EDUCATIONAL PARADIGMS IN AESTHETIC EDUCATION CLUSTER

Xusanov B. E.

NamSPI

Abstract:

This article talks about the history of the emergence of the science of aesthetics and aesthetic education, aesthetic education and its cluster, as well as the opinions of philosophers and scientists and educational paradigms.

Key words and phrases: education, aesthetic education, paradigm, cluster, education cluster.

Introduction

A person learns the spiritual world mainly through three spheres: intelligence, will and emotion (the theory of the English philosopher Karl Leibniz). These areas serve to form a person's philosophical, logical, ethical, and aesthetic thinking. In particular, the study of free will is the responsibility of ethics, the study of intelligence is the responsibility of logic, and the study of emotions is the responsibility of aesthetics.

The term "aesthetic education" was used by the German philosopher Friedrich Schiller in his work entitled "Schools on Aesthetic Education" (German: Über diye ästhetische Erziyehung des Menschen in einer Reihe von Briefen). In the work, Schiller, as a playwright, poet, and philosopher, put forward the issues of aesthetics, especially theories related to aesthetic education, which were new for his time [Johann Christoph Friedrich von Schiller. Über die ästhetische Erziyehung des Menschen in einer Reihe von Briyefen]. For example, he says in the pamphlet, "In order to educate a thinking and feeling person, first of all, it is necessary to educate him aesthetically." [1].

Philosopher Abdulla Sher, while analyzing the comments of the German philosopher Friedrich Schiller about aesthetic education, emphasizes that he "wants to change society, but he is against revolutionary changes." [2]. According to Schiller, the revolution, says the philosopher, is first of all immorality, it overturns the moral principles established over the centuries; moreover, it is against refinement - it destroys the harmony of human nature, it destroys the sanctity and beauty of the natural order of existence. Therefore, before the reconstruction of the society, it is necessary to rebuild the person. And this can be done through the harmonious development of the person through education through beauty. For Schiller, beauty is freedom that has become a phenomenon.

In books on the philosophy of science, it is explained that "a paradigm is a conceptual template or a system of fundamental ideas (principles) that serves as a model for setting, solving, and researching scientific problems for a community of scientists for a certain period of time." [3].

Implementation of the state policy on youth in new Uzbekistan, strengthening the spiritual foundations of independence, creating educational values, as well as training in improving the system of working with youth in the current complex and dangerous period, when ideological, ideological and informational struggles are intensifying. cluster gives a positive result. This can be explained on the basis of the following paradigms:

The first paradigm is to implement the process of organization and management of aesthetic education in educational institutions with the participation of students. In this, the mechanism based on the

principle that "Higher courses should be an example (core) for lower courses" is important. This principle, first of all, serves to ensure the unity of education and upbringing, popularize achievements, and preserve the succession of education. In addition, with the help of the upper course experience, which is considered the core, it is possible to educate the lower course. In this case, it is appropriate to branch the related and complementary educational work of the relevant educational areas.

In the era of globalization, the range of aesthetic knowledge is expanding to such an extent that it has appeared in almost all areas, for example, in the healthcare system - medical aesthetics, in the field of ecology - ecological aesthetics, in the field of technical development - technical aesthetics (design). In addition to this, raising the spiritual life of the society also puts a number of tasks before the science of aesthetics. At the same time, aesthetic knowledge is necessary to realize that the phenomenon of "mass culture" is dangerous, first of all, because it attacks the national sophistication and derails the ideological system of the society. It is appropriate to carry out the aesthetic aspect of education in a harmonious manner in the formation of a person who can stand firm against such dangers.

The paradigm of organizing and managing the process of aesthetic education in educational institutions with the participation of students emphasizes the priority of the following principles in education clusters:

 student-to-be pedagogue (for the applicant);

 heard-saw-done (for 1st courses).

 one intellectual - a spiritual teacher for fifteen students (for 2 courses)

 we learn and teach (for 3rd courses).

 student to student - teacher, student to student - student (for 4 courses).

In the implementation and popularization of these principles - a) development of the "online volunteer-educators" movement; b) creation and operation of a "mobile group" (separate for each educational field); c) creation of "Young specialists" group; g) establishing regular contact with graduates, using their opportunities will bear fruit. This gives students the opportunity to demonstrate the following qualities with the help of the "educational cluster":

 In the 1st courses - loyalty, ideological immunity, honesty, perseverance.

 In the 2nd courses - organization, integrity, impartiality, tolerance.

 In the 3rd year - innovative thinking, creativity, entrepreneurial pedagogy, hard work, care.

 In the 4th year - responsibility, volition, dedication, initiative.

The second paradigm is the combination of educational cluster and educational practice. For this purpose, beneficial cooperation aimed at enriching the moral content of education is necessary. This cooperation will have a positive effect when the students will completely abandon the outdated methods of training, production and qualification practice and the mood in the field. After all, educational practice is effective only when it is educationally sound. To put it more simply, if the teacher explains the lesson to the student well, gives a complete analysis of the essence of the scientific issue, can make him interested in science and the subject, and thereby expands the student's outlook and thinking, then this is a proof of the improvement of education in practice. Education is a goal, education is a necessity, practice is a tool, a teacher is an organizer, and a student is a result factor. Because, in education, the teacher teaches the student to distinguish good from bad, honest from unclean, straight from crooked, in a word, white from black, and choose the rational one. Therefore, first of all, it is

necessary to influence the educational environment in the educational institution through the spiritual outlook of the students who are going to practice.

Resolution No. 1059 of the Cabinet of Ministers of the Republic of Uzbekistan dated December 31, 2019 "On approval of the concept of continuous spiritual education and measures for its implementation" states that "mass media, including the Internet global information network "Formation of a healthy worldview against malicious information, vices that destroy morals, and destructive ideas that lead young people astray" has been defined as the priority directions for the implementation of the Concept. [4].

In the evolution of the third paradigm - the "Educational Cluster" theory, it is possible to highlight the fundamental description aimed at directing students to gain useful work and additional professions. Today, it is important to create suitable conditions for students to master their specialties, to ensure their employment, to develop their business skills, to attract them to small business and private entrepreneurship, to encourage their initiatives, to realize their intellectual and creative potential. coordination provides effective results in ensuring the integrity of education and upbringing. However, this is not the idea of "increasing the fund from the student's scholarship or at the expense of the students' parents", but it is aimed at earning additional income and benefiting from it with the help of the acquired profession, specialty, knowledge, qualification. implementation of educational activities.

Aesthetic knowledge now has an important task of solving universal global problems, the most urgent of which is related to the creation of an aesthetosphere environment based on sophistication on our planet. Because in the period of techno-civilization, technology, technology, the noosphere in general has become the living environment of man. Therefore, in the period when the opportunities to satisfy the natural needs of mankind are expanding, their needs for an aesthetic environment are increasing. It should also be noted that although the number of Internet users is small, working on the global network is being mastered by young people in a very short time. However, which websites young people use is of great importance in the matter of ideological education. In this regard, according to the results of research conducted by Belgian professor Frank Tevisson, 90 percent of students in European countries use the Internet. However, when studying which sites they use, it was found that only 10 percent of students like to access sites directly related to the educational process, and 90 percent prefer to access sites with mainly pornographic content. [5].

The fourth paradigm is the creation of "digital education" mechanisms. In this case, determining the evaluation criteria (indicators) for the effectiveness and efficiency of educational work, modernizing the means of creating an aesthetic environment, using the opportunities of talented and enterprising students, "student + teacher + parent (mother) + school + neighborhood" " it is desirable to create cooperation of factors in the cluster structure.

The science of aesthetics is very close to the daily life of a person. Because every member of our free, democratic society should have an elegant taste that deeply feels beauty and preserves it, should be able to distinguish between a real work of art and a low-quality work, and should be able to reject the non-aesthetic features of "mass culture". For this, it is necessary to fundamentally change the current attitude to the science of aesthetics in the educational system. Because in the world's prestigious higher education institutions, serious attention is paid to the teaching of aesthetics. Harvard University (USA) alone has 3 centers on aesthetics, 18 directions (46 subjects related to aesthetics are taught in this direction), scientific research and educational work are being conducted, and Oxford University

(England) The presence of the "Esthetics" faculty and the teaching of 66 subjects related to this field in it indicates that attention is paid to aesthetic knowledge.

Aesthetic education, as an integral part of spiritual education, makes a great contribution to the harmonious development of the spiritual and physical world of a person. A person's appearance, his behavior in public, and physical strength are also important in aesthetic education. Undoubtedly, high taste indicates that a person has had an aesthetic upbringing to a certain extent. Therefore, the necessity of aesthetic education in raising spirituality can be explained as follows.

- optimizes changes in human nature during globalization.

- as an integral part of spiritual education, it ensures the harmonious development of human beauty against existing threats.

- aesthetic education is based on a person's creative attitude to life, this creativity prevents the rise of fetish aesthetics;

- by educating a person's aesthetic taste, his attitude to non-aesthetic processes is formed.

Based on these considerations, the structure of aesthetic education cluster was developed in our study:

AESTHETIC EDUCATION CLUSTER STRUCTURE
MAIN OBJECTIVE
to combine the components of education
MAIN DUTIES

ensure consistency of education;

strengthening the relevance of continuous education tools

classification of qualities characteristic of a pedagogue

combining the stages of educational effectiveness

direct educational factors and means to a specific goal

educational approach and generalization of ideas

integration of personal education resources

STEPS

monitoring-analysis; explanation-teaching; control-management; regulation; demand

FORMAL QUALITIES

dedication; patriotism; honesty; perseverance; responsibility; initiative

EXISTING PROBLEMS	DUE TO PROBLEMS
The theory of education does not correspond to the practice of education	An unreliable perception is formed that "it's one thing in a book, and another in life."
The strategic content of the educational system is narrow, and the tactical content is limited	Getting caught up in everyday (trivial) work, attention to important issues fades. Entrepreneurship will increase.
There is no strict remedy or legal basis for neglect	It causes indifference, indifference and indifference
There is no integral criterion of education specific to higher education	Efficiency becomes an insignificant area
Educational methods and mechanisms are outdated	It is difficult to learn and get used to modern education

The content of education is disproportionate to the content of education	Education creates an immoral barrier between the teacher and the student.
There is no experience of science-based education practice	Education is only didactic, the incentive for comparative, critical, analytical and scientifically based education weakens.
Uniformity, formality, stagnation are the priority in educational work	Not understanding the essence, importance and necessity of education leads to not feeling.
The specialty does not have an education system that matches the content and requirements	The same method of education increases boredom and alienation from cultural activities
Important moral standards necessary for the student's activity have not been developed	Pointless and useless instructions abound

MAIN DIRECTIONS

In the spiritual direction

promotion of values; ancestral heritage; period heroes; scientific conference

In the educational direction

a circle; master class; methodological resource; seminar-training

In the field of entrepreneurship

exhibition; fair; business student lady; training courses

In the direction of 5 important initiatives

mega-projects; promotional actions; intellectual choices; social security

EXPECTED OUTCOME

 interaction and cooperation between students will be strengthened;

 an educational system suitable for the profession of pedagogue is formed;

 the ability to feel responsibility and make the right decision is formed;

 a methodical base of education suitable for the profession of pedagogue will be created;

 a basic methodical resource on the subject of "Education" will be created for educational institutions;

 spiritual education indicators are optimized;

 such subjects as "Virtuous Generation", "Pedagogical Etiquette", "Treatment Culture" enriched with national and modern education methodology are formed;

 the organizational and legal basis of teacher training will be created within the framework of the education cluster;

 crafts, entrepreneurship and business skills are formed by forming a rational attitude to useful work in students;

 the effectiveness of educational principles specific to pedagogical education is achieved;

 students' coverage of educational activities will expand;

 ensuring continuity of education and training;

 student participation and coverage will increase.

On the one hand, this structure allows creating new clusters of aesthetic education, and on the other hand, it serves as a structural basis for the research of a clear and targeted solution to existing problems in aesthetic education and aesthetic worldview.

References:

1. Friedrich Schiller. Sobraniye sochineniy v 7 t. T.6. M., GIXL, 1957.
2. Abdullah Sher. Aesthetics. -Tashkent: NMIU of Uzbekistan, 2014, -267p.
3. Nazarov Resurrection. Encyclopedia of World Philosophy. The second volume. -Tashkent: "National Society of Philosophers of Uzbekistan" publishing house, "Spirituality" publishing house, 2023. -52 p.
4. Decision of the Cabinet of Ministers of the Republic of Uzbekistan. On approval of the concept of continuous spiritual education and measures for its implementation. December 31, 2019, No. 1059.
5. Nisnevich Yu.A. Information i vlast. - M.: Mysl, 2000. -S. 139-143.