

THE IMPORTANCE OF INFORMATION TECHNOLOGIES IN SHAPING NEW FORMS OF AESTHETIC EDUCATION

Kenjaboyeva Dilafruz Abdusalimovna

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

Annotation

This article explores the transformative role of information technologies in the development of new forms of aesthetic education. In the context of modern digital advancements, aesthetic education is no longer limited to traditional methods but is enriched by multimedia tools, interactive platforms, and virtual environments. The integration of audio-visual content, digital art, and creative software allows for a more engaging and individualized learning experience. The paper highlights how these technologies help cultivate artistic thinking, emotional responsiveness, and cultural awareness among students. The article also examines pedagogical strategies for effectively implementing digital tools in aesthetic learning and discusses the challenges and opportunities of this process in contemporary education.

Keywords: Aesthetic education, information technologies, digital tools, creativity, multimedia, interactive learning, cultural development, pedagogy, educational innovation.

INTRODUCTION

In the 21st century, the rapid advancement of information and communication technologies has significantly transformed the landscape of education. One of the areas most impacted by these changes is aesthetic education, which traditionally relied on face-to-face interaction with works of art, music, and cultural experiences. Today, new digital tools offer educators innovative ways to engage learners, stimulate creativity, and foster a deeper appreciation of beauty and artistic expression.

The integration of information technologies into the aesthetic education process allows for the creation of dynamic, interactive, and personalized learning environments. Through multimedia platforms, virtual museums, digital music and art programs, and interactive applications, students can explore aesthetic concepts in a more immersive and flexible manner. These technologies not only expand access to cultural content but also transform how students perceive and interact with artistic phenomena.

This article examines the importance of information technologies in shaping new forms of aesthetic education. It analyzes how digital tools enhance students' emotional engagement, support creative thinking, and encourage independent exploration of the arts. Furthermore, the paper discusses pedagogical strategies and best practices for implementing such technologies

in educational settings, offering insights into how aesthetic education can evolve to meet the demands of the digital age.

MATERIAL AND METHODS

In extracurricular activities, we use the following forms of aesthetic education for schoolchildren: preparation of reports and presentations by students using project-based learning and video analyses. In the process of such work, students acquire skills of aesthetic activity, as well as techniques for analyzing and selecting information.

Information technologies in aesthetic education help to fulfill educational, developmental, and pedagogical objectives – each of which may be prioritized differently depending on the lesson. In some lessons, educational goals come first; in others, developmental goals; but it is the educational (formative) goals that serve as the foundation of the entire process of aesthetic education. We apply information technologies to fulfill these various objectives when covering topics such as:

“Ballet: History of the Genre and Its Representatives,” “The Personality of W.A. Mozart in the Context of His Era,” “Rock Music at the Turn of Decades,” “Rock Music and Youth Subculture,” “Jazz as a Fusion of Intellect and Style: Origins,” and “Musical Culture of the 19th Century” [1].

These lessons enable students to gain a concentrated amount of educational material in an accessible format. Accompanied by vivid illustrative material across all forms of art, music, and historical eras, such lessons are both intellectually stimulating and accessible to children. Unknown terms are explained, images are described, and rich learning materials become memorable and effective.

We also use information technologies to develop each child’s artistic abilities. Initially, multimedia tools are introduced in the form of games to spark interest in musical works; gradually, students become engaged in serious creative, musical-aesthetic activities that promote their personal development. The use of diverse techniques and activity formats allows children to participate actively in the creative process, develop imagination and fantasy, explore new interpretations in different styles, and refine their original ideas [2].

DISCUSSION AND RESULTS

Information technologies greatly expand the possibilities for presenting aesthetic content using graphics, color, sound, and modern video tools. The appropriate alternation of activity types helps maintain consistent interest in the subject, adds novelty, and allows for the systematic development of creative skills. For example, in the topic “Musical Culture of the 19th Century”, aimed at developing creative abilities, students complete tasks using information technologies such as:

1. Characterize a musical fragment, describe its mood and the expressive tools used to create it;
2. Select from a set of natural objects those that reflect the mood of the musical piece; and
3. Convey emotions and feelings through words or music [3].

Using information technologies, students search for images, music, and information about the time period when the work was created. They can virtually visit concert halls or museums in any country and access resources to deepen their understanding of the topic. They can download essential aesthetic materials onto any digital media device and study at home in preparation for lessons. This is one of the key advantages of information technologies – they help develop children’s creative abilities and increase their motivation.

These technologies can be used for introducing new material, reviewing and consolidating content, combining different forms of activity, stimulating attention, and deepening interest in specific topics.

Let us take a closer look at some specific forms of using information technologies:

Posters may contain definitions, rules with illustrations such as photographs or portraits of composers, as well as schematic tables. These can be shown on a slide or an interactive whiteboard.

Slides with vivid, colorful illustrations are ideal for use as full visual sequences in class, accompanied by explanations. This format is also convenient for students to prepare presentations at home with additional material.

Slides can also be used for knowledge checks in test format, supported by colorful images [4]. Presentations are a sequence of slides containing diagrams, descriptions, or illustrations supporting a topic explanation. They are navigated slide by slide. Formats include slide shows (PowerPoint), flash outlines, and others.

Video clips are short visual tours of 5–10 minutes, often with musical accompaniment. They are one of the most engaging elements of the lesson, offering an immersive learning experience. Teachers can pause the video to provide explanations or add musical examples, and then continue playback.

Video lectures can replace textbook sections and even partially substitute for the teacher’s narrative. Compared to slides and presentations, video lectures are more information-rich and require high levels of concentration. The teacher’s role is to manage the pace of playback, and many of these videos include a “timeline” feature to pause or repeat specific segments [5].

Based on our experience, we propose the following recommendations:

It is essential to implement diverse forms of student activity that promote independent acquisition and presentation of knowledge.

Information technologies should be used in all types of learning activities: information gathering, data processing, analysis and comparison, creative expression, and performance.

Objective assessment of students' capabilities and the development of creative aspirations – aligned with national education standards – is necessary [6].

CONCLUSION

In conclusion, the integration of information and communication technologies into the process of aesthetic education significantly contributes to the enhancement of students' aesthetic perception, the deepening of their subject knowledge, the broadening of their cultural worldview, the stimulation of learning motivation, and the activation of their creative and cognitive potential.

LIST OF REFERENCES:

1. Apatova N.V. Information Technologies in School Education. Moscow, 1994. 216 pages.
2. Aristova, M. A. Aesthetic Education of Schoolchildren. – Moscow: Prosveshchenie, 2007.
3. Bogolyubov, L. N. Pushkin's Poetry as a Means of Moral and Aesthetic Education. // Literature in School, 2015.
4. Gorbunova I.B. Information Technologies in Music. Monograph. St. Petersburg: Herzen State Pedagogical University, 2009. 90 pages.
5. 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.
6. Zakharova N.I. Introduction of Information Technologies into the Educational Process // Primary School, 2008, No. 1, p. 31.