Develop Artistic-Aesthetic Taste and Design Skills In Students Social-Pedagogical Essence Of Development

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Abstract: This article analyzes the socio-pedagogical essence of developing artistic and aesthetic taste and design skills in students from a scientific, theoretical and practical perspective. The study substantiates the role of artistic and aesthetic education in personal development, the integrative features of design activities in the educational process, and their importance in developing students' social activity, creative thinking, and cultural awareness.

Keywords: Artistic and aesthetic taste, design skills, aesthetic education, creative thinking, socio-pedagogical approach, culture, educational integration, personal development.

Introduction: In the current era of globalization and the rapid development of digital technologies, members of society are required not only to have professional knowledge and skills, but also a high level of aesthetic thinking, creativity and design culture. The formation of artistic and aesthetic taste and design skills, especially among the younger generation - students, is of socio-pedagogical importance, and this process plays an important role in their comprehensive development as individuals.

represents a person's ability to perceive, appreciate and enjoy beauty in the environment. Design skills, on the other hand, require the ability to find creative solutions to problems based on aesthetic thinking, to combine form, color, composition and functionality. These two concepts are inextricably linked, and their development is one of the important tasks of the pedagogical process.

Artistic and aesthetic taste is a person's ability to perceive, analyze and evaluate beauty in works of art,

nature, architecture, objects and processes in everyday life. From a pedagogical point of view, aesthetic taste serves as an important factor in enriching the spiritual world of students, forming their moral views and regulating their social behavior.

is a complex, gradual and integral pedagogical process , which involves the development of a person's understanding and evaluation of the environment based on the criteria of beauty, as well as his attitude to aesthetic values. This process takes place in the following main stages, and each stage complements the next, creating a holistic system of aesthetic education.

The first stage - the development of aesthetic perception - is aimed at forming students' ability to see, feel and understand the beauty in existence. In this process, students' sensory organs actively work through natural landscapes, works of art, examples of national cultural heritage, and aesthetic situations in everyday life. The effective use of visual arts, music, literature, and design elements by the teacher develops students' skills in perceiving color, shape, tone, and harmony. The development of aesthetic perception creates an interest and need for beauty in a person.

is the formation of aesthetic feelings and experiences, in which students develop a positive emotional attitude towards art and beauty. In the process of viewing works of art, listening to musical works, and analyzing literary texts, students experience aesthetic feelings such as joy, amazement, inspiration, and pride. These feelings enrich the inner world of a person, increase spiritual sensitivity, and form a stable attitude towards aesthetic values. The education of aesthetic feelings also directly affects the moral and spiritual development of a person.

The third stage is associated with the development of aesthetic evaluation and critical thinking, in this process, students acquire the skills of distinguishing between beauty and ugliness, harmony and disproportion, and making a conscious assessment of works of art. Through the processes of analysis and discussion, students learn to justify their opinions and draw conclusions using aesthetic criteria. This stage is important in the formation of aesthetic taste and develops students ' independent thinking and creative thinking.

The fourth stage is the involvement in aesthetic activities, in which students directly participate in the creative process. Drawing, singing, performing, designing, and engaging in applied art enrich students' aesthetic experience. Knowledge and emotions acquired through practical activities are consolidated,

and aesthetic taste becomes a stable quality.

The coherent and systematic implementation of these stages enhances students' interest in art and culture, educates them in the spirit of respect for national and universal aesthetic values. The design skills formed in this process reflect the creative activity of the individual aimed at creating aesthetically and functionally perfect products, embodying the mutual integration of engineering, art, technology and pedagogy. The development of design skills in the educational process allows students to:

• creative and critical thinking;

• the ability to make independent decisions in problem situations;

• teamwork and communication culture;

• ensures a conscious choice of professional direction.

In today's globalization and digital transformation, design activities are carried out not only within the framework of art lessons, but also in close integration with disciplines such as technology, computer science, and labor education. Such an interdisciplinary approach allows students to develop aesthetic thinking, creative thinking, and technological literacy together. In particular, in computer science, graphic design and digital modeling are used, and in technology and labor education, product design, layout, and functional design are used to form students' practical competencies.

of these skills is that design and artistic and aesthetic activities serve to help students understand the cultural norms, social values, and aesthetic criteria that exist in society. In the process of aesthetic education, students learn not only to perceive and evaluate beauty, but also to be responsible for the social environment, to make creative decisions taking into account the interests of society. This process is an important pedagogical factor in increasing the social activity of students, forming their cultural consciousness, and strengthening their civic position.

Through aesthetic education, students develop such qualities as respect for national and universal values, preservation of cultural heritage and striving to develop it through modern design solutions. At the same time, design activities develop students' adaptability to the social environment, aesthetic taste and intercultural communication competencies. As a result, students are formed as individuals capable of putting forward innovative ideas that are ecologically, functionally and aesthetically perfect, meeting the needs of society. The integration of design activities into the educational process has a comprehensive impact on the personal, social and professional development of students, and

serves to educate them as a harmonious generation with aesthetic thinking and creative potential, meeting the requirements of modern society.

The development of artistic and aesthetic taste and design skills in students is one of the important pedagogical tasks in the modern education system. Ensuring the effectiveness of this process requires the comprehensive use of a number of scientifically based pedagogical approaches. In particular, the person-centered educational approach allows organizing the educational process taking into account the individual abilities, aesthetic needs and creative potential of students. This approach plays an important role in developing the student's aesthetic perception and artistic thinking, stimulating his independent thinking and creative self-expression.

The competency-based approach involves combining theoretical knowledge of design activities with practical skills in students. Based on this approach, students ' competencies in aesthetic evaluation, understanding of visual culture, conscious use of design elements, and finding creative solutions to problem situations are formed. As a result, students not only gain knowledge, but also have the opportunity to apply it in real-life situations.

At the same time, an approach based on integrative and interdisciplinary connections is an important pedagogical factor in the development of artistic and aesthetic taste. The inextricable connection between art, technology, computer science, labor education and literature increases students' interest in design activities and broadens their aesthetic outlook. Through interdisciplinary integration, students develop skills in complex thinking, aesthetic analysis and systematic solution of design problems.

Project-based and creative education, on the other hand, involves students in the educational process as active subjects and serves to develop their independent creative activity. Through design projects, practical exercises and creative assignments, students actively participate in the process of transforming aesthetic ideas into practical products. This, along with strengthening their artistic and aesthetic taste, creates the basis for the sustainable formation of design competencies. Educational and cultural and educational events organized in cooperation with the school, family, cultural institutions and the public are of great importance in this process. Through exhibitions, creative meetings, master classes and cultural projects, the aesthetic experience of students is enriched and their socio-cultural attitude towards art and design is formed. As a result, the process of developing artistic and aesthetic taste and design skills is carried out continuously, systematically and effectively.

In the effective organization of artistic, aesthetic and design education, close cooperation with social institutions - family, school, neighborhood, cultural centers, museums and exhibition spaces - is of particular scientific and pedagogical importance. These institutions, as important entities shaping the socio-cultural environment of the educational process, play an important role in developing students' aesthetic awareness, taste and attitude to creative activity.

The family is the primary and continuous source of aesthetic education , and the artistic taste, attitude to beauty, and respect for national values formed in it create the basis for the aesthetic development of the student in subsequent stages of education. The school, on the other hand, continues this process in a systematic, planned, and methodologically based manner, forming knowledge, skills, and competencies in the fields of art, aesthetics, and design. Neighborhood and community institutions enrich the educational impact with social experience, ensuring the harmony of aesthetic values with practical life in students.

Cultural centers, museums, and exhibitions serve as important didactic resources for the development of artistic heritage, analysis of national and world art samples, and aesthetic appreciation skills. Creative exhibitions organized in collaboration with these institutions serve to demonstrate students' individual creative achievements, develop self-esteem, and aesthetic thinking. Master classes are held on the basis of direct communication with professional artists, designers, and craftsmen, strengthening students' practical skills and professionally oriented interests. Competitions and festivals, by creating a competitive environment, increase students' creative activity, encourage them to think independently, and make decisions based on aesthetic criteria. Project-based activities, on the other hand, provide interdisciplinary integration, strengthen the practical application of design and artistic-aesthetic knowledge, and form students' competencies in social responsibility, teamwork, and creative approach to cultural problems. As a result, artistic, aesthetic and design education, organized in an integrated manner with social institutions, serves to enhance the aesthetic culture of students, realize their creative potential, and form them as individuals with aesthetic thinking in line with the requirements of modern society.

Conclusion

In conclusion, the formation of artistic and aesthetic taste and design skills in students is a socio-pedagogically important task, which serves the

comprehensive development of the spiritual maturity, cultural outlook and creative potential of the individual. These skills play an important role in helping students perceive the beauty in the environment, understand and evaluate aesthetic phenomena, respect national and universal values, and creatively apply them in their practical activities. The effectiveness of artistic and aesthetic and design education directly depends on the coherent, systematic and step-by-step organization of this process, the rational use of modern pedagogical approaches and scientifically based methods and technologies. At the same time, the establishment of social cooperation between educational institutions, family, neighborhood, cultural and art institutions allows students to form stable aesthetic views and creative thinking.

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