

## AESTHETIC EDUCATION IN ELEMENTARY SCHOOL

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**Abstract:** this article is dedicated to the issues of aesthetic education of junior schoolchildren, which aims to reveal the aesthetic education issues and to elaborate the steps of the aesthetic education system of the elementary school. We have shown the requirements to the lesson and the competences needed by the teacher in the context of aesthetic education, The relevance of our article is due to the fact that today pedagogy has set itself the task of educating individuals with highly developed, harmonious inner world.

**Keywords:** aesthetic education, educational environment, junior schoolchildren, “beauty culture”, methodological conditions, educational process, inter-disciplinary and disciplinary relations, aesthetic component.

## ЭСТЕТИЧЕСКОЕ ОБРАЗОВАНИЕ В НАЧАЛЬНОЙ ШКОЛЕ

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**Аннотация:** данная статья посвящена вопросам эстетического воспитания младших школьников, целью которого является раскрытие проблем эстетического воспитания и разработка этапов системы эстетического воспитания начальной школы. Мы показали требования к уроку и компетенции, необходимые учителю в контексте эстетического воспитания. Актуальность нашей статьи обусловлена тем, что сегодня педагогика поставила перед собой задачу воспитания людей с высокоразвитым, гармоничным внутренним миром.

**Ключевые слова:** эстетическое воспитание, образовательная среда, младшие школьники, «культура красоты», методологические условия, образовательный процесс, междисциплинарные и дисциплинарные отношения, компетенции, эстетический компонент.

Over the last decade, the educational system of the Republic of Armenia has undergone a number of significant changes that have directly influenced the aesthetic perceptions, upbringing, pedagogy, organization and conduct of educational process of the junior schoolchildren. Numerous statistical studies show that the components of a child's value system change year by year.

Yet today we have to point out that the overwhelming majority of educators, particularly education policy makers, education providers, teachers, parents, still do not consider aesthetic education of junior schoolchildren in the structure of lifelong learning as a guarantee of further success of junior schoolchildren education and life. No attention is paid to the aesthetic requirements of the educational environment and the lesson. Modern pedagogy has set a task of educating individuals with diverse, harmonious inner worlds. Of course, it should be emphasized that this problem will be solved if the education of junior schoolchildren is built from different points such as physical, moral, health, aesthetic, environmental and so on. In general, all the listed parties are interconnected, and often cross each others' borders (1, 18). Aesthetic education has two main functions: it forms the aesthetic component of a learner's value system and value orientation and develops its aesthetic and creative potential (2). There is also another view that beauty serves as a level of moral upbringing. Thanks to aesthetic education, it is also possible to establish complete harmony between the aesthetic, moral and intellectual components of a person's spiritual world (2).

Today, teachers of the world are united by a common idea. Everyone is striving to redefine the complex process of education and upbringing, the socialization of human beings. The world pedagogical mind is now directed to the solution to these problem, which is one of the main pedagogy problems of 21st century (2). Scientists believe that the educational environment should provide all the components of aesthetic education.

Understanding the importance of recognizing all aspects of human personality in the system of aesthetic education leads us to rethink the synthesis of all knowledge of man, both in the natural studies and in the humanities (3). A methodological precondition for the perception of “beauty culture” by junior schoolchildren is the discovery of aesthetic directions of inter-disciplinary and disciplinary relations, that are not difficult to see, emphasize and apply in the process of teaching the disciplines, as well as the introduction of aesthetic content (3). There are three aspects in the essence of aesthetic education:

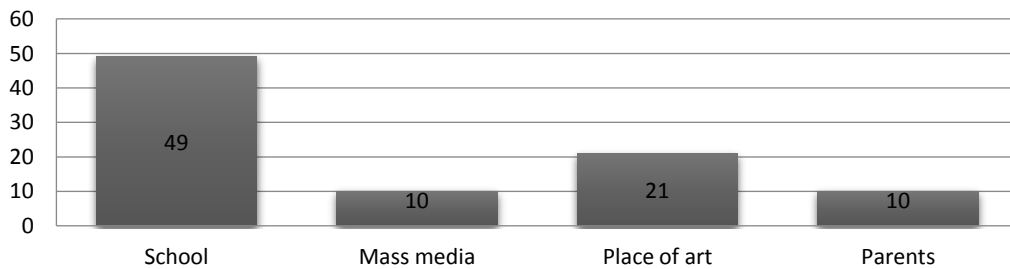
1. Aesthetic understanding and perceptions of a person.
2. Aesthetic notions and judgments.
3. Aesthetic thinking and beliefs (2. 47).

The purpose of our work is to identify the aesthetic issues of elementary schoolchildren and to elaborate the steps of the elementary school aesthetic educational system, to which we have put forward the following problems:

- Study of the current state of the elementary school
- Identify contemporary issues of aesthetic education.
- Show the requirements to the lesson and the competences needed by the teacher in the context of aesthetic education.

Observation, interview and questionnaire methods were used to solve our problems.

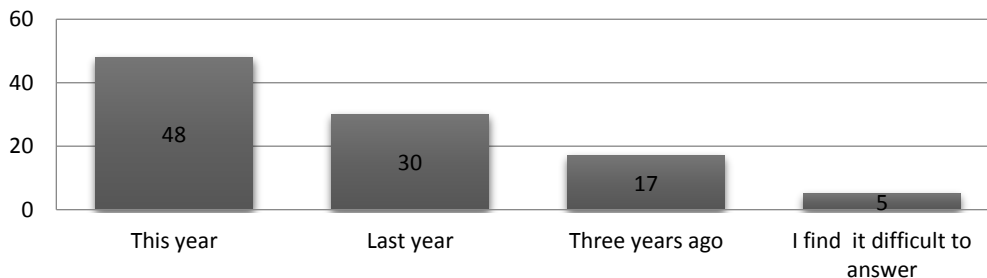
**Information source with regard to the art**



*Fig. 1. Diagram. Information source with regard of the Art*

It turns out that students get knowledge of art during the educational process (49%), from the mass media (10%), art visits 21%, and the role of parents in this process is modest - 10%.

**Frequency of visiting sightseeings**



*Fig. 2. Diagram. Frequency of visiting sightseeings*

In the Parent Community Survey, when was the last time they took their junior schoolchildren to art places, 48% of parents answered this year, 30% last year, 17% three years ago, and 5% found it difficult to answer.

Junior schoolchildren who are not attending extracurricular classes point out the reason of not attending the lack of a group of their choice in the area.

In the next phase of the survey, a junior schoolchildren was offered a questionnaire, which included ideas about art. It became clear that at 33 percent of schoolchildren the art was directly associated with the museum.

Another survey was conducted among form masters. The goal was to find out about their awareness of aesthetics knowledge and methods of strengthening of aesthetic education of junior school children. Unfortunately, form masters often don't talk about art.

Based on the results of the researches we have made the following conclusions.

1. Studies show that the reason of some of the deficiencies in elementary school may be due to the lack of a clear system of aesthetic education. Therefore, in our opinion, this system needs to be reviewed and effectively organized.

2. Developing a sustainable attitude of children towards art although theoretically understood, is often pushed into the background in practice. And this is mainly due to the fact that art-related disciplines in schools are still considered secondary, there is no relevant material-technical base, and teachers do not have necessary professional competencies that can contribute to the full organization of aesthetic education.

3. The educational environment has an enormous impact on the outlook of junior schoolchildren, contributing to the harmonious and diverse development of children.

4. Schoolchildren generally associate art with visiting a museum, not emphasizing mental or other components in that context, unable to properly evaluate their knowledge, they do not have appropriate motivation to engage in art. This shows that they do not understand the concept of beauty in general.

5. The parent community also does not have a proper base of aesthetic knowledge and considers the most of the aesthetic education as the issue of the school.

6. The aesthetic component can be integrated into the disciplines taught in elementary classes. The professionalism of the pedagogue is also manifested in the construction with aesthetic approaches and principles of the discipline taught by him/her, in the context of connecting with other relevant sciences, discovering and showing the connections between them.

We believe that the conclusions made complete picture of the level of aesthetic upbringing of the Armenian educational environment. We should make efforts to carry out aesthetic education in the elementary school, so that individuals with diverse and intellectual potential be free in our country, thereby creating a basis for the implementation of targeted programs aimed at the formation of future citizens of the Republic of Armenia.

#### **Proposals**

1. The implementation of aesthetic education issues can and should be continuous expanding its scope in extracurricular activities / practical-research, design, etc.

2. To use originals provided by the educational plan, to study common subjects and global issues related to aesthetic education. (e.g., knowledge of beauty, evil and noce, good and bad),

3. To study reading materials to help junior schoolchildren gain practical and accessible knowledge of the human, the world, and beauty.

4. To develop personal attitudes, beliefs, viewpoints, and understanding of values by discussing issues related to different aesthetic problems linking them to the junior schoolchildren lifestyle.

5. To read works by different writers emphasizing stereotypes and prejudiced attitudes toward one or another aesthetic problem.

6. To discover aesthetic education activities in other developed countries by introducing them in our reality.

7. To use song as an aesthetic perception development exercise to enhance the knowledge of a junior schoolchildren.

8. To consider dance as a basic means of providing aesthetic education. To appreciate the importance of taking care of your own body and beauty.

9. Collection of new information on aesthetic perceptions via the Internet, etc.

We believe that these steps will not pose significant difficulties in elementary school because:

- The content of the above educational plans in elementary school does not radically change.
- There is no need to make changes to the timetable.
- Implementation is done by teachers who master the art of dealing with beauty and prove it through their lifestyles.

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