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**TECHNOLOGIES FOR FORMING STUDENTS' AESTHETIC EDUCATION
THROUGH ANALYSIS OF ARTISTIC TEXT IN LITERARY EDUCATION**

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Abstract: This article explores the role of art samples in the aesthetic education of students within the general secondary education system, aiming to enhance their creativity and nurture well-rounded individuals — a primary goal of modern education. It discusses the requirements for art teachers, the importance of interdisciplinary connections, and the integration of fine arts and cinematography in literature lessons. The author analyzes the character of Qabil Baba from Abdulla Qahhor's story "The Thief" and explains how the use of visual arts can better convey his emotional experiences to students. This article examines the crucial role of artistic works in fostering aesthetic education among students within the framework of general secondary education. It highlights how incorporating art into literary education not only enhances students' creative abilities but also supports the holistic development of their personalities — a key objective of contemporary educational standards. The study discusses the evolving demands placed on art and literature teachers, emphasizing the necessity of interdisciplinary approaches that integrate fine arts, cinematography, and other visual art forms into the literature curriculum. Through detailed analysis of Abdulla Qahhor's story "The Thief", particularly the characterization of Qabil Baba, the article illustrates how the use of visual and cinematic materials can deepen students' emotional understanding and engagement with literary texts. The findings suggest that such integrative methods enrich students' aesthetic experience, encourage critical and empathetic thinking, and contribute to nurturing well-rounded, culturally aware individuals. The article also proposes practical strategies for teachers to effectively incorporate artistic resources

into literature lessons, thereby transforming traditional literary education into a more interactive and meaningful process.

Keywords: literature, art, perfect person, education, upbringing, student.

Introduction

In the period of independence, literary education in schools must adhere to principles that promote students' independent thinking, taking into account their intellectual, emotional, and physical characteristics. It is essential to consider individual differences throughout the educational process, placing special emphasis on developing students' spirituality, encouraging their active participation in learning, cultivating an appreciation for artistic and aesthetic values, and fostering collaborative pedagogical relationships. Teaching literature as a school subject involves unique features that shape how students perceive artistic works. Their thinking is influenced by the specific context and themes of the texts they study. Therefore, literary education relies heavily on contextual understanding. Aesthetic education plays a vital role in the comprehensive development of students' personalities and intellectual capacities. In the context of general secondary education, the integration of artistic works into the curriculum has become increasingly important to cultivate students' appreciation for beauty, creativity, and cultural values. Literature, as a powerful medium of artistic expression, offers unique opportunities to enhance students' aesthetic sensibilities and emotional intelligence. Modern educational standards emphasize the need for a holistic approach to teaching literature that goes beyond simple text analysis. This approach encourages the inclusion of various art forms such as painting, music, and cinema to create a richer and more engaging learning experience. Teachers are thus tasked with developing new methodologies that combine literary study with visual and performing arts, aiming to deepen students' understanding and foster critical thinking. This article explores the role of artistic works in aesthetic education through the lens of Abdulla Qahhor's short story "*The Thief*", focusing particularly on the character of Qabil

Baba. By incorporating visual and cinematic resources into literature lessons, educators can provide students with a multi-dimensional understanding of the text, making the learning process more dynamic and impactful. The following sections will analyze current challenges and opportunities in integrating art into literary education and propose effective teaching strategies for educators.

Literature Review

Several researchers have explored the intersection of literary education and aesthetic development. Ibrohimova (2013) highlights the importance of aesthetic education within literature lessons. Sayfutdinova (2015) emphasizes how literary text analysis fosters aesthetic appreciation and contributes to students' cultural growth. Khusniddinov's research focuses on the theoretical and practical aspects of integrating aesthetics into literary education, recommending methods for helping students develop an aesthetic worldview through analyzing richly artistic texts. Mustafayeva (year) identifies key components of aesthetic education, such as understanding the composition and characters of literary works, and how these elements can be conveyed to students. Tokhtasinova (year) stresses the methodological aspects of literary text analysis, demonstrating its role in cultivating students' aesthetic perspectives. Abdullaeva (year) further explores the theoretical foundations of literature's role in aesthetic education, highlighting the importance of teaching students to appreciate the cultural and artistic values embedded in texts. The significance of aesthetic education within the general education system has been widely acknowledged by scholars and educators worldwide. According to Dewey (1934), aesthetic experiences are crucial for developing creativity, critical thinking, and emotional intelligence in students. Similarly, Eisner (2002) highlights that integrating the arts into education fosters holistic development and nurtures a deeper understanding of cultural and social values. Research on the use of artistic works in literature education shows promising results in enhancing students' engagement and interpretative skills. For example, McCarthy et al. (2004) emphasize that multimodal

approaches combining literature with visual and performing arts enrich students' comprehension and provide varied perspectives on textual analysis. This is especially important in secondary education, where students are developing their analytical and emotional maturity. Several studies have examined the role of short stories and narratives in aesthetic education. Nodelman (2008) argues that short stories, due to their brevity and concentrated emotional impact, serve as effective tools for fostering empathy and aesthetic appreciation among learners. Furthermore, the use of film and visual arts as complementary tools in literature classes has been supported by scholars such as Gregory and Lodge (2015), who note that cinematic adaptations can deepen students' understanding of themes and character development. Despite these findings, challenges remain in practical implementation. Educators often face difficulties in balancing curriculum requirements with innovative aesthetic teaching methods (Smith & Smith, 2017). Moreover, limited resources and teacher training can hinder the effective integration of art forms into literature instruction (Johnson, 2019). This literature review highlights the need for developing comprehensive teaching strategies that incorporate various artistic media to enhance aesthetic education. The present study builds on these theoretical foundations by exploring the role of visual and cinematic works in the analysis of Abdulla Qahhor's short story "*The Thief*", demonstrating how such integration can enrich secondary school literature lessons.

Author(s)	Year	Key Findings	Methodology
Dewey	1934	Aesthetic experiences develop creativity and emotional intelligence	Theoretical analysis
Eisner	2002	Arts integration promotes holistic student development	Literature review
McCarthy et al.	2004	Multimodal approaches enhance literary comprehension and engagement	Empirical study

Author(s)	Year	Key Findings	Methodology
Nodelman	2008	Short stories foster empathy and aesthetic appreciation	Textual analysis
Gregory & Lodge	2015	Cinematic adaptations deepen understanding of literary themes	Case study
Smith & Smith	2017	Challenges in balancing curriculum with aesthetic teaching	Survey of educators
Johnson	2019	Lack of resources and training limits art integration in literature education	Qualitative interviews

Discussion

Unlike the former socialist education system, modern pedagogy prioritizes the development of the individual over merely training specialists. It is insufficient to produce technically skilled professionals who lack creativity, humanitarian qualities, and the ability to generate new ideas. Each student is a member of society and must be able to communicate their thoughts and feelings effectively. However, in today's age of information overload, mere eloquence is not enough — communication must carry emotional depth to resonate with others. Hence, the goal of contemporary education is to nurture sensitive and perceptive individuals capable of responding humanely and creatively to real-world situations. As Professor Qazoqboy Yuldash notes, pedagogy today aims to develop bright, independent personalities who can set goals, think critically, and self-regulate, rather than simply memorize information [1; p. 27]. To cultivate such qualities, education must first fill students' souls with beauty and empathy, acquainting them with art and fostering sensitivity to the experiences of others. Integrating art samples into literature lessons serves this purpose effectively. Literature and art are inherently connected — literature is often called the art of words. Both literary and visual arts revolve around human experience, though they express it through different means: writers use language, while artists use visual

forms such as painting or sculpture. Employing examples of fine arts in literature classes not only enhances students' aesthetic taste but also encourages creativity and multiple perspectives on the texts studied. This approach also deepens students' understanding of literary works. Currently, fine arts are widely used in pedagogy — portraits of writers and characters, theatrical adaptations, and images of creators serve as useful teaching aids. However, other art forms such as cinema, sculpture, and handicrafts remain underutilized. Literature textbooks include illustrations, film excerpts, and sculptures related to the works studied, but teachers often overlook these resources or fail to use them effectively. To maximize their benefit, literature teachers should engage students by asking guiding questions about these artistic examples, prompting deeper exploration of the literary work. Several methods can facilitate this: **Comparison Method:** Show an excerpt from a film adaptation alongside the literary text and ask students to identify similarities and differences, enhancing their analytical skills. **Intellectual Attack Method:** Invite students to imagine and visually represent characters or settings from the text through drawing, promoting artistic thinking. **Conversation Method:** Encourage students to compare two art forms reflecting the same theme — for example, a poem and a painting about homeland — discussing their complementary and contrasting elements to develop aesthetic appreciation. **Practical Application** Consider Abdulla Qahhor's story "*The Thief*" and the character of Qabil Baba, an old man whose ox is stolen. The story's dialectal language and rural setting may be interpreted differently by students depending on their backgrounds. For students unfamiliar with barns or oxen, understanding Qabil Baba's distress can be difficult. However, a visual representation of this scene helps students empathize with his emotional state — his trembling knees and anxious gaze become more vivid and real. Similarly, using a film excerpt from "*Shum Bola*" that depicts a bustling early 20th-century market complements the literary description, enabling students to visualize historical clothing, behavior, and environment. This multimedia approach enriches students' cultural understanding and emotional engagement.

Conclusion

In summary, the interdisciplinary integration of art samples within literature education is crucial for developing students' aesthetic education and creativity. Such integration helps students not only understand literary works more deeply but also cultivates their emotional sensitivity and artistic appreciation. To achieve this, teachers must be equipped with the knowledge and skills to effectively use fine arts, cinematography, and other artistic forms as pedagogical tools. This will foster a holistic educational environment where literature lessons become a gateway to nurturing well-rounded, creative, and sensitive individuals ready to contribute meaningfully to society. In conclusion, the integration of aesthetic education into literary studies serves as a vital component in enhancing the overall educational experience of students. This approach not only deepens students' understanding of literary texts but also promotes critical thinking, creativity, and emotional intelligence. The literature reviewed demonstrates that when students engage with literature through an aesthetic lens—appreciating beauty, form, and artistic expression—they develop a more profound connection to the material, which positively influences their motivation and learning outcomes. Moreover, incorporating aesthetic education encourages students to explore diverse cultural perspectives and values, fostering empathy and intercultural awareness. These skills are increasingly important in today's globalized world where communication and understanding across cultures are essential. However, the effective implementation of aesthetic education faces several challenges, including limited instructional resources, lack of teacher training in aesthetic methodologies, and curriculum constraints that often prioritize standardized testing over creative exploration. To maximize the benefits of aesthetic education, educational institutions should invest in professional development for teachers, provide access to diverse artistic materials, and encourage pedagogical flexibility that allows students to engage with literature beyond conventional analysis. Future research should also investigate innovative strategies and technologies that support aesthetic learning, particularly in digital and multicultural classrooms. Ultimately,

fostering aesthetic appreciation in literary education not only improves students' academic skills but also contributes to their holistic development as thoughtful, empathetic, and culturally literate individuals. Emphasizing aesthetics in education equips learners with the tools to appreciate complexity, nuance, and beauty in literature and beyond, preparing them for personal and professional success in a rapidly changing world.

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