



MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

IN STUDENTS BASED ON MULTIMEDIA TOOLS  
EDUCATION OF AESTHETIC TASTE

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**Abstract.** *In the article Considering that today most students are growing up with digital media, the advantages of multimedia tools in creating a convenient opportunity for cultivating aesthetic taste are emphasized.*

**Keywords:** *aesthetic taste, multimedia tools, criteria.*

At all stages of the development of pedagogical theory and practice, the upbringing of students' aesthetic taste plays an important role. Aesthetic taste attaches great importance to the formation of students as well-rounded individuals. In this sense, aesthetic taste is a key component of the pedagogical process, in which not only recognizing beautiful things, but also understanding and actively accepting them helps to develop students' aesthetic abilities.

In recent years, researchers of aesthetic taste have been recommending a shift from contemplation to active understanding. This shift involves activating students' thinking and analytical abilities in the process of educating aesthetic taste, that is, encouraging them to understand art and aesthetic phenomena more deeply. In this way, educating aesthetic taste has a positive effect not only on students' moral but also on their creative thinking and prepares them for the active application of aesthetic values in the future.

Currently, urgent research is being conducted to improve the process of educating students' aesthetic taste. An analysis of scientific and pedagogical literature shows that the means of educating aesthetic taste, developed without taking into account the age characteristics of students, may ultimately lose their effectiveness. Therefore, it is necessary to use new means aimed at developing aesthetic qualities in students, adapted to their psychological and aesthetic needs.

Today, in accordance with the requirements of forming the aesthetic needs of society, family and individual, special attention is paid to the development of the education of students' aesthetic taste through multimedia means in the modern education system. This creates new conditions for studying the laws of education of aesthetic taste and its effective implementation in the educational process, taking into account the aesthetic requirements and trends in the dynamics of society.

According to the research of TY Zabavnikova, the education of aesthetic taste in students is seen as a purposeful and controlled pedagogical process of forming an aesthetic attitude towards art and reality in a person. This process is aimed at developing aesthetic qualities in students through a complex of aesthetic influences. The author





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emphasizes the use of multimedia tools as a means of educating aesthetic taste and emphasizes the effectiveness of these tools in forming aesthetic qualities in students. Multimedia tools combine various means, such as image, sound and movement, bringing them closer to art and reality, which helps to create a unique aesthetic experience for students.

The implementation of aesthetic taste education through multimedia tools is a more effective method in the modern educational process. In this case, by presenting educational materials using infographics, audio, video and interactive tools, a system of aesthetic qualities is formed in students. Thus, in the process of educating aesthetic taste, multimedia tools serve as a powerful pedagogical tool for the development of aesthetic abilities and values.

Multimedia is one of the most promising and popular areas of information technology. It is aimed at creating a product that includes images, texts and a set of data, along with sound, video, animation and other visual effects, including an interactive interface and other control mechanisms. It is clear that multimedia has great potential in the field of education of aesthetic taste.

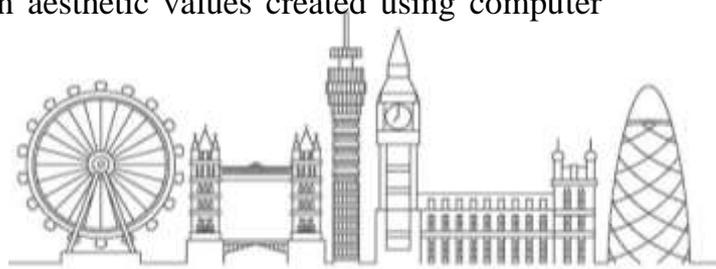
The goal of educating aesthetic taste using multimedia tools is to form aesthetic taste and sophistication in students, which is mainly related to the goal of personal development of the student. At the same time, in accordance with the general goals of the general secondary education system, it is to develop aesthetic awareness, creative thinking skills in students, and teach them to appreciate aesthetic values.

In other words, this process aims to cultivate the student's aesthetic sensibilities while also shaping them into socially responsible and creative individuals in line with the demands of society.

The development and substantiation of criteria for the education of aesthetic taste is one of the most complex and undeveloped theoretical problems, since there is no theory of evaluative activity, the inconsistency of the conceptual apparatus is also clearly expressed, which requires consolidation in normative sources, difficulties arise in determining the general strategy for developing the foundations for constructing the criterion apparatus.

Indicators of the formation of aesthetic taste are: the ability to evaluate the phenomena of reality and works of art from the point of view of beauty, as well as the ability to justify one's own aesthetic assessment. Indicators of the formation of an aesthetic ideal can be the desire for perfection, a sense of beauty and harmony. The upbringing of an aesthetic ideal is dialectically connected with the upbringing of aesthetic interests. Aesthetic needs act as a psychological mechanism for the activity of students' taste preferences, their feelings and interests.

Changing attitudes to art is a complex dialectical process, which is determined by a change in the system of aesthetic needs. As indicators of the formation of aesthetic needs, the work highlights the interest of students in aesthetic values created using computer





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programs and the desire to create aesthetic values using multimedia. Theoretical and empirical research shows that the indicators of the formation of aesthetic perception are intellectual and emotional integrity, depth and harmony in evaluating graphic images, sounds, videos.

Aesthetic perception of static graphic images is always accompanied by active artistic imagination. Imagination depends on many factors: experience, needs and interests in which these needs are expressed, the ability to combine and practice creating graphic images. The activity of artistic imagination is closely related to aesthetic perception, which is the ability to process information conveyed through emotions and sensations, as well as to create one's own artistic images using computer programs. Aesthetic feeling formation indicators multimedia tools programs using created the images The phenomena that occur in perception are : sufficiency for the perceived , stable positive price and catharsis ability – positive emotions peak.

Students can not only correctly perceive and evaluate the beautiful in life and art and move away from the ugly, but also express themselves in active transformative activities in accordance with the laws of beauty, including with the help of multimedia tools. The psychological condition for the education of aesthetic activity is the education of students' aesthetic abilities. Indicators of aesthetic abilities: visual memory, artistic abilities, intellectual abilities.

Thus, the study shows that if the process of educating aesthetic taste is aimed at the formation of students' aesthetic consciousness, that is, aesthetic taste, ideal, feeling, aesthetic need, then the process of forming aesthetic qualities of university students using multimedia tools is significantly improved, including abilities, aesthetic perception, artistic imagination; mastering knowledge in the theory of aesthetics and art history, ensuring high activity in the field of multimedia tools; creating an infrastructure to support the process of educating students' aesthetic taste using multimedia tools (methodological, technological, instrumental provision).

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