

DEVELOPMENT OF A SYSTEM OF SPIRITUAL AND MORAL VALUES IN STUDENTS THROUGH ARTISTIC PEDAGOGY**D.Adilova**

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Annotation

The article analyzes the issues of developing a system of spiritual and moral values in students through artistic pedagogy. Also, through artistic pedagogy in the process of Higher Education, the opportunities for the development of historical thinking and civic responsibility in students are substantiated.

Key words

Artistic pedagogy, ethics, value, patriotism national values, Spiritual Education, Higher Education.

Introduction. Artistic pedagogy is a branch of pedagogical science based on the integration of pedagogy and literature, the study of the laws of education and human development through fiction. Artistic pedagogy is a guide for humanity in its search for the truth of feelings.

The goal of artistic education is to form a moral-aesthetic humanistic ideal of comprehensive development, the achievement of which is to ensure the emergence of artistic-aesthetic development, artistic taste, productive figurative thinking. As a form of thinking, the artistic image contains complete information about nature, society, social relations and social consciousness. With the help of artistic images, a person thinks, comes to new generalizations and conclusions.

Artistic education, organized to develop and use all the creative abilities of a person in order to exert a humanistic influence on the spiritual world and system of relationships of a person, implies the development of a system of spiritual and moral values, which helps to actively perceive and correctly assess the phenomena of reality in all aspects. Therefore, the development of artistic and aesthetic attitudes means the assimilation of comprehensive values, oriented towards the individual, which help to master reality and can resist the spread of any aesthetically shallow culture, rude relationships, false, inhuman vices.

Artistic education is manifested in the ability to identify processes that awaken aesthetic feelings in a person through the content of the environment and works of art. Aesthetic feelings that arise through the organization of educational activities as an aesthetic reality, in turn, give rise to aesthetic experiences: excitement, deep thought, purification of the soul, suffering, helplessness, joy and happiness, sympathy. Aesthetic experiences contribute to the emergence and development of artistic and aesthetic needs, which are manifested as a necessity in communication with spiritual and moral values, reflected mainly in the content of academic subjects, in the organization of the educational process.

Research methodology. Artistic education includes a conscious aesthetic attitude of students to reality and art, expressed in the totality of aesthetic ideas, theories, views, and evaluation criteria. At the heart of aesthetic consciousness is a socially conditioned idea of



perfect beauty in nature, society, man and art, the ability to evaluate various objects, phenomena, life situations and works of art from the point of view of personal artistic and aesthetic taste - the aesthetic ideal.

Educational activity, as a form of social artistic and aesthetic education, is a source of vivid and unique knowledge of both the way of life and its spiritual content. The study of a number of subjects in higher educational institutions through works of art is always carried out in a deep and thorough manner, since it sets in motion the entire system of emotionally enriched concrete-figurative thinking. It is through this that the cognitive and educational functions of educational activity are manifested in artistic education. For example, in order to perceive and understand the spiritual world contained in works of art, one must have a broad moral outlook, emotional culture, and acute perception. For this, it is important to strive to develop the aesthetic consciousness of students in the educational process on the basis of the magnificent masterpieces of national and world art.

Artistic pedagogy, as a combination of art and educational processes, began to be used in the middle of the last century. Since then, the use of this term in connection with artistic and aesthetic education has become a tradition at international congresses. The pedagogical scientist B. Khodjaev in his research explained this concept as follows: "Artistic pedagogy is an integrated field that expresses the general laws and principles of the art of speech and pedagogy, the harmony of the triad of emotion - perception - understanding the worldview in artistic images."

It would not be wrong to say that artistic pedagogy, as a humanistic system, is a set of ideals and values of society that creates a sense of respect for the achievements of humanity through cultural, historical, and spiritual and moral heritage and realizes creative potential through artistic and aesthetic forms.

Artistic pedagogy in the field of spiritual and moral values is a humanistic educational system developed on the basis of the integration of spiritual and moral education and works of art, which have a comprehensive impact on the motivational, moral, and intellectual development of the individual through the creative, artistic, aesthetic, and educational and cognitive activities of students.

From the point of view of developing the value system in students, artistic pedagogy is directly related to artistic and creative activity, and serves to reveal their creative abilities, increase the need for knowledge, and ensure social adaptation. Influence through the art of speech ensures the acceleration of the processes of emotional perception of artistic activity, visual and figurative embodiment of the studied material, and determination of orientation to personal experience.

In general, artistic pedagogy reflects a multi-component (polycomponent) education in its entirety. All elements in its structure are interconnected and constantly complement each other.

The educational and educational tasks of artistic pedagogy reflect two aspects: scientific and personal. The scientific aspect reflected in artistic pedagogy reflects the specifics of using elements of art in various forms of pedagogical activities. The personal aspect of artistic pedagogy is reflected in the development of a system of spiritual and moral values in students by expanding the axiological capabilities of pedagogy and fiction, and is realized through thinking processes, creative, cognitive, artistic and communicative abilities.

Conclusion. Today, due to the fact that most parents hardly spend time with their



children, the proliferation of foreign TV series for family viewing, the rapid development of the Internet, the excessive number of videos about evil, immorality and shameless pictures, and the neglect of parents who prohibit these things, negative deviations in the upbringing of young people are increasing. To eliminate such situations, it is advisable to widely use artistic pedagogy. To prevent these situations, it is necessary to organize the free time of young people meaningfully, organize educational events, spiritual and educational events on the occasion of the birthdays of thinkers, which will help them to speak fluently, think freely, control their actions, and develop self-confidence. In addition, group cohesion, a creative approach to the issue, mutual understanding, and harmony are formed. It also determines the attitude towards the events taking place. In conclusion, it should be said that the role of artistic pedagogy in developing a system of spiritual and moral values in students is important and significant.

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