

Pedagogical Features Of Education Of Artistic And Aesthetic Taste Of Students By Means Of Digital Technologies

Khudayberdiev Mirolim Iskandar o'g'li,

Doctoral student of the National Institute of

Pedagogy of Education named after Kari Niyazi

Abstract

This article explores the pedagogical features of developing students' artistic and aesthetic taste through the use of digital technologies. It highlights the growing role of modern information and communication tools in art and aesthetic education. The study analyzes how digital media can enhance students' interest in fields such as visual arts, music, and design. It also examines the role of digital tools in fostering visual imagination, aesthetic evaluation, and creative thinking. Moreover, the article discusses the effectiveness of interactive methods and multimedia tools in improving the learning process.

Keywords: artistic and aesthetic taste, digital technologies, pedagogy, art education, visual imagination, creative thinking, multimedia, interactive methods.

Every day, the need for changes in spiritual culture, moral life of society, search and affirmation of new socially significant values of the individual is becoming more and more important. The strategic objective of education reform is to develop the national education system in order to form a well-rounded and deeply educated, competitive individual. This involves the introduction of modern technologies into the educational process, defines new guidelines for the development of education. At the same time, education should be the main channel for transmitting information and updating cultural potential. Today, we realize the fundamentally new role of education in the modern world, its decisive importance in geopolitical processes aimed at creating a viable system of continuous learning, forming the intellectual and cultural potential of the nation. In this regard, we are impressed by the education of artistic and aesthetic taste in students of general secondary schools. Since the issue of education of artistic and cultural values in students, aestheticization of all links of the educational process and ensuring aesthetic taste from both theoretical and practical sides remains relevant. Outstanding teachers, philosophers, and public figures

of different eras noted the need for an extremely attentive attitude to issues of artistic and aesthetic education. For example, the famous philosopher D. Diderot claimed in the 18th century that "a country in which they taught drawing the way they taught reading would be ahead of all countries in all the arts." The educational potential of art lies in its very essence. This is explained by the fact that the emotional side of consciousness, the aesthetic ideals of the individual are primary in relation to logical thinking, intellect, and are the main ones in the formation of the spiritual interests of the individual, and the attitude to the world in general. The outstanding American thinker R. Emerson noted that "the true indicator of civilization is not in the level of well-being and education, not in the greatness of cities, not in the abundance of harvests, but in the image of a person brought up by the country." K.D. Ushinsky noted that "each subject, one way or another, contains an aesthetic element, the transmission of which to students should be kept in mind by the teacher." The famous representative of the Jadid movement Abdullah Avloni considered education to be the basis of life of every individual: "Education for us is a matter of life or death,

salvation or destruction, happiness or misfortune." What is surprising is that these views on the cultivation of a sense of beauty in students act as a source of awakening in the student the ability to perceive and create beauty. It is also important to emphasize that the influence of art on personality is being considered more and more widely today and its consequences have begun to be studied more closely. Based on this principle, we believe that the cultivation of artistic and aesthetic taste in students with the help of digital technologies involves the use of various interactive tools and resources to develop their ability to perceive, evaluate and create beauty in art and the surrounding life, which includes not only familiarization with works of art, but also active creative participation in the creation of their own content, for example, in digital painting, music, video editing and other types of digital creativity.

Artistic and aesthetic education is a pedagogical process that results in the formation of the student's artistic and aesthetic attitude to the world around him, work activity; the formation of a culture of relationships with people. It is important that in the process of artistic and aesthetic education, students themselves become creators of beauty: not only were able to see and understand it, but also to create beauty around themselves. Since art, acting on the emotional sphere of the individual, becomes a powerful means of moral education of the student. Emotional perception of artistic images that reveal the beauty of the surrounding world contributes to the formation of the student's worldview and spiritual culture. The task of nurturing artistic and aesthetic taste in schoolchildren is successfully implemented in fine art lessons. They provide an opportunity to effectively develop a sense of beauty, form aesthetic tastes, the ability to understand and appreciate works of art, the beauty and wealth of the native land. This means that

art develops personality universally, which is manifested in any sphere of human activity - scientific, political, industrial, pedagogical, etc. Among other types of art, fine art is unique in solving the problems of both artistic and personal development, civic and spiritual formation of the younger generation. This is due not only to the nature of the perception of fine art, but also to the fact that already at an early age, visual activity is one of the most accessible and emotionally exciting forms of creativity. Developing artistic and aesthetic taste in students through digital technologies is a pressing pedagogical task that requires an integrated approach. Digital technologies open up new opportunities for developing aesthetic perception and creativity.

In our opinion, the pedagogical features of developing artistic and aesthetic taste in students through digital technologies include: selection of educational resources, integration into the educational process, stimulation of creative activity, teamwork and communication, teaching digital ethics. That is why it is important to carefully select digital tools and content that match the age and interests of students. It is important that the resources are not only entertaining, but also educational, and promote the development of artistic taste and critical thinking. Familiarization with these resources promotes the integration of the educational process, since digital technologies should be organically transformed into the educational process, and not used in isolation. For example, digital tools can be used to create collages, animations, digital presentations, virtual excursions into the world of art, etc.

In addition, it is necessary to teach students to critically evaluate digital content, distinguish high-quality works of art from low-quality ones, and understand the influence of various digital technologies on the perception of beauty. This process will go better if students' creative activity is

stimulated. It is important to take into account that digital technologies can be a powerful tool for developing students' creative abilities. For example, the use of graphic editors, programs for creating music, video editing, etc.

When organizing joint activities of teachers and students, it is important to organize joint creative projects using digital technologies so that students can exchange experiences, learn from each other and develop teamwork skills. Such training should be accompanied by digital ethics, developing students' skills in the responsible use of digital technologies, understanding copyright, showing respect for the creativity of classmates, friends, etc. It is important to involve parents in the process of nurturing students' artistic and aesthetic taste, informing them about digital resources that can be used in the family to develop aesthetic perception. It is very important to help parents choose high-quality digital content that forms correct ideas about beauty and art, and develop students' skills in the real perception of art and beauty in the world around them.

Thus, the development of artistic and aesthetic taste in students through digital technologies is an important process that requires teachers to be able to use the capabilities of digital tools, develop critical thinking in students and form a responsible attitude towards digital technologies in order to help them become culturally developed and harmonious individuals. Thus, the development of artistic and aesthetic taste in students determines such a distribution of accents of tasks in teaching fine arts, among which educational tasks are in the foreground. After all, the solution of educational tasks forms the level of artistic and creative consciousness of the student, determines the level of his inclusion in global cultural and creative processes. Considering the above, it is important to cultivate high aesthetic ideals

in students, to form the needs and abilities for artistic comprehension of the world. Through targeted acquaintance of students with works of art, it is possible to achieve an increase in the aesthetic heritage of the people, their way of life, customs. After all, art is not only paintings in museums, images on the walls, carved boxes, art is a means of expressing feelings and emotions directed towards creativity. During creativity, the personality is filled with imagination and fantasy, it creates with inspiration, guided by intuition. In this process, the result is more important, since a state of special moral spiritual uplift, self-affirmation of the personality is created.

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