



Modern Form Methods and Tools for the Development of Ecoequal Culture of Future Preschool Specialists

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Abstract: *The article reveals the main essential characteristics of the aesthetic culture of the personality of the educator. The authors propose the structure of the aesthetic culture of a preschool teacher, including affective, cognitive, behavioral and reflective-evaluative components. The work of teachers in the process of developing aesthetic culture, the use of effective means of cultural development and aesthetic and creative development in a preschool educational organization.*

Keywords: *Aesthetic culture, artistic and aesthetic development, preschool aesthetic education, sphere, creativity, factor.*

The aesthetic culture of the educator is a complex design that exists in the space of external and inner world and covering professional, general cultural and personal aspects. In the personal development of the educator, a qualitative combination of moral, ethical and aesthetic formation on the principle of complete and free realization of the essential forces and abilities of man is extremely important. It is in the activity that the system of individually differentiated artistic and aesthetic attitude to reality is expressed.

In terms of the expression of kipiling, an interesting teacher, who is able to think, without making the idea of its goal, connecting the true education with the will and the ability to realize itself in creative activity.

In modern pedagogy, aesthetic culture is the subject position of the teacher, which determines the promotion of cultural values, their spiritual, aesthetic and artistic importance to trainee and educated generations of students.

Aesthetic culture is the most important component of the spiritual appearance of the personality, the presence of human intelligence, the creative orientation of aspirations and activities, attitude towards peace and other people, is depends on the presence of its degree of development, which is very important in modern society,

The aesthetic culture of the educator acts as a leading factor in spiritual, general cultural and aesthetic development, both students and their parents. The educator forms aesthetic feelings, needs, the basics of the healthy taste of children, develops their emotional responsiveness and so on. These are the very characteristics of the emotionally sensual sphere of a person who will continue to determine the content of its social actions, the route of its personal and general cultural development, to form its creativity for all future activities.

The necessary conditions for the formation of aesthetic culture of the educator are:

- following the principles and norms of morality;
- development of the abilities of independent moral orientation;
- formation of social and valuable moral and aesthetic beliefs and behavior;
- mastering theoretical problems of pedagogical clock and pedagogical technology;



➤ Development of skills and skills of pedagogical communication.

The educator is an active subject implementing its culture, an understanding of life, aesthetic taste, ideals, cultural values and meanings. The educator as a subject of aesthetic culture is able to form cultural senses, approve the aesthetic values, to teach the solution to the vital tasks with non-standard creative ways. An important role in modern living conditions of the preschooler should be attacked by the ability of art to be an active link of health-saving technologies. Art is able to balance mental overload, "take away" from aggressive ways of behavior.

A modern aesthetically developed educator can teach a child with scientific and artistic thinking, understanding their relationship on concrete examples of the world of art, its species and genres, features of the artistic creativity of various masters of different eras and peoples.

The peculiarities of the development of the aesthetic orientation of the personality are revealed in philosophical, sociological, cultural, psychological and pedagogical studies (M.I. Aldoshina, S.A. Anichkin, A.I. Burov, L.S. Vygotsky, M.S. Kagan, N.I. Kiyashenko, L.V. Poselyagina, etc.), which reveal the methodological, methodological and organizational foundations its formation in the conditions of various educational organizations. For example, V.N. Lipsky considers aesthetic culture as the most important component of the spiritual appearance of a person and "part of the general culture of society, in relation to natural, social and cultural phenomena of the world, including aesthetic values and ways of their creation." E.G. Milyugina and M.N.

Krylova—as "a multifunctional complex phenomenon representing psychophysiological and socio-historically conditioned unity and interaction of aesthetic knowledge, needs and volitional aspirations of the individual, based on value personal orientations, and aimed at realizing the existential potential of the individual in the process of its socialization." G.V. Malyutin G.V. and G.D. Khoroshavina examines aesthetic culture in the context of general culture, which meaningfully includes "not only the ability to record creative activity important for a person, but also the assimilation and consumption of aesthetic values." The creative refraction of various aesthetic impressions and the construction of their own microcosm on their basis, according to the authors, characterize the essential features of aesthetic culture.

Suggested by N. M. Coniser Regulations on the importance of connecting to the educational process of the Emotional and spiritual spheres of the child's personality, convincing evidence of the constructiveness of the approach based on the idea of organic unity of intellectual and emotional development can serve as conceptual foundations of the development of the discipline "Fundamentals of world artistic culture" for kindergarten and initial Schools. The functions of this subject may be: the development of the world of the child's senses and on this basis of aesthetic worldview; development of fantasy, creative and associative thinking; the development of aesthetic taste, the ability to evaluate, the ability to reason; formation of skills of telling, figurative thinking, comparison, descriptions of what caused particularly bright experiences; Formation of skills of artistic creativity. Forms of learning to this subject are predominantly game, which corresponds to the age characteristics and specifics of the artistic perception of preschoolers. In class, you can actively use multimedia tools.

The aesthetic culture of the individual, as an element of culture, reflects and reproduces the artistic and aesthetic ideals of society, primarily on the basis of such categories as the beautiful and the sublime. The category "beautiful" characterizes perfection, harmony, uniqueness, and "sublime" - significance, stability of influence on the inner world and behavior of the individual. It is these categories that allow us to consider aesthetic culture as a culture of beauty.

The levels of formation of aesthetic culture are considered at the individual-personal and socio-social levels. The fundamental criterion for the formation of aesthetic culture is aesthetic taste, defined as a specific ability of a person that determines her behavior (aesthetic / non-aesthetic).



This ability manifests itself in the assessment of the aesthetic significance of the surrounding reality and the identification of the beautiful / ugly, sublime and base. That is, aesthetic taste is acquired, changed and developed as a result of activity, through familiarization with the achievements of culture.

We emphasize that the concept of "aesthetic culture of the individual" is characterized by multidimensional and universality. Being a dynamic and integrative education, the aesthetic culture of the individual manifests itself in the formed aesthetic attitude to the surrounding phenomena and provides opportunities for creative self-realization in various types of professional activity.

The analysis shows that the aesthetic culture of the teacher (hereinafter referred to as ECP) performs the functions of cognition, preservation and transmission of culture, normative possession of aesthetic behavior and is expressed in the cultural and value perception of the surrounding world. The main components of the ECP are cognitive (content-semantic aspects of the development of aesthetic culture), affective (emotional-value motivation) and behavioral (activity-based foundations of aesthetic culture). Their development is expressed in the ability to correctly perceive, understand another person, treat him adequately, determine the rules of behavior in a particular situation. The research notes the interdependence of the formation of the aesthetic culture of the teacher and the child, since a teacher who is aesthetically educated and developed, emotionally receptive, using is able to effectively carry out the aesthetic development of the child. Being an example for a child, the teacher is responsible for the process of developing artistic perception and fostering a sense of beauty in children, contributing to the formation of aesthetic culture. However, as indicated in the research, the process of developing aesthetic culture does not find due attention in the system of methodological training of teachers. We emphasize that the concept of "aesthetic culture of the individual" is characterized by its versatility and versatility. Being a dynamic and integrative education, the aesthetic culture of the individual manifests itself in the formed aesthetic attitude to the surrounding phenomena and provides opportunities for creative self-realization in various types of professional activity.

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A feature of the aesthetic culture of the individual and society is their mutual influence. On the one hand, the aesthetic ideal of society determines certain aesthetic social values and achievements. In the process of aesthetic upbringing and education, a person appropriates these values. On the other hand, the assimilation of social aesthetic values for a single individual occurs as a creative interpretation, which has an impact on their renewal. Consequently, the interaction of the aesthetic culture of society and the individual can be considered as a developing process of the formation of aesthetic needs, consciousness and abilities.



The considered approaches to the essence of the aesthetic culture of the individual allow us to reveal this concept through a system that includes a culture of aesthetic feelings, aesthetic knowledge and aesthetic behavior.

The main activities of children in classes are: art perception, informational acquaintance, visual activities, artistic communication, that is, the use of the entire volume of the artistic and creative experience of the preschooler, obtained in other occupations. In order for the art to develop an aesthetic culture of the preschooler, it was on his personality, it should be a highly valued for the identity of the motive, which in our opinion, not only in the joint activities of children and adults, the subjective position of the educator, the help of parents, senior family members who strengthen the conviction of the child in The importance of understanding and using art in their lives.

The modern educator should be inherent in all the main qualities of aesthetically developed person. At the same time, the educator should be able to use his aesthetic arsenal in order to divert the formation of his pupils.

Opportunities for this are huge. This is: theater and television, books, cinema, art galleries, museums, isostudia, literacy, choirs and orchestras, folk theaters, participation in various types and forms of artistic amateur creativity.

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