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DIDACTIC FOUNDATIONS OF CHOOSING AND PRESENTING ARTISTIC AND AESTHETIC CONTENT TO STUDENTS

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ДИДАКТИЧЕСКИЕ ОСНОВЫ ВЫБОРА И ПРЕДСТАВЛЕНИЯ УЧАЩИМСЯ УЧЕБНЫХ МАТЕРИАЛОВ ХУДОЖЕСТВЕННО-ЭСТЕТИЧЕСКОГО СОДЕРЖАНИЯ

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Abstract. This article describes the expediency of relying on clear didactic laws and evidence when choosing educational materials of artistic and aesthetic content, the use of several methods for effectively presenting students and expanding their cognitive perception, pedagogical approaches when choosing educational materials of artistic and aesthetic content

Аннотация. Описывается целесообразность опоры на четкие дидактические законы и доказательства при выборе учебных материалов художественно-эстетического содержания, использование нескольких методов для эффективного представления учащимся и расширения их познавательного восприятия, педагогических подходов при выборе учебных материалов художественное и эстетическое содержание.

Keywords: artistic aesthetics, didactics, pedagogy, educational materials, art, music, culture, psyche, mentality, competence.

Ключевые слова: художественная эстетика, дидактика, педагогика, учебные материалы, искусство, музыка, культура, психика, менталитет, компетентность.

President of the Republic of Uzbekistan Sh. M. Mirziyoyev noted, the development of literature, art and culture is a solid foundation for the elevation of the spiritual world of our people [1]. Educational materials of artistic aesthetic content have served for many centuries to develop the aesthetic taste of young people. Because in educational materials, information about the national culture, psyche, mentality of the Uzbek people is expressed. Educational materials of artistic aesthetic content should be selected on the basis of certain principles and stated in a convenient way for the cognitive acceptance of students.

Certain requirements are imposed on educational materials of artistic and aesthetic content. These requirements will especially apply to its size. Texts, exercises, questions and answers, educational tasks of artistic and aesthetic content are conveniently expressed on an evolutionary basis for the cognitive perception and perception of students. When choosing educational materials of artistic and aesthetic content, attention is paid to their complementarity, enrichment, acquisition of knowledge of an integrative nature. This, in turn, provides the basis for the strengthening and activation of skills that will be inherent in students through the means of artistic-aesthetic knowledge. In the system of educational materials of artistic and aesthetic content, a different level of expression of the same information, knowledge and concepts is manifested. In this, the knowledge and concepts expressed in the content of educational materials of artistic and aesthetic

content form a holistic system and serve to enrich the artistic and aesthetic taste, worldview, imagination of students. Educational materials of artistic and aesthetic content should be selected taking into account the age and development levels of students, the needs and opportunities associated with the perception and expression of thought. In this context, the cognitive perception of educational materials of artistic and aesthetic content by students, independent thinking in them, is directed to ensuring a somewhat accelerated development of vocabulary. Because, with the help of educational materials of artistic and aesthetic content, special attention is also paid to the development of students' ability to make artistic speech, improvisation.

Educational materials of artistic and aesthetic content easily attract the attention of students and serve to develop cognitive receptivity skills. The advantage of educational materials of artistic and aesthetic content in ensuring educational effectiveness is that students do not memorize such educational materials dry by dry, they manage to assimilate it profoundly, receiving cognitive. Because educational materials primarily affect their hissi world. As a result of the systematic presentation of educational materials of artistic and aesthetic content, the emotional perception of knowledge by students is accelerated, artistic speech develops, opportunities for cognitive activity expand [2].

The presentation of educational materials of artistic and aesthetic content in an evolutionary sequence is the basis for the development of knowledge in students about music, Fine Arts, Fine Arts. Accordingly, the effectiveness of education increases as a result of the presentation of educational materials of artistic and aesthetic content with a clear structure.

In pedagogical science, the issue of structuring and presenting educational materials of artistic and aesthetic content, taking into account the possibilities of cognitive perception of students, is one of the problems that await their solution.

The choice of educational materials on the basis of the principle of centrism, in which it is necessary to rely on specific didactic principles R. Safarova, D. Shodiev, M [3]. The content and form of Risqieva educational materials are directed to the personality of the student A. V. Khutorsky; to present the definition and rules in the process of didactic design in a language understandable to students, to attach importance to the volume of educational material, to the exact delimitation of theoretical and practical parts of the materials given in order to strengthen the literacy skills in students. The use of innovative pedagogical technologies in the provision of educational materials of kochkorova U. Studied by the musaeans.

It should be noted separately that the issue of choosing, structuring educational materials of artistic and aesthetic content, presenting it in a convenient way for students' cognitive perception, has not been studied separately. In general, no special scientific research work has been carried out in the direction of theoretical analysis of educational materials of artistic and aesthetic content. Therefore, the pedagogical aspects of educational materials presented in the teaching process of educational subjects in the artistic-aesthetic cycle are not sufficiently substantiated. Educational materials of artistic and aesthetic content should be able to satisfy the need of each student to study, receive knowledge. In these conditions, an imbalance can arise between traditional teaching methods and innovative methods. This condition also has a significant impact on the level of cognitive perception of student learning material.

The composition, content of educational materials of artistic and aesthetic content should be determined taking into account the cognitive receptivity of students. As a result of presenting educational materials of artistic-aesthetic content presented to students in various forms, it is envisaged to expand their cognitive receptivity possibilities. To do this, it is required to select educational materials of artistic and aesthetic content in a purposeful way.

Educational materials of artistic and aesthetic content should provide for the formation of knowledge, skills and competencies in the artistic content provided for in the DTs in students. When choosing educational materials of artistic and aesthetic content, certain criteria and principles are relied on. The results of the analysis of educational materials of artistic and aesthetic content indicate that specific criteria and levels of cognitive acceptance of students were not sufficiently taken into account when choosing them [4].

In most cases, educational materials of artistic and aesthetic content offered to students hajman are considered large, complex and unfavorable for the cognitive acceptance of students. When choosing educational materials of artistic and aesthetic content, it is advisable to rely on clear didactic laws and arguments. Readers should be able to distinguish from a text of artistic and aesthetic content the main thought, important laws, components of the text, the difference in knowledge and circumstances, the essence of the content of information.

Only then will the knowledge of an artistic and aesthetic nature that students acquire have the opportunity to develop them cognitively. If students clearly feel the consistency of knowledge presented in educational materials of artistic and aesthetic content, they will have the opportunity to cognitively perceive the knowledge in question if they realize their interaction and influence on each other. This knowledge, in turn, becomes skills, competencies and competencies.

The use of certain types of work is required to put students knowledge of artistic and aesthetic content into a coherent system. These types of work in turn are required to have the opportunity to systematically develop the cognitive thought activity of students.

It is possible to present educational materials of artistic and aesthetic content to students in a certain consistency, as a result of their systematization, the cognitive receptivity of students is formed. In educational materials of artistic and aesthetic content, it is important to normalize information, bring them into one system.

Effective methods of concentration and systematization of educational information in pedagogical-psychological approaches, pedagogical-psychological approaches in this area D. Shodiev, R. Safarova, P. Musaev, U. Musaev, F. M. Kochkarova, V. V. Davidov, D. B. Elkonin, the approximation of didactic units in the structure of educational materials P. M. Described in the work of the likes of Erdniev.

- It is advisable to use the following methods when effectively presenting educational materials of artistic and aesthetic content to students and expanding their opportunities for cognitive acceptance:

- - combining teaching materials into integrated blocks;
- - use of modular teaching technologies;
- - the application of the method of base synopsis, etc. [5].

It should be noted that it is possible to accelerate the process of mastering knowledge by communicating the topics in the curriculum to students using educational materials of artistic and aesthetic content. It requires the use of various chrestomatias, dictionaries, educational books, which are compiled according to the subjects of study in the artistic and aesthetic cycle. Educational tasks of artistic and aesthetic content make it possible to thoroughly master the topic. In these assignments, the interrelationship of knowledge of an artistic-aesthetic nature is ensured, and the essence of the content is expressed in greater depth.

When choosing educational materials of artistic and aesthetic content, it is advisable to rely on two different approaches:

1) reliance on an empirical approach. This approach makes it possible to present knowledge on the basis of generalization and variability;

2) theoretical approach. The process of mastering educational materials of artistic and aesthetic content within the framework of this approach means entering a completely new situation for students.

When choosing educational materials that apply to educational subjects of artistic and aesthetic content, the first approach presented above is relied on. Today there are a number of models for choosing educational materials. These models can also be effectively used when choosing educational materials of artistic and aesthetic content. Because these models have been effectively used in pedagogical processes and have shown their effectiveness.

Most educators have presented the following criteria for ensuring the connection between the elements of educational materials of artistic and aesthetic content:

1. The presence of causal links between elements.
2. The presence of a connection between the basic concepts and important parts that represent their occurrence.
3. Prioritization of functional engagement.
4. Such as The ensured relationship between the elements that are part of each other [6].

When educational materials of artistic aesthetic content are selected and presented on the basis of systematicity, the cognitive perception of it by students in the pedagogical process is complicated. Noted educator T.A.Stefanovskaya notes that, within the framework of the principle of systemativeness, “the parts that make up the content of the educational material form a chain, in which the first ring serves as the basis for the next one. In addition, there is a logical connection between them, with each subsequent part directly connecting to the previous one. Such a structural structure puts a lot of tasks on the reader”.

In conclusion, a clear picture of the logical structure of educational materials of artistic and aesthetic content should be characteristic in educators. Ensuring logical connection between all elements of educational materials of artistic aesthetic content facilitates its cognitive acceptance by students. It is required to increase the amount of exercises, pay special attention to practical tasks in order to ensure that students apply their acquired knowledge in the structure of educational materials of artistic and aesthetic content in their practical fallacies. Practical tasks make it possible to activate knowledge of artistic and aesthetic content. It is important that knowledge of artistic and aesthetic content is presented to students in a logically consistent, concise, educational material.

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