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# THEORETICAL FOUNDATIONS OF ECO- AESTHETIC COMPETENCE AND ITS FORMATION IN PRIMARY SCHOOL STUDENTS

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## Abstract

This article aims to thoroughly explore the theoretical foundations of eco-aesthetics, its origins, relevance, and conceptual meaning. It discusses the similarities and differences between eco-aesthetics and environmental education. The historical emergence and current roles of eco-aesthetics are outlined, along with several methods and recommendations for developing eco-aesthetic competence in primary school students.

**Keywords:** aesthetics, philosophy, ecology, nature, artificial beauty.

To develop eco-aesthetic competence in primary school students, several methods and recommendations can be proposed:

1. First, students should be introduced to natural processes. For example:

- Snowfall and rainfall
- When poplars bloom, their seeds scatter in the wind, creating a snowfall-like scene in April and May
- Chirping and singing of birds
- Seasonal changes in open fields and meadows, especially the lush greenery of spring and summer
- The calmness of the night
- The sound of waves by the sea



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- The movement and colors of fish in the water
  - Sunrise and sunset
  - Trees blooming in spring, and leaves falling in autumn

How should we introduce these? Start by asking students:

- Have you ever watched snow or rain fall?
- Have you heard the sounds of birds?
- Have you seen the horizon during sunset or sunrise?
- What changes occur in nature when seasons change?

After gathering their responses, give brief explanations about other natural phenomena—this encourages students to notice things in nature they may have previously overlooked.

2. In the next stage, assign specific tasks based on the seasons and school environment.

For example, in March (spring), you can ask: What changes did you notice on your way to and from school? How did it affect your mood? Did you notice any fresh smells in the air? How did you feel? (These questions can be asked orally). Encourage students to walk under gentle rain with an umbrella (during the rainy early spring months), then ask them to write a short essay on “With My Umbrella on a Rainy Day”, describing their emotions and experiences.

Recommend students to watch the sunrise and sunset. This helps them understand the vastness of the world and organize their thoughts. Such tasks are fulfilling and reduce stress, especially when done with friends.

In summer, suggest walking barefoot on sand. This affects their physiological development and emotional state, allowing them to feel the warmth of the earth. Organize excursions (while following safety rules), such as trips to waterfalls. Seeing a waterfall is a rare and joyful experience even for adults.

3. As students progress, even without knowing the theoretical foundations of eco-aesthetics, they gradually learn to “see,” “feel,” and “enjoy” nature. To observe their development, it is recommended to hold art classes outdoors. While drawing, they begin to notice beauty they previously ignored.

These activities not only change their perspective on nature but also nurture an interest in art and literature. Developing and embedding eco-aesthetic competence in students is therefore highly effective. Aesthetic enjoyment is



closely tied to figurative thinking. The perception of beauty often involves emotional responses, mostly through vision and hearing, and fulfills spiritual needs.

In conclusion, eco-aesthetics encapsulates the competencies that are crucial for today's children. Teaching them through the methods described above is both effective and wise. To perceive beauty in nature and understand it is a gift bestowed upon those with perceptive hearts. As the Holy Qur'an states: "Indeed, Allah is beautiful and loves beauty." Since Allah is beautiful, so are the human beings He created, the world He designed, and the blessings He has given to His servants.

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