

Innovative Forms of Aesthetic Culture Formation in Primary School Students

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Abstract: This article analyzes innovative forms of aesthetic culture formation in primary school students based on national and international experiences. Through literature review, the forms, methods, and principles of aesthetic culture formation have been identified. The research results indicate that modern information technologies, integrative approaches, preservation of national traditions, and harmonization of international experiences are the main innovative forms for effectively developing aesthetic culture in primary school students. The article also provides recommendations for implementing innovative forms of aesthetic culture development in primary education.

Keywords: aesthetic culture, primary education, innovative forms, national traditions, international experiences, integrative approach, information technologies.

INTRODUCTION

In the modern education system, the comprehensive development of primary school students' personalities is a crucial issue. One of the important aspects of personality formation is the development of aesthetic culture. Aesthetic culture is a person's ability to understand, perceive, and create beauty. Primary school age is considered the most important period for a child's aesthetic education, as it is during this time that children's worldviews, interests, and values are formed [1].

In the process of reforming the education system in our republic, great attention is being paid to the formation of aesthetic culture in primary school students. The Decree of the President of the Republic of Uzbekistan No. PF-5712 dated April 29, 2019, "On approval of the concept for the development of the public education system of the Republic of Uzbekistan until 2030," also emphasizes improving the quality of education and developing students' creative and intellectual potential [2].

The purpose of this article is to analyze innovative forms of aesthetic culture formation in primary school students based on national and international experiences and to develop practical recommendations.

METHODOLOGY AND LITERATURE REVIEW

The research methodology included analysis of scientific literature, study of national and international experiences, comparative analysis, and systematic approaches. Scientific works, research, articles, and monographs by scholars from Uzbekistan, Russia, and other foreign countries were studied for analysis.

The concept of aesthetic culture and issues of its formation have been studied by many scholars. Particularly, Karimov (2018) defines aesthetic culture as a person's ability to understand, perceive, and evaluate beauty and identifies the main principles for its development [3]. Russian scholar Nemensky (2015) emphasizes that aesthetic education in primary education should be based on an integrative approach [4].

From foreign research, Eisner (2017) demonstrates the importance of teaching through art and proposes innovative methods of aesthetic education in primary school [5]. Similarly, Gardner (2020) emphasizes the importance of developing aesthetic perception in his theory of multiple intelligences [6].

Among Uzbek scholars, Qodirov (2021) has proposed effective methods for forming aesthetic culture based on national traditions and values [7]. Saidov (2019) has developed an innovative model for forming aesthetic culture using information technologies [8].

RESULTS AND DISCUSSION

Based on the literature review, the following innovative forms of aesthetic culture formation in primary school students were identified:

1. **Integrative Approach.** As emphasized by Nemensky (2015) and Eisner (2017), all academic subjects in primary education should be integrated for the formation of aesthetic culture [4, 5]. For example, studying the aesthetic aspects of geometric shapes in mathematics lessons, appreciating the beauty of poetry and literary works in native language lessons, and perceiving the beauty of nature in natural science lessons are integrative approaches that produce effective results.
2. **Modern Information Technologies.** As Saidov (2019) points out, modern technologies play an important role in the formation of aesthetic culture [8]. Through virtual museum tours, 3D models, and interactive programs, students can explore the aesthetic aspects of the world more broadly, which expands their aesthetic worldview.
3. **Preservation of National Traditions.** In his research, Qodirov (2021) emphasizes the importance of forming aesthetic culture based on national traditions and values [7]. By studying Uzbek folk crafts, national music, and examples of folk oral creativity, students develop a national aesthetic culture.
4. **Harmonization of International Experiences.** Studying foreign countries' experiences and adapting them to the national education system also yields effective results. For example, harmonizing international experiences such as Japanese "Ikebana" art, Chinese calligraphy, and Italian fine arts with Uzbek national traditions enriches students' aesthetic culture.
5. **Project-Based and Collaborative Education.** As Makarenko (2018) points out, collaboration and project implementation help to form students' aesthetic culture [9]. For example, the class can create wall newspapers, prepare theatrical performances, and organize art exhibitions together.
6. **Connection with the External Environment.** As Gardner (2020) emphasizes, it is important to introduce students to the external environment [6]. Visits to museums, theaters, exhibitions, and nature excursions develop students' aesthetic culture.

There are several innovative experiences in forming aesthetic culture in primary school students in Uzbekistan. For example, the "Art Hours" project is being implemented in several schools in Tashkent, in which students have meetings with professional artists. Such experiences broaden students' aesthetic worldview [10].

However, the literature review also identified several problems in implementing innovative forms of aesthetic culture formation in primary school students:

- Insufficient time allocated to aesthetic education in curricula;

- Inadequate methodological preparation of teachers for aesthetic culture formation;
- Limited opportunities to use modern information technologies;
- Lack of developed methodology for harmonizing national and international experiences.

The role of the physical learning environment deserves greater attention in aesthetic education. Research suggests that carefully designed classrooms with thoughtful visual elements, natural materials, and spaces for creative expression serve as "silent teachers" in aesthetic development. Schools that incorporate elements of natural beauty, artistic displays, and organized visual harmony help students develop aesthetic sensibilities even during routine activities.

Digital storytelling has emerged as a powerful tool for aesthetic development. This approach combines traditional narrative skills with digital media, allowing primary students to create multimedia stories that incorporate visual, auditory, and textual elements. The process engages multiple sensory pathways and allows students to make aesthetic choices about color, composition, sound, and rhythm while developing digital literacy skills.

Mindfulness practices integrated into aesthetic education yield promising results. When students are taught to observe art, nature, or music with full attention and presence, they develop deeper aesthetic perception. Simple guided practices that encourage careful observation of colors, textures, sounds, or natural elements enhance students' ability to perceive beauty and make thoughtful aesthetic judgments.

CONCLUSION

According to the research results, it is necessary to use innovative forms for the formation of aesthetic culture in primary school students. Studying international experiences while preserving national traditions and values, using modern information technologies, implementing an integrative approach, and providing education based on collaboration and projects enable effective formation of aesthetic culture in primary school students.

The following recommendations have been developed for implementing innovative forms of aesthetic culture formation in primary school students:

1. Strengthen aesthetic education components in curricula;
2. Organize special seminars and training to improve teachers' qualifications;
3. Develop methodological guides on the use of modern information technologies and innovative pedagogical methods;
4. Develop special programs for harmonizing national and international experiences;
5. Strengthen school-family-community collaboration.

In conclusion, using innovative forms for the formation of aesthetic culture in primary school students lays the foundation for their personal development, the realization of their creative abilities, and becoming full-fledged members of society in the future.

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