

## THE IMPORTANCE OF AESTHETIC EDUCATION IN THE LIFE OF YOUTH

**Ochilova Nigora Ruzimuratovna**

*Associate Professor of Social Sciences Karshi Engineering and Economic Institute (Uzbekistan)*

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### Annotation

In this article the author notes that under the influence of aesthetic means of forms and methods of work cognitive processes that increase and the quality of perception are significantly enhanced and the range of ideas about the world is expanding, while the child's attention becomes largely stable and enrichment of the imagination is focused.

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Shavkat Mirziyoyev, President of the Republic of Uzbekistan, noted that "in our country, with all spheres and sectors, a great attention is paid to the development of culture, art and literature, the means of mass information. Especially in the last years osushchestvlyaetsya bolshaya rabota po razvitiyu etoy sfery na novom etape". [1]

Sovremennyy mir utrachivaet chuvstvennyuyu osyazatelnost, v nem iskusstvo po slovam nemetskogo filosofa P. Kozlovski, «polnostyu rasstavayas s predmetom, stanovitsya chistym proyavleniem mysli v sfere vidimogo» [2].

It is not easy to cultivate a receptivity to art. Not every person is able to feel some kind of response in his soul when listening to music, when looking at a picture, and even when reading a book. As a rule, a large number of people need special training to perceive art. Therefore, the education of receptivity to the beautiful in art begins with the elements of aesthetic education. In order to understand, you need to know. It is perceived better that it is clear about what there is any knowledge. This applies primarily to such art forms, which are not properly perceived by everyone, as music, painting, sculpture, and partly literature.

It is not easy to cultivate a receptivity to art. By no means every goal of creating conditions affecting the health of the individual, the spiritual and moral sphere, interpersonal relationships, creating danger to the vital interests of the individual, is the manipulation of consciousness and the psyche of the individual. The following are distinguished as the main means of information influence on a person: mass communication media (including: information systems, for example, the Internet, etc.); literature (artistic, scientific, technical, socio-political, special, etc.); art (various directions of the so-called "mass culture", etc.); education (systems of preschool, secondary, higher and secondary special state and non-state education, the system of so-called alternative education, etc.); education (all various forms of education in the education system, public organizations - formal and informal, the system of organization of social work etc.); personal communication. Any of these means can be used for the

benefit or harm of the individual. a person is able to feel some kind of response in his soul when listening to music, when looking at a picture, and even when reading a book. As a rule, a large number of people need special training to perceive art. Therefore, the education of receptivity to the beautiful in art begins with the elements of aesthetic education. In order to understand, you need to know. It is perceived better that it is clear about what there is any knowledge. This applies primarily to such art forms, which are not properly perceived by everyone, as music, painting, sculpture, and partly literature. [3]

Receptivity to the beautiful is inextricably linked with the next task of aesthetic education-the education of aesthetic taste, the ability to correctly evaluate the beautiful, to separate the truly beautiful from the unaesthetic, bright, talented-from the empty flower. Usually, what a person has a certain attitude to and about which he has a certain value judgment is perceived better and more acutely.

Receptivity to the beautiful is inextricably linked with the next task of aesthetic education-the education of aesthetic taste, the ability to correctly evaluate the beautiful, to separate the truly beautiful from the non-aesthetic, bright, talented-from the empty flower. Usually, what a person has a certain attitude to and about which he has a certain value judgment is perceived better and more acutely.

A person not only perceives beauty, enjoys it, appreciating it, but he should be able to protect and protect it. First of all, what is open to everyone needs protection -nature and historical and cultural monuments. In educating students to respect nature, both the aesthetic perception of nature and the moral aspect of education are of great importance, which is associated with strengthening and deepening the sense of patriotism, with the education of genuine humanism based on caring for all living things, starting with plants and animals. Асмус В.Ф. призывает рассматривать процесс эстетического восприятия как высокую интеллектуальную, духовную деятельность, как творчество. [4]

The aesthetic taste of a person is expressed in the value judgment. V. G. Belinsky believed that aesthetic taste characterizes a higher level of aesthetic development. He wrote: For the full true comprehension of art, and therefore full, true enjoyment of it, thorough study, development is necessary; the aesthetic feeling received by man from nature must rise to the degree of aesthetic taste acquired by study and development. Aesthetic taste usually reflects a certain aesthetic ideal created by each person for himself. The aesthetic ideal acts as people's idea of the beautiful, which they dream of, for which they are fighting. The aesthetic ideal is what a person aspires to, what he is equal to.

The question of the aesthetic ideal and the development of the ability to appreciate the beautiful is closely connected with the understanding of the essence of the beautiful. In aesthetics, beautiful is what is capable of awakening the most complete and perfect aesthetic experience in a person. These are the phenomena and qualities of the very reality of art that can give a person aesthetic pleasure. The subjective side of aesthetic taste is very closely related to a person's worldview, his ideology, moral ideal, his general cultural development, educational level. There are such manifestations of personal taste and aesthetic preferences that cannot fail to attract the attention of educators precisely due to the fact that there is a worldview, ideological position behind this, for example, some preferences of young people in fashion, in the following of which often not safe ideological infantilism is manifested.

Aesthetic taste, correct aesthetic judgments are developed, of course, primarily on the basis of systematic contact with the beautiful in life, in art. However, the perception of beauty is not limited only to sensory, visual and auditory sensations. A person analyzes what he has seen, compares it with the known and previously seen, comes to some kind of evaluative conclusion. In other words, thinking is involved in perception.

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