



PEDAGOGICAL CONDITIONS FOR DEVELOPING ARTISTIC AND AESTHETIC ABILITIES IN LITERACY LESSONS

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ABSTRACT

This article examines the pedagogical conditions necessary for the development of primary school students' artistic and aesthetic abilities in literacy lessons. It analyzes the interrelation of content-related, methodological, organizational, technological, and psychological components in fostering aesthetic perception and creative thinking. The integration of folk oral creativity with modern educational technologies is proposed as an effective approach to enhance students' cultural values, artistic evaluation skills, and creative activity.

KEYWORDS

Artistic and aesthetic abilities, literacy lessons, pedagogical conditions, folk oral creativity, aesthetic education, primary education, creative thinking.

INTRODUCTION

In the process of primary education, the development of students' artistic and aesthetic abilities is one of the priority areas of modern pedagogy, serving to shape a well-rounded personality. A number of documents aimed at improving the education system have been adopted by the President of the Republic of Uzbekistan, in particular, the Decree No. PF-5847 approving the Concept for the Development of the Higher Education System until 2030, and state programs on "The Development of the Preschool and General Secondary Education System in the Republic of Uzbekistan." These documents emphasize the need to provide aesthetic education based on national and universal values.

Artistic and aesthetic ability is a complex and multifaceted integrative quality that determines a person's capacity to perceive works of art and literary texts, respond to them emotionally, evaluate them, and express their thoughts and feelings through artistic means. This ability integrates the emotional, imaginative, and rational aspects of human thinking. From a philosophical perspective, it reflects a person's aesthetic views, ideals, and values regarding beauty and art; from a psychological perspective, it develops through the unity of mental processes such as perception, imagination, emotion, memory, thinking, and aesthetic evaluation; and from a pedagogical perspective, it is formed in the educational process through targeted aesthetic education and creative activity. The formation of artistic and aesthetic abilities in the primary education stage is of particular importance, as this is the period when students' thinking, emotions, and social experiences develop most actively. In this process, the student acquires the ability to perceive literary texts, bring images to life in their imagination, understand their semantic and aesthetic aspects, respond emotionally, and express their reflections in an expressive form. This creates a solid foundation for further intellectual development, cultural competence, and creative thinking.



The development of artistic and aesthetic abilities is significantly influenced by the student's personal interests, opportunities to gain aesthetic experience, cultural environment, the teacher's competence, and the methodological organization of the educational process. Artistic imagery, rhythmic structure, emotional intensity, and national spiritual values in folk oral creativity and children's literature deepen aesthetic perception and shape a person's artistic worldview. In primary education, developing these abilities requires careful selection of learning materials and integrating them with interactive methods, dramatization, expressive reading, and multimedia tools.

In pedagogical literature, the concept of "pedagogical conditions" is interpreted as a set of organizational, methodological, substantive, technological, and psychological factors that must be created to achieve a set educational goal. This concept not only covers the external and internal possibilities of the educational process but also includes the harmony between the teacher's and students' activities and the purposeful nature of the lesson. The effectiveness of developing primary school students' artistic and aesthetic abilities directly depends on the systematic and comprehensive organization of pedagogical conditions.

The content-related conditions include the requirement that the materials included in curricula and textbooks be selected in accordance with aesthetic and educational criteria. Folk genres such as fairy tales, proverbs, riddles, and songs are natural sources of artistic and aesthetic education due to their imagery, rhythmic expression, emotional intensity, and moral content. Such texts not only enrich students' vocabulary but also form aesthetic concepts directly connected to national culture, values, and historical memory. This contributes to the development of artistic taste, deeper perception of works of art, and the ability to evaluate them.

Methodological conditions imply approaches that engage the student as an active creative participant rather than a passive listener. Methods such as expressive reading, dramatization, the cluster method, role-playing games, brainstorming, and creative writing tasks stimulate students' thinking, increase their emotional responsiveness, and strengthen aesthetic perception. The teacher's aesthetic competence plays a key role here, as the effectiveness of each method depends on how its content is revealed, how artistic images are brought to life, and how they are expressed in the student's imagination. Organizational conditions include creating a distinctive aesthetic atmosphere in the classroom, integrating cultural and artistic elements into the educational process, fostering an environment of creative collaboration and communication among students, aesthetically harmonizing the visual and acoustic environment of the lesson, and displaying students' creative works. Such a pedagogical environment encourages students not only to acquire knowledge but also to experience and appreciate art and beauty.

Technological conditions also hold a special place in the pedagogical process, as multimedia tools, audio-video materials, and digital interactive platforms enhance the impact of texts on students' minds. For example, reading a fairy tale along with listening to its audio recording, watching a staged video version, or creating a visual collage based on the text deepens aesthetic perception and increases emotional resonance. Psychological conditions require taking into account the student's individual psychological characteristics, emotional state, and creative activity. Ensuring emotional resonance, encouraging student initiative, strengthening self-confidence, and expanding opportunities for artistic expression all increase

the effectiveness of aesthetic education. In turn, this enriches the student's personal artistic and aesthetic experience and prepares them for conscious participation in the fields of art and culture in the future.

CONCLUSION

The effectiveness of developing artistic and aesthetic abilities in literacy lessons depends, first of all, on the proper, scientifically grounded, and coherent organization of pedagogical conditions. Each of these conditions—content-related, methodological, organizational, technological, and psychological—must work in harmony and systematically to achieve high educational results. The content component requires selecting lesson materials that meet aesthetic and educational standards; the methodological component demands the appropriate use of expressive reading, dramatization, interactive methods, and creative tasks; organizationally, it is important to create a cultural and aesthetic environment in the classroom and establish creative collaboration and communication among students; the technological component benefits from the use of multimedia tools, audio-video materials, and digital platforms; and the psychological component involves taking into account students' emotional states, encouraging them to take creative initiative, and building confidence in artistic expression, thereby influencing the quality of education.

The integration of folk oral creativity and modern pedagogical technologies stands out as one of the most effective directions in aesthetic education in primary schools. Folk tales, proverbs, riddles, and songs develop respect for national values, the ability to perceive and analyze artistic images, and, when harmonized with modern technologies, not only make the material engaging and understandable but also encourage students to actively explore creatively, think independently, and appreciate beauty.

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