THE SCIENTIFIC SIGNIFICANCE OF APPLYING INFORMATION TECHNOLOGIES IN THE DEVELOPMENT OF AESTHETIC EDUCATION

Kenjaboyeva Dilafruz Abdusalimovna
Senior Lecturer of the Department of Interfaculties foreign languages,
Termez State University, PhD

Annotation

This article explores the scientific importance of integrating information technologies into the process of developing aesthetic education. It highlights how digital tools and multimedia platforms can enhance learners' perception of beauty, art, and cultural values. The paper analyzes the role of virtual resources, interactive environments, and visual-audio content in fostering students' aesthetic sense and creativity. The findings emphasize that modern technology, when applied pedagogically, can significantly contribute to the formation of aesthetic awareness and artistic thinking in educational settings.

Keywords: Aesthetic education, information technologies, digital learning, multimedia, creativity, visual culture, educational innovation, pedagogy.

INTRODUCTION

In today's rapidly evolving digital world, the integration of information technologies into education has become not only a modern trend but also a vital necessity. The development of digital skills and the effective use of technological tools are now considered essential components of a teacher's professional competence. As education systems adapt to the demands of the digital age, special attention is being given to the role of technology in enhancing not only cognitive but also emotional and aesthetic dimensions of learning.

Aesthetic education, which fosters a sense of beauty, creativity, and cultural appreciation among students, has traditionally relied on direct interaction with art, music, and nature. However, the growing accessibility of digital resources – such as multimedia content, virtual museums, interactive platforms, and online performances – offers new pathways to enrich this process. By incorporating information technologies into aesthetic education, educators can provide more engaging, visually stimulating, and diverse learning experiences that are often not feasible in traditional classroom settings.

This article explores the scientific significance of applying information technologies in the development of aesthetic education. It examines how digital tools can contribute to the formation of aesthetic perception, emotional responsiveness, and artistic taste in students, while also addressing challenges such as limited access to cultural institutions or teaching

materials. The paper argues that with thoughtful implementation, information technologies not only enhance the educational process but also deepen students' understanding and appreciation of art, music, and the beauty of the world around them.

MATERIAL AND METHODS

We consider aesthetic education of schoolchildren as a process of interconnected activity between teacher and students aimed at developing aesthetic perception, aesthetic concepts, feelings, judgments, and evaluations based on aesthetic ideals and creativity, allowing the formation of an aesthetic attitude toward the world and art.

According to A.Z. Ovchinnikova, its essence lies in the harmonious perception of nature, the world, and the cosmos from the standpoint of beauty as the foundation for forming a noospheric-aesthetic relationship with the world [3].

The issue of using information technologies in teaching and the aesthetic education of schoolchildren has been reflected in numerous studies. These works emphasize that the proper selection of various information resources allows for solving specific aesthetic tasks in music lessons. The studied material becomes more engaging, visual, and creative, enhancing its informativeness and educational significance. Students use internet resources to better prepare for performances, concerts, and various events. The visual appeal and novelty of information technologies, combined with traditional forms, make the process of aesthetic education exciting, memorable, and interesting [1].

Thanks to the use of electronic educational resources, the internet, and scanners, some challenges are overcome, such as the lack of sufficient visual aids or the remoteness from concert halls, musical performance venues, and museums. In this regard, educational and developmental music and art programs designed to foster children's creativity are playing an increasingly important role in the aesthetic education of schoolchildren.

The advantages of such technologies over traditional methods are quite diverse. The brightness and richness of images of artworks, combined with music and textual information, have a positive emotional impact on the individual and help develop artistic and aesthetic taste.

DISCUSSION AND RESULTS

In addition to a large number of illustrations and visual materials, and effective knowledge assessment, information technologies also contribute to the diversity of organizational forms in student activities and methodological techniques used by teachers. Moreover, computer programs with video clips make it possible to manage the lesson process, giving it dynamism and interactivity, which in turn foster the development of students' imaginative thinking and creative abilities. The use of information technologies broadens aesthetic perception, offers a

new perspective on the musical world of reality, and allows students to become participants in events – observing or evaluating them from different points of view [2].

Aesthetic education of schoolchildren using information technologies allows for simultaneous analysis of musical works, comparison with literary texts, and anticipation of outcomes by identifying similarities or differences, as well as characteristics of specific artistic directions or styles. For instance, in primary school music lessons, we make extensive use of interactive educational and developmental software programs with game-based scenarios aimed at enhancing aesthetic perception of musical works and realizing children's creative intentions – programs specifically designed for younger students.

Thus, the ability to competently organize class activities and create an atmosphere of ease and interest among all students allows teachers to fully utilize the additional possibilities offered by information technologies in the aesthetic education of schoolchildren.

In our music lessons, we apply a wide range of methods such as cooperative pedagogy, developmental learning, game-based learning, problem-based learning, differentiated instruction, project-based learning, learner-centered approaches, health-preserving technologies, and computer-assisted instruction. With the rapid development of information technologies, the issue of delivering educational content effectively has become increasingly relevant. Students are taught to set goals, plan for results, and – importantly – evaluate and propose possible ways of achieving learning objectives. Experience and observations have shown that children and adolescents who actively work with computers tend to develop higher levels of self-directed learning skills, as well as the ability to navigate the flow of aesthetic information and musical innovations [4].

The use of new technologies at various stages of the music lesson contributes to the successful assimilation, reinforcement, and synthesis of material, comparative analysis of the work of representatives of different eras and styles, competent analysis of musical and aesthetic content, and creative activities.

Thus, the new opportunities provided by information and communication technologies have a significant impact on the aesthetic education of schoolchildren. They make the process more creative, informative, and engaging, while integrating video, textual, and audio information simultaneously. Information technologies also support research activities, photo and video analysis, and the creation of presentations [5].

CONCLUSION

In conclusion, the integration of information technologies into aesthetic education represents a significant step forward in modernizing and enriching the learning process. As demonstrated throughout this article, digital tools not only enhance the accessibility and diversity of

educational content but also create immersive and interactive environments that are essential for the development of students' creative and aesthetic abilities.

Through multimedia resources, virtual platforms, and interactive programs, students are given the opportunity to explore art, music, and cultural expressions in new, engaging ways. These technologies stimulate imagination, foster artistic thinking, and promote deeper emotional and intellectual engagement with educational material. Moreover, they allow for differentiated instruction and individualized learning paths, making aesthetic education more inclusive and effective.

The scientific significance of applying information technologies in this field lies in their ability to transform traditional educational models, support interdisciplinary learning, and bridge the gap between classical aesthetics and the realities of the digital age. As schools continue to evolve in response to technological advancements, it is essential for educators to embrace these innovations thoughtfully and strategically, ensuring that the aesthetic development of students remains a vital and dynamic part of their overall education.

REFERENCES:

1. Apatova N.V. Information Technologies in School Education. Moscow, 1994. 216 pages.
2. Gorbunova I.B. Information Technologies in Music. Monograph. St. Petersburg: Herzen State Pedagogical University, 2009. 90 pages.
3. Ovchinnikova A.Z. Formation of a Noospheric-Aesthetic Attitude of Students toward the World // Noospheric Paradigm of Russian Studies, Eurasianism, and Sustainable Development as the Basis for the Formation of Noospheric Education in Russia in the 21st Century: Collective Scientific Monograph, Vol. 10, Book 2 / Edited by Dr. of Philosophy, Dr. of Economics, Prof. A.I. Subetto and Dr. of Economics, Prof. V.A. Shamakhov. St. Petersburg: Asterion, 2020. – Book 1. – pp. 15–28.
4. Zabolotskaya I.V. Possibilities of Using Computer Technologies in Musical Creativity and Education // Proceedings of the 9th International Conference «Regional Informatics 2009». St. Petersburg–Szczecin, 2009. 268 pages.
5. Zakharova N.I. Introduction of Information Technologies into the Educational Process // Primary School, 2008, No. 1, p. 31.