

## THEORETICAL AND PRACTICAL ASPECTS OF AESTHETIC EDUCATION OF STUDENTS IN RUSSIAN LANGUAGE LESSONS

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### Annotation

This article deals with the problems of aesthetic education of students in the lessons of the Russian language and literature. The characteristic features of techniques and methods that allow you to see the beautiful in art and in life are analyzed. Particular attention is drawn to the teacher's word as the first step towards the student's thought in his aesthetic education. Identified and substantiated the need for joint work of students in the classroom to overcome difficulties, a small victory over oneself. As a result of such work, the child learns to feel the beauty and admire it.

**Keywords:** Aesthetic education; Russian language and literature lessons; moral; problems of good and evil, honor and dishonor, duty and conscience; beautiful; sublime; art; teacher's word.

Acquaintance with any science begins with an attempt to determine the "sphere of possession" of this science, to determine the subject of study.

The science of "aesthetics" arose both a very long time ago and relatively recently. As a special branch of knowledge, as a special science, it was determined only in the middle of the 18th century. The German philosopher Baumgarten (1714-1762), based on the fact that there are phenomena that are not entirely subject to the human mind, are not amenable to consistent rational explanation, united them into a special field of knowledge, which he gave the name aesthetic.

He wrote: "Our science can be reproached for the fact that the depiction of human feelings, dreams, legends and passions belittles the philosophical outlook. My answer is: "A philosopher is also a man. And he simply does not dare to fence himself off from such a vast field of human knowledge.

The word "aesthetics" comes from the Greek "aesthetic" (sensual). Aesthetics and the aesthetic for us is exactly what is inseparable from the perception of beauty in art and life, from a peculiar artistic perception of things and phenomena. Separate thoughts about the aesthetic we can find already in antiquity among Chinese and Hindu philosophers, as well as in Ancient Greece. At the lessons of the Russian language and literature, labor, intelligence, the desire to do good and beauty are combined, which leads to an understanding of the beauty of a person, human life, human actions. Through the beautiful - to the human. This path is impossible without a book. Reading is a window through which children see and learn about the world and themselves. It opens before the child only when, along with reading, simultaneously with it and even before the book is opened for the first time, painstaking work on the word begins, which should cover all areas of active activity, the spiritual life of children - work, play, communication with nature, music, art.

Without creative work that creates beauty, without fairy tales and fantasy, games and music, it is impossible to imagine reading as one of the spheres of a child's spiritual life. He will not see the beauty of the surrounding world if he does not feel the beauty of the word read in the book. The path to the consciousness and heart of a child goes from two directions: from a book, from a read word to oral speech, and from a living word that has already entered the spiritual world of a child - to a book, to reading, to writing.

Literature lessons dedicated to the work of poets - countrymen, for example, A.V. Koltsova and I.S. Nikitin, help to educate students in love for their native land. "These word artists breathed the same air that we breathe with you. They enjoyed the beauty of the nature of our Voronezh region. They saw and subtly felt the beauty of their native land in their own way," we tell the guys. The purpose of this lesson is to encourage children to active mental activity, to motivate children in the process of learning. Getting acquainted with the works of poets, children understand that the amazingly sincere, simple and sincere poems of Koltsov and Nikitin excite us even now. We are interested in everything related to their names. In this lesson, we organize the practical activities of students in groups. The Biographers group identifies facts from the biography of poets that correspond to either A. Koltsov or I. Nikitin. The Writers

group correlates the titles of poems with excerpts from them. The "Readers" group expressively reads the poems of poets.

The "Geographers" group is searching the Internet for objects in the city of Voronezh that keep the memory of Koltsov and Nikitin. The teacher exercises step-by-step control over the activities of students. Group work of children teaches them to work in a team, perform various roles, carry out educational cooperation (communicative UUD), be able to express their opinion, defend their own position (personal UUD), work according to an algorithm, be able to compare and generalize (cognitive UUD), keep in mind learning task, exercise control and self-control (regulatory UUD). The teacher corrects the conclusions of the students, leads the dialogue.

At the lessons of literature, children get acquainted with the work of writers - countrymen: the story of G. Troepolsky "White Bim Black Ear", stories and stories by I. Bunin, A. Platonov, V. Peskov. These works form students' understanding of the meaning of human life, its values, bring up a kind and attentive attitude towards nature, the animal world, develop aesthetic taste, children's ability to carefully and thoughtfully relate to the word

V.A. Sukhomlinsky wrote: "A person becomes a person only when he hears the whisper of leaves and the song of a grasshopper, the cheerful murmur of a stream and the silver bells of a lark in the bottomless summer sky, the rustle of snowflakes and the howling of a blizzard outside the window, the solemn silence of the night - he will hear and, holding breath, listens for thousands of years to this majestic music of life. Literature lessons are what helps the children to hear all these sounds and become real people of their Fatherland.

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