

**FORMS AND WAYS OF ORGANIZING SOCIAL-PEDAGOGICAL
COOPERATION IN THE PROCESS OF DEVELOPING ARTISTIC-
AESTHETIC TASTE AND DESIGN SKILLS IN STUDENTS**

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Abstract. *This article scientifically and theoretically analyzes the role, content, and effective forms and ways of organizing socio-pedagogical cooperation in the process of developing students' artistic and aesthetic taste and design skills. The integral cooperation between educational institutions, family, neighborhood, cultural and art institutions, mass media, and public organizations is substantiated as an important factor in the development of students' aesthetic thinking, creative activity, and design competencies.*

Keywords: *artistic and aesthetic taste, design skills, socio-pedagogical cooperation, aesthetic education, creative activity, educational integration.*

In today's conditions of globalization and digital technologies, the comprehensive development of the individual, especially the improvement of his aesthetic culture and creative potential, is one of the urgent tasks facing the education system. The formation of artistic and aesthetic taste and design skills in students requires that they be carried out not only within the school learning process, but also in close connection with the wider social environment. Therefore, the establishment and systematic organization of socio-pedagogical cooperation in this process is of great importance. Socio-pedagogical cooperation serves to create a favorable environment for the aesthetic development of the student, based on mutually responsible relations between educational subjects and social institutions.

Artistic and aesthetic taste represents a person's ability to perceive, appreciate and enjoy works of art, the beauty of the environment, the harmony of colors and the proportionality of forms. Design skills include creative activity aimed at creating aesthetically and functionally perfect products. The formation of these qualities is closely related to social experience, cultural environment and pedagogical influences, and a collaborative approach is of paramount importance in their development. In particular, purposeful cooperation between family and school allows students to sustainably form an attitude towards aesthetic values.

One of the main forms of organizing socio-pedagogical cooperation is the integrated implementation of the educational process with the family and the community. In this case, the close connection between the educational institution, family and social institutions is manifested as an important factor in the artistic and aesthetic development

of students. Through the systematic organization of seminars, round tables, open lessons and creative meetings with parents on issues of aesthetic education, the opportunity to increase the pedagogical culture of parents and actively involve them in the process of aesthetic development of their children expands. During these events, national and universal aesthetic values, the educational significance of art and design, and the creation of an aesthetic environment in the family are discussed, and this process forms a single and continuous educational space that serves to develop the artistic taste of students. As a result, based on the cooperation of family and school, students' understanding of beauty, aesthetic assessment and creative approach skills are strengthened.

Exhibitions, master classes, competitions and festivals organized in collaboration with the mahalla and cultural centers allow students to strengthen their design skills through practical activities. Such events, while increasing students' interest in art and design, encourage them to be socially active, to work as a team and to show their talents. Through exhibitions and creative events organized in the mahalla, students directly get acquainted with national crafts, applied arts and modern design trends and enrich their aesthetic experience. In this process, their observation, analytical thinking and the ability to make aesthetic decisions develop.

Another effective way of cooperation is to ensure interdisciplinary integration. Project and creative activities organized on the basis of the harmony of disciplines such as fine arts, technology, computer science, and labor education develop aesthetic and design thinking in students in a comprehensive way. Classes conducted on the basis of interdisciplinary integration allow students to master aesthetic knowledge theoretically, as well as apply it in practical situations. For example, in the process of graphic design, layout, digital modeling, and working on visual projects, students begin to understand the harmony of color, shape, composition, and functionality. The participation of social partners - designers, artists, craftsmen, and IT specialists - in the process of such activities enriches the professionally oriented aesthetic experience of students, introduces them to the requirements of the modern labor market, and encourages them to consciously choose their future profession. As a result, students acquire the skills of applying design and aesthetic solutions in real-life situations, creatively approaching problems, and innovative thinking.

The use of modern information and communication technologies is also an important tool in the development of socio-pedagogical cooperation. Through virtual exhibitions, online competitions, digital design projects and interactive platforms, cooperation between educational institutions and social institutions is taken to a new level. This process allows students to present their creative work to a wide audience, exchange ideas and work on themselves. At the same time, cooperation organized using digital technologies, in addition to developing the aesthetic taste of students, also forms their information literacy, digital design skills and communicative competencies. In this regard, the organization of socio-pedagogical cooperation on the basis of modern

pedagogical and digital technologies increases the efficiency of the educational process, serves the comprehensive development of students' artistic, aesthetic and design competencies.

In conclusion, the organization of socio-pedagogical cooperation in the process of developing artistic and aesthetic taste and design skills in students is one of the important strategic directions of the education system. Pedagogical activities organized on the basis of integral cooperation of family, school and society enhance the aesthetic culture of students, serve to form them as creative, independent thinkers and individuals who meet the requirements of society. Therefore, the implementation of this cooperation in a scientifically based, systematic and continuous manner is an urgent task of modern education.

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