic discourse. Nurturing aesthetics in children is very important and fun. Their strong interest in bright and diverse colors, and their desire to decorate and paint, can be seen in the fact that the walls even draw on objects and furniture. Properly assessing and directing these interests will allow them to showcase their hidden talents. Aesthetic education has such a power that the plot, event, perception depicted in works of art (artistic depiction) is processed from the aesthetic sense in the imagination, imagination, experience, and becomes their own experience.

## CONCLUSIONS

Analyzing scientific papers on the problem of extracurricular education it can be concluded that the system of artistic and aesthetic education has ample room for improvement, revival of national cultural traditions and introducing the latest innovative ideas. The purpose of art education is the development of high aesthetic ideals in children, forming needs, and abilities of the fine arts in the artistic interpretation of the world using means of art in a concise, concentrated form. It is known that the perception of sound in any age dominates

the other. Because of this it is important to make early foundation for further improvement of the visual system of students. Understanding of the progressive ideas of the past in terms of nowadays is a prerequisite for a comprehensive understanding of the new problems by the researchers. These problems faced before science and practice in connection with the establishment of a national education system and extracurricular education. In the process of teaching and educating students, it is important to use a variety of methods to nurture their aesthetic tastes. Didactic games can achieve this goal in the course of the lesson, which requires the use of innovative and completely new effective methods. The organization of lessons or classes in a completely different way, a separate approach to each lesson will help to fully implement the tasks of education. Innovative methods are important for special secondary school students. Because the main problem in the education and upbringing of such students is the lack of interest.

Art may also serve the personal function of controlling its viewers, much like social art. It can also perform religious service or acknowledgment. Art has been used to attempt to exert magical control, change the seasons, and even acquire food. Some art brings order and peace, some creates chaos.

Without Art, and therefore without the Arts; anthropological research into behaviour of human life from any era in history would be greatly diminished; society would be without soul, without art, without music, without theatre, or any form of fictional writing and storytelling. Haviland writes "art reflects the cultural values and concerns of a people. This is especially true of the verbal arts - myths, legends, and tales" (1990, p.383). He also states that "Myth, set standards for orderly behaviour, and the verbal arts generally transmit and preserve a culture's customs and values" (1990, p.383). So if asked who benefits from the Arts then the answer must surely be all of us; without the arts, we would never have stories of our past, or even learn from our past mistakes, or triumphs. Without the Arts, there would be no great writers, painters, or musicians; no Shakespeare, no Picasso, no Beethoven; we would have no past creative history, no creative evolution.

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