

LOCAL HISTORY MUSEUMS AS A PEDAGOGICAL SOURCE FOR THE DEVELOPMENT OF AESTHETIC CULTURE

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Local history museums play a vital role in developing aesthetic perception by reflecting the aesthetic essence of objects and phenomena in the surrounding reality together with all their components. It is appropriate to compare what is perceived with aesthetic criteria, which are expressed through the interconnection of emotional and intellectual aspects existing within an individual. For future educators, the aesthetic perception provided by local history museums emerges when encountering beauty and is characterized by a clear, goal-oriented approach. Complete aesthetic perception occurs alongside the formation of aesthetic concepts and judgments. An *aesthetic judgment* expresses a person's intellectual activity that reflects their attitude toward a specific aesthetic phenomenon. The depth, refinement, complexity, and quality—whether high or low—of an individual's aesthetic judgment distinguish one person from another. The level of aesthetic judgment is linked to a person's behavior, educational background, and aesthetic experience.

An *aesthetic evaluation*—in the context of developing aesthetic culture through local history museums—refers to assessing a particular phenomenon or image based on aesthetic principles and ideas that humanity has developed over the course of its historical evolution, as reflected in its aesthetic judgments. Aesthetic evaluation relies on categories such as beauty or ugliness, horror or humor, and wit, in relation to the surrounding environment, events, and works of art in local history museums. It encompasses opinions about the depth and integrity of artistic representation, the vividness and expressiveness of the author's creative style.

In the process of aesthetic evaluation, a person's social system of living and their social background become evident, since concepts of beauty and ugliness have been evaluated differently in different social systems. For example, during a “debate” night conducted by a literature teacher in higher grades, students may

discuss the works of the famous writer Abdulla Qodiriy, evaluating his skill in novel writing. They identify and compare how well the author adhered to the rules of novel composition, thereby highlighting his mastery.

The aesthetic ideal is the reflection of a person's perception of perfect beauty as a goal in nature, society, and art, as well as the social significance and value of local history museums. Accordingly, an important feature of the aesthetic ideal is determined by the characteristics of a person's worldview. For the aesthetic ideal, as a phenomenon of aesthetic culture, not only its measure but also its motivating aspect remains an important characteristic.

Aesthetic need refers to the subjective factors that motivate a person to aesthetically cognize reality towards a specific type of artistic activity or its various types. Aesthetic needs are expressed in the need for aesthetic information, in a deeper understanding of the laws of development of the science of beauty, in the desire to perceive more of what gives aesthetic pleasure, in being uncompromising towards ugliness and trying to completely eliminate it, in the desire to know news about a particular work of art and its author.

In future teachers, the development of aesthetic culture through local history museums is manifested in their aesthetic activity, in the aesthetic expression of reality and works of art. The main signs of aesthetic interest are manifested in students' desire for aesthetic activity, in collecting and accumulating their favorite works of art, in reading and perceiving them repeatedly, in striving to express their opinions about them, in the existence of a selection characteristic, which is manifested in preferring a particular artist, genre, direction, etc. For example, students collect paintings and works of art by the artist they are interested in and read them over and over again.

In future teachers, the development of aesthetic culture through local history museums is distinguished by the breadth, depth, stability or instability of their aesthetic interests. This is manifested in the degree of their activity and in their aesthetic and practical attitude to the surrounding life. The level of aesthetic interest in students can rise or fall as a result of pedagogical influence. Aesthetic interests cause the emergence of aesthetic needs in students.

In future teachers, the development of aesthetic culture through local history museums is a complex phenomenon resulting from the combination of its personal and social characteristics. Taste is personal by its nature, but since the person is a set of social relations, it combines both subjective and objective norms that serve as a criterion for aesthetic evaluation. Aesthetic taste is an objective aesthetic measure, expressed in the subjective possession of the ability to evaluate beauty and ugliness, sublimity and baseness. Evaluation is related to the process of mastering the aesthetic essence of an object or phenomenon, while taste is expressed in the nature of the person's aesthetic attitude towards the object or phenomenon. Aesthetic taste is formed through the flow of aesthetic information, a set of aesthetic and moral norms, and is clearly manifested in the person's aesthetic evaluation of objects and phenomena.

Aesthetic feeling is the subjective experience of a person's attitude of giving an aesthetic evaluation to an object or phenomenon. Aesthetic feeling is expressed in the student's spiritual enjoyment of the shape, color, and content of the object or, conversely, in disgust. Aesthetic feeling is meaningful, complex, deep, and diverse according to human intellect. Aesthetic feeling can create deep and lasting aesthetic interests.

Students engage in aesthetic perception, knowledge, reasoning, evaluation, ideal, feelings, interest, need, and aesthetic activity, the unity of aesthetic taste, prepares them to be aesthetically active and to manifest their activities. Gradually, they try to change the surroundings based on the laws of beauty and to create beauty, because humans not only contemplate beauty but also create it. An aesthetically educated person strives to make life beautiful and is aesthetically active. Their aesthetic activity is manifested in the acquired aesthetic skills in creating beauty in life: in dressing beautifully and neatly, in cultural interaction, in self-control, in creating an aesthetic environment at home and at work.

Along with aesthetic education, there is also the concept of artistic education. Artistic education is defined as the development of a person's ability to aesthetically perceive the content and form of works of art through art, and the formation of artistic taste and abilities necessary for participation in and creative activity in a particular type of art. Art has an emotional and aesthetic impact on all aspects of a

diverse aesthetic personality and introduces them to various types of artistic activity. The less well the educational material is mastered, the simpler the creativity will be, and vice versa, the more and better the educational material is mastered, the wider the use of creative activity, i.e., the creativity can be more multifaceted. The main way to develop the aesthetic culture of students is to form their independent artistic activity and creativity.

The importance of local history museums is that in determining the tasks of aesthetic education in pedagogy, the general educational goals and the specific characteristics of students are taken into account separately. The tasks of aesthetic education are conditionally grouped into four groups according to their direction:

1. To form aesthetic inclination in students through local history museums, i.e., to form aesthetic excitement, aesthetic attitude, and interest, to develop in them the collection of aesthetic images of the surrounding reality and works of art, to develop emotional responsiveness to them; includes the development of aesthetic feelings, needs, tastes, and attitudes.

2. The formation of aesthetic consciousness in students through local history museums consists of forming aspects of aesthetic consciousness (the volume of imagination and knowledge, aesthetic reasoning, and evaluation).

Through local history museums, students' aesthetic consciousness is formed, and they learn various criteria for correctly determining beauty or ugliness, humor or tragedy in reality and art, i.e., the characteristics and qualities of objects: shape, color, sounds; emotional determination: joy, sadness, sorrow, surprise, grief; art-historical criteria, i.e., knowing the names and life, activity of individual painters, composers; aesthetic criteria - being able to distinguish between beautiful, ugly, humorous, heroic, etc. They form a correct attitude towards the surrounding world and an understanding of beauty.

3. Teaching aesthetic activity, in the process of implementing the tasks of this group, the teacher involves students in active aesthetic and artistic activity through local history museums, develops aesthetic and artistic perception in them, forms the

skills and abilities of artistic performance activity, and fosters the skills and abilities to introduce beauty into life, nature, and one's own appearance.

4. As a result of fulfilling the task of developing aesthetic and artistic-creative abilities, the teacher develops the development of general and special artistic-creative abilities, the ability of emotional responsiveness, and creative imagination in each person.

The full implementation of the tasks of aesthetic education forms a number of positive qualities in students: initiative, creativity, foresight, aspiration, the ability to dream, etc.

Local history museums analyze students' understanding of humor in reality, i.e., humorous images related to reality in works. They need to learn that humor in reality is a deviation from a specific rule, a violation of the laws of beauty, unity of form and content; that laughing at things that are ending is a specific form of struggle for the aesthetic ideal, for beauty; that humor reflects the contradictions between the old and the new; that humor in life and art is expressed with the help of many means (word, image), as well as that artistic activity and art, regardless of its type, is the highest manifestation of human aesthetic assimilation of the world. Through local history museums, while providing students with knowledge about types of art, they combine their aesthetic feelings and teach them to engage in meaningful aesthetic reasoning.

Students must also acquire aesthetic skills and abilities in the process of aesthetic education. It is intended that they master musical activities such as performance, singing, musical movement, and playing musical instruments. They acquire the skills to carefully observe works of fine art, analyze their content and means of expression, and distinguish genres from each other, and develop skills in independent research and creativity.

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