



## FORMATION OF AESTHETIC FEELINGS IN PRIMARY SCHOOL STUDENTS THROUGH NATIONAL VALUES

**Makhmudova Dilshodaxon Zafarjon**

A primary school teacher at the Turon International School in the Sergeli district of Tashkent city., Uzbekistan

### ABSTRACT

This article examines the formation of aesthetic feelings in primary school students through national values. The harmony between national and universal values contributes to raising spiritually mature individuals with high moral qualities, independent thinking, and a modern worldview. Primary school children perceive the surrounding world mainly through senses and emotions. Therefore, introducing aesthetic education at this stage is highly effective, fostering the ability to perceive beauty, enjoy it, and appreciate it. Aesthetic education not only stimulates interest in art and culture but also cultivates good behavior, politeness, communication, and appreciation of cleanliness.

### KEYWORDS

Aesthetic feelings, national values, moral qualities, art and culture, good behavior, manners, communication, material and spiritual heritage.

### INTRODUCTION

In today's era of globalization, educating the younger generation in the spirit of respect for both national and universal values has become one of the most pressing issues. Globalization is bringing nations closer, strengthening the interaction of diverse cultures and values. Under such conditions, it is crucial to instill in young people loyalty to national values, respect for historical heritage, appreciation of ancestral traditions, and at the same time openness and tolerance toward universal values. The integration of national and universal values fosters spiritually mature youth with high moral standards, independent thinking, and a modern outlook. Therefore, education today must focus not only on knowledge acquisition but also on nurturing in children the ability to feel beauty, strive for goodness, and uphold humanistic values.

### Main Part

Aesthetic feelings represent an individual's inner attitude, admiration, and capacity to appreciate beauty, elegance, and artistry. Primary school students perceive the world largely through emotions, making aesthetic education especially effective during this stage. Instilling in children the ability to sense and appreciate beauty leads to positive developmental outcomes. Such education awakens interest in art and culture while also nurturing manners, courtesy, communication skills, and a sense of cleanliness.

National values encompass the historical experience of the people, traditions, art, folklore, music, songs, national costumes, architecture, and fine art monuments. Through them, students develop:

- National pride
- Self-awareness
- Appreciation of beauty
- A sense of preserving cultural heritage

National values are not only the material and spiritual heritage itself but also, more importantly, the respect for them, the effort to preserve, study, and pass them on to future generations.

They include the following:

1. Language and literature – the subtleties, richness, and achievements of the national language.
2. Spirituality and moral values – qualities embedded in traditions such as respect for elders, hospitality, patriotism, and honesty.
3. Traditions and celebrations – Navruz, weddings, New Year, and other important events celebrated in unique ways.
4. National cuisine – dishes and eating habits shaped by the nation's history and climate, distinguishing it from others.
5. Historical memory – heroism of ancestors, victories in battles, and other important historical events.

### **Methods of Forming Aesthetic Feelings**

One of the ways is through literature and folklore – reading and discussing fairy tales, proverbs, riddles, and epics. This approach effectively instills a sense of beauty, appreciation of goodness, and national-spiritual values in children's consciousness. Successful application requires not only reading but also organizing discussions and activities.

#### **1. Through fairy tales**

Fairy tales convey concepts of good and evil, beauty and ugliness, justice and oppression in a simple yet deeply philosophical way.

- Method: Do not just read, but discuss characters, their actions, and consequences.
- Discussion questions:
  - Which character is good or bad? Why?
  - What clothes did the princess (or positive hero) wear? What was her home like? (to imagine beauty)
  - What would you do if you were the hero?
  - What main moral can be learned?
- Activity: Ask children to illustrate their favorite fairy tales. This develops their aesthetic perception and imagination.

#### **2. Through proverbs and riddles**

Proverbs are the product of folk wisdom, expressing life lessons and beauty in short artistic form. Riddles encourage logical thinking, imagination, and wordplay.

- Method: Explain the deeper meaning of proverbs and connect them to real-life examples.
- Discussion questions:
  - What does the proverb "United we stand, divided we fall" mean? Can you recall a similar situation (e.g., working with classmates)?
  - "Labor is the source of honor" – how does work make a person beautiful? (aesthetics of labor)
  - What is beautiful about a riddle? (e.g., "The white flower of the village" – water)
- Activity: Organize a competition of proverbs and riddles, writing and decorating them beautifully.

### 3. Through epics and heroic poems

Epics (e.g., Alpomish, Rustam) acquaint children with spiritual and aesthetic feelings such as heroism, patriotism, and loyalty.

- Method: Highlight heroic scenes, nature descriptions, and the emotions of the characters.

- Discussion questions:

- How is the hero depicted? What are his traits?

- How is the homeland beautifully described in the epic?

- What qualities do the hero's mother or beloved possess? (female beauty, maternal image)

- How does courage make the hero beautiful?

- Activity: Read epic excerpts, retell stories about the heroes.

In conclusion, literature and folklore are the foundation of our spiritual heritage and aesthetic education. Not just reading, but discussing, experiencing, and applying them in life contributes to children's growth with light, beauty, and noble feelings.

### Conclusion

In the process of forming aesthetic feelings in primary school students, national values serve as the main tool. Through this process, students develop love for national culture, aspiration for beauty, good manners, creativity, and artistic taste. As a result, the younger generation grows up not only knowledgeable but also aesthetically mature, respectful of both national and universal values.

National values are the "spiritual DNA" of a people, their uniqueness, worldview, and the foundation shaping their future. Preserving and developing them is the sacred duty of every generation.

### References

1. Ismoilova, N. (2015). Maktabgacha ta'limda estetik didni shakllantirishning zamonaviy usullari. Tashkent: O'qituvchi.
2. Pirogova, N. A. (2016). Tasviriy san'at va maktabgacha ta'limda uning ahamiyati. Maktabgacha ta'lim jurnali, 4, 45-52.
3. Shamsutdinova, L. R. (2018). Estetik didni rivojlantirishda tasviriy faoliyatning o'rni. Pedagogika va psixologiya ilmiy jurnali, 3, 67-72.
4. Ponomareva, L. P. (2017). Maktabgacha ta'limda san'atning roli va o'rni. Moskvada pedagogik ilmiy-texnik jurnali, 5, 18-22.
5. Yuldashev, B. B. (2020). Maktabgacha yoshdagi bolalarda ijodiy qobiliyatlarni rivojlantirish. Tashkent: O'zbekiston ta'lim nashriyoti.
6. Shavkatovna, Djumaboeva Muqaddas. (2021). Genesis of Crisis Events in Domestic Artistic and Creative (Musical) Pedagogy. World Bulletin of Social Sciences, 3(10), 143-145.
7. Jumaboyeva, M. Sh. (2022). Forming the Child's Personality in the Process of Acquiring Musical Knowledge. Web of Scientist: International Scientific Research Journal, 3(11), 128-132.
8. Shavkatovna, Djumabaeva Muqaddas. The Importance of the Sound of Tones in Instilling Elements of National Spirit in the Hearts of Students. JournalNX, 7(02), 151-153.