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AESTHETIC CULTURE OF THE EDUCATOR

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Annotation: 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.

Key words: aesthetic culture, artistic and aesthetic development, preschool aesthetic education, sphere, creativity, factor.

The aesthetic culture of the educator is a complex structure that exists in the space of the external and internal world and covers its professional, general cultural and personal aspects. In the personal development of an educator, it is extremely important to have a qualitative combination of moral, ethical and artistic and aesthetic development on the principle of full and free realization of the essential forces and abilities of a person. It is in activity that the system of an individually differentiated artistic and aesthetic attitude to reality finds expression. According to Kipling, an educator is interesting who is able to think without making thought his goal, combining true education with the will and the ability to realize oneself in creative activity.

In modern pedagogy, aesthetic culture is the subjective position of the teacher, which determines the promotion of cultural values, their spiritual, aesthetic and artistic significance to the generations of students being taught and brought up.

Aesthetic culture is the most important component of the spiritual image of a person, on the presence of which and the degree of its development depends on the intelligence of a person, the creative orientation of aspirations and activities, attitude towards the world and other people, which is very important in modern society.

The aesthetic culture of the educator is the leading factor in the spiritual, general cultural and aesthetic development of both students and their parents. The educator forms aesthetic feelings, needs, the foundations of a healthy taste for children, develops their emotional responsiveness, and so on. These are the very characteristics of the emotional-sensory sphere of a person, which will later determine the content of his social actions, the route of his personal and general cultural development, and form his creativity for all future activities.

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

- adherence to the principles and norms of morality;
- development of skills of independent moral orientation;
- the formation of socially valuable moral and aesthetic beliefs and behavior;
- development of theoretical problems of pedagogical tact and pedagogical technique;



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➤ development of skills and abilities of pedagogical communication.

The educator is an active subject, realizing in his professional activity his culture, understanding of life, aesthetic taste, ideals, cultural values and meanings. The educator, as a subject of aesthetic culture, is able to form cultural meanings, affirm aesthetic values, teach solving vitally important tasks in non-standard creative ways.

The preservation and transmission of the aesthetic norms and values developed by long experience of generations is one of the priority strategic lines of the educator's activity. Initiation to the universal human aesthetic experience of children is carried out in two interrelated ways: by revealing the creative forces inherent in the child and introducing him into the world of culture, where conditions are created for the growth and strengthening of his feelings, imagination, artistic perception, a variety of artistic activities in which the inherent inclinations can be fully realized. development.

One of the central places in the aesthetic activity of the educator is the appeal to the multifunctionality of art - its ability to be a way of knowing the world around us, evaluating it, communicating, developing personality, correcting problems in development, a way of playing and entertaining, appealing to the ability of art to reflect values and meanings, to form artistic taste, creative thinking, understanding of beauty that affects the inner world of a person. An important role in the modern conditions of life of a preschooler should be assigned to the ability of art to be an active link in health-saving technologies. Art is able to balance mental congestion, "take away" from aggressive ways of behavior.

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

The provisions proposed by N. M. Konyshcheva on the importance of connecting the emotional and spiritual spheres of the child's personality to the educational process, convincing evidence of the constructiveness of the approach based on the idea of the organic unity of intellectual and emotional development can serve as the conceptual foundations for the development of the discipline "Fundamentals of World Artistic Culture" for kindergarten and elementary school. schools. The functions of this subject can be: the development of the world of feelings of the child and, on this basis, the aesthetic worldview; development of fantasy, creative and associative thinking; development of aesthetic taste, ability to evaluate, ability to reason; the formation of storytelling skills, figurative thinking, comparison, description of what caused particularly vivid experiences; the formation of skills of artistic creativity. The forms of teaching this subject are mainly gaming, which corresponds to the age characteristics and specifics of the artistic perception of preschoolers. In the classroom, you can actively use multimedia tools.

The main activities of children in the classroom are: artistic perception, informational familiarization, visual activity, artistic communication, that is, the use of the entire volume of artistic and creative experience of a preschooler obtained in other classes. In order for art to develop the aesthetic culture of a preschooler, to influence his personality, it must become a highly significant motive for the personality, which, in our opinion, is palpable only in the joint activities of children and adults, the subjective position of the educator, the help of parents, older family members, strengthening the child's conviction in the importance of understanding and using art in your life.

A modern educator should have all the basic qualities of an aesthetically developed person. At the same time, the educator should be able to use his aesthetic arsenal in order to form his pupils in many ways.



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The possibilities for this are enormous. These are: theater and television, books, cinema, art galleries, museums, art studios, literary associations, choirs and orchestras, folk theaters, participation in various types and forms of amateur art.

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