

Legal Basics of Improving Specific Characteristics of Activity of Internal Affairs Bodies in Sectors

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ABSTRACT

The paper focuses on the issue of cultivating an artistic mindset in preschool teachers while they engage in their professional activities. The preschool federal state educational standard. The importance of establishing education in aesthetic education and child development, as well as the ongoing process of professional development for teachers in this sector, is supported by the need for its construction.

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INTRODUCTION

The current phase of preschool education advancement establishes specific demands for the professional practice of a teacher and the cultivation of their personal and professional capabilities. The prerequisites for the professional activity of a teacher involve the cultivation of their personal and professional potential. An essential requirement for the professional growth of a teacher. The key condition for the professional development of a teacher is the continuity and systematic nature of this process. The foundation lies in the ways of organizing professional activity, which is oriented towards cultural values and ideals, the renewal of existing knowledge and skills, and the development of personal and professional potential.

The focus is on enhancing art education by incorporating ideas, upgrading current knowledge and abilities, and utilizing information and communication technology. The sequence [2; 4; 6; 26; 28] is given. A. G. Asmolov correctly highlights that a pedagogue, regardless of their field of education, is an expert within the realm of unpredictability seen in schools. This instructor places great importance on the responsibilities of encouragement. Their primary role is to serve as a motivator for children, toddlers, and adults. The reference is found in Volume 3, chapter 7. The current trajectory of education is towards its aestheticization. According to the studies, the aesthetic aspect of education represents the aesthetic representation of the world, which enhances the ethical and aesthetic responsibility of the individual. This highlights the

importance of updating the methodological foundations and employing synesthetic approaches as innovative pedagogical techniques for aesthetic education [9].

An aesthetically developed personality possesses key qualities and characteristics that enable them to engage in professional activities with an aesthetic focus. These include having a broad aesthetic perspective and being open to art, understanding and striving to achieve aesthetic ideals, being aware of aesthetic norms and adhering to the laws of aesthetics. The concepts of aesthetics, aesthetic stance, aesthetic preference, drive for ongoing exposure to new aesthetic experiences, acquisition of aesthetic understanding, and expressive creativity. According to V.E. Veisova, the integration of professional aesthetics allows individuals to accurately understand the emotional, sensory, and moral experiences of past generations.

The moral experiences of past generations were shaped by their engagement in a specific form of professional activity, which was aligned with modern standards and beliefs about beauty. Overall, we can deduce that the aesthetic growth of an individual's personality is demonstrated through the integration and interconnectedness of its aesthetic values, emotions, awareness, and behaviors. The cultivation of a teacher's aesthetically oriented professional practices is a pressing objective of aesthetic education and nurturing, driven by the desire to acquire aesthetic knowledge. Simultaneously, the main focus of methodological activity in preschool educational organizations is to develop the teacher's professional activity with an emphasis on aesthetics. Simultaneously, the methodological actions in preschool educational organizations generally focus on cultivating and enhancing instructors' artistic abilities. The aesthetic orientation of an individual's personality determines the direction of their cultural development and is expressed through consistent desires:

- to understand and gain aesthetic knowledge about the world around them;
- to cultivate aesthetic values, emotions, attitudes, and experiences through perceiving the world;
- to engage in aesthetic activities such as performing and creating, and to explore opportunities for creative self-expression;
- to evaluate the aesthetic qualities of the world and make judgments about them. Aesthetic sensibilities are an inherent trait of a teacher. An elevated level of their development signifies emotional receptiveness in the process of perceiving nature, fine and musical art, as well as the ability to verbally and non-verbally articulate their experiences, impressions, moods, emotions, and tactfully assess them. Aesthetic appraisal refers to the capacity to articulate one's subjective viewpoint and stance. The active role in an activity guarantees the cultivation of imaginative capacity and self-expression while learning aesthetic understanding.

The world is transformed by applying familiar processes, materials, and means of expression. This change involves building a new reality using different materials, techniques, and expressive means. The components of the aesthetically oriented professional activity of a preschool teacher encompass axiological (motivational and value), cognitive, action (procedural), and regulatory functions. In the process of preparing the article, we utilized methods such as analysis, systematization, and generalization of scientific literature on the research problem. Additionally, we conducted an experimental study to examine the formation of aesthetic orientation among teachers in preschool educational organizations. This study was based on a developed questionnaire.

Results. The study results indicate that most teachers lack a comprehensive and precise understanding of the notion of "aesthetic education". The answers highlight specific attributes, such as personal emotions, appreciation for natural beauty, music, and painting, as well as a deep understanding of art. Notable creative preferences include "viewing films," "listening to music," and "reading fiction." 34.3% of teachers displayed a significant level of erudition in their knowledge of various art forms. 60% of the responders demonstrated a moderate level of knowledge. When asked if they attend exhibitions, museums, concerts, plays, and similar events, only 15% of teachers responded affirmatively, stating that they do so often with the intention of "experiencing art and finding inspiration." Additionally, 28% of teachers reported attending

these events to "enhance their cultural knowledge and seek enlightenment."

Technologies (forms, methods)	Answers, %
Museum pedagogy	25,7
Creative workshop	65,7
Problem-game technologies	28,6
Information and communication technologies	45,7
Project technologies	45,7
Pedagogical situations for mastering different types of art	20
Activation of the child's emotional and sensory sphere	20
Activation of children's cognitive activity	42,9
Self-analysis of artistic and aesthetic development and planning methods	34,3
Enrichment of art and aesthetic environment	88,6
Methods of cooperation with parents and cultural and social institutions	60
Institutions	2,9

Table 1 - Technologies (forms, methods) used to solve the tasks of art and aesthetic education of children. Only 45.7% of the respondents engage in the practice of information and communication technologies, project technologies, and ways of activating children's cognitive activity when developing children's artistic and aesthetic qualities. Just 34.3% of the participants engage in the analysis of their artistic and professional endeavors with the intention of enhancing them. Only a small proportion of teachers, specifically 28.6%, utilize problem-game technologies and 25.7% make use of museum pedagogy to foster the art and aesthetic development of preschool children. 25% of the participants utilize techniques to stimulate the child's emotional and sensory development, as well as educational scenarios to facilitate the acquisition of different forms of artistic expression (each accounting for 20%). Therefore, educators in their professional practice recognize the importance of fostering children's artistic and aesthetic growth. However, the majority of them employ conventional and well-known approaches to achieve this goal, such as enhancing the artistic and aesthetic surroundings, conducting creative workshops, and facilitating interaction with parents and cultural institutions. Many teachers tend to approach the artistic and aesthetic development of preschool children in a formal manner, without utilizing a diverse range of techniques and procedures during the process of aesthetic training.

Analysis and final remarks. Examining the issue of developing the aesthetic preferences of a preschool instructor leads us to the following findings. Modernization processes in contemporary preschool education have brought attention to the issue of aesthetic development and self-development of teachers as a crucial aspect of their professional activity. Enhancing the efficacy of completing art and aesthetic education assignments and fostering preschool youngsters. Furthermore, it is recommended to employ active methods

of aesthetic knowledge, foster aesthetic sensitivity towards the surrounding reality and art, and establish a multicultural professional and educational environment to provide methodological support for the cultivation of teachers' aesthetic orientation. The seminar workshop effectively facilitates the process of aesthetic formation and development among teachers. It promotes interaction and knowledge exchange, methodically cultivates aesthetic experiences, and considers the individual artistic abilities, needs, and perceptual preferences of teachers. The execution of the devised seminars and workshops is scheduled for 2021.

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