

STUDENTS ' ARTISTIC-AESTHETIC TASTE AND DESIGN SKILLS

Norbutayeva Dilafruz Abdurasulovna

*Senior Researcher at the National Institute of Education and
Pedagogy named after Qori Niyazi*

Abstract: *The article analyzes the content aspects, pedagogical foundations and effective methods of forming artistic and aesthetic taste and design skills in students. The development of artistic and aesthetic taste and design skills includes the process of increasing students' creative potential, forming aesthetic taste, and increasing their interest in various art and design activities.*

Keywords: *artistic and aesthetic taste, design skills, creative activity, aesthetic education, pedagogical approach, project work, integrated education.*

Artistic - aesthetic taste and design skills formation modern education - upbringing process the most important from directions one as This is considered process not only of the students to art was interest increase, maybe their creative thinking, aesthetics taste, fantasy and creative potential to develop service does. Artistic - aesthetic taste – individual aesthetic values understanding and assessment ability be, he through student art works, design products and environment critical, aesthetic point of view from the point of view evaluation learns. This with together, artistic - aesthetic taste in students aesthetic perception deepening, color, shape and composition understanding ability to form help gives, this and their creative in the activity important importance profession will reach.

Design skills and to the students creative product creation , color , shape , composition and functionality to wake up ability This gives skills in development to the person directed education, competency - based approach, interdisciplinary integration and project affairs main place For example, computer science, labor education and technology sciences art with integration through students not only design products create skills, but creative thinking and aesthetic perception also develops . This with together, students imagination circle expands, they modern design and art styles critical point of view from the point of view assessment to the possibility has it will be, this and own in turn creative potential further strengthens.

The formation of artistic and aesthetic taste is carried out in several stages. The first stage is the development of aesthetic perception, in which students learn to perceive works of art through colors, shapes and compositions. The second stage is the formation of aesthetic feelings and experiences, in which the student expresses his emotional reactions in the process of perceiving works of art and receives aesthetic pleasure from them. The third stage is the development of aesthetic evaluation and

critical thinking, which allows students to analyze art and design products, evaluate them based on critical criteria. The fourth stage is involvement in creative activity, in which students express their creative ideas in practical work, create new design and art products. The coherent and systematic implementation of these stages increases students' interest in art and culture and educates them in the spirit of respect for national and universal aesthetic values.

artistic and aesthetic taste and design skills is invaluable. Family, school, neighborhood and cultural centers serve as effective tools for developing the aesthetic and creative potential of students. For example, spiritual and educational events, creative exhibitions, competitions and festivals, as well as project work organized together with parents, serve to develop aesthetic taste in students. At the same time, master classes, interactive classes and interdisciplinary project activities conducted by teachers allow students to combine creative and aesthetic abilities.

in students requires scientifically based pedagogical approaches. Personality - oriented education, a competency-based approach, interdisciplinary integration and project work increase the effectiveness of this process. Teachers should also use methodological approaches to assessing students' aesthetic perception and design skills. This will systematically develop students' creative potential, encourage them to think creatively and implement new ideas in practice. Thus, the formation of artistic and aesthetic taste and design skills becomes one of the main tasks of the modern educational process, which ensures the spiritual, cultural and creative development of students and educates them in accordance with the requirements of modern society.

is recognized as one of the most effective strategies for developing artistic and aesthetic taste and design skills. Computer programs, graphic and 3D modeling tools, virtual design environments allow students to create color, shape, composition and design elements in practice. This process expands their creative thinking, combines theoretical knowledge with practice, and helps to coordinate functional and aesthetic decisions. Thus, students not only develop aesthetic taste, but also have the opportunity to strengthen innovative and creative approaches by acquiring modern design skills.

In the process of artistic and aesthetic education, taking into account the individual characteristics, interests and abilities of students is one of the pedagogical principles. Through a person - oriented approach, each student can demonstrate his creative potential, develop aesthetic taste and form personal aesthetic views. This approach allows the student to test various design elements, make independent decisions in his creative work and improve the quality of his work. The competency-based approach ensures the theoretical and practical acquisition of artistic and aesthetic and design skills by students, as it allows students to apply their knowledge in real conditions through projects and tasks.

The process of artistic and aesthetic education, organized using multimedia tools and modern technologies, develops visual perception, improves skills in working with color and shape, and helps to understand the functional and aesthetic aspects of design. Through this, students develop creative thinking and strive to create original and innovative solutions in their work. The pedagogical significance of an integrated approach is that it ensures interdisciplinary connections and increases the general intellectual and creative potential of students by combining their knowledge in different fields.

classes organized using multimedia tools encourage creative independence in students. They have the opportunity to express their ideas in various formats, create design projects and evaluate the results. Such a process serves to systematically develop the artistic and aesthetic taste and design skills of the individual, strengthens creative thinking and forms innovative approaches in students. Thus, the use of modern technologies and multimedia tools, while increasing the effectiveness of artistic and aesthetic education, becomes an important tool for developing aesthetic thinking, design skills and creative potential in students.

In conclusion, the development of artistic and aesthetic taste and design skills in students is a complex, systematic and coherent pedagogical process aimed at harmonizing the creative, aesthetic and functional abilities of the individual, which serves the spiritual, cultural and aesthetic development of students. The effective organization of this process is carried out through close cooperation between educators, parents and social institutions.

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