

**PROBLEMS FACED BY TEACHERS IN IMPROVING THE ARTISTIC AND
AESTHETIC LITERACY OF STUDENTS TODAY**

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Annotation: This article analyzes the theoretical and methodological foundations and practical areas of development of artistic and aesthetic culture of students in the higher pedagogical education system. The pedagogical essence of the process of aesthetic education, factors in the perception of art in students, aesthetic thinking and the formation of creative abilities are scientifically-theoretically justified.

This article analyzes the theoretical and methodological foundations and practical areas of development of artistic and aesthetic culture of students in the higher pedagogical education system. The pedagogical essence of the process of aesthetic education, factors in the perception of art in students, aesthetic thinking and the formation of creative abilities are scientifically-theoretically justified. The article covers the paradigm of modern education, the competency approach, the concept of personality-oriented education and the continuous integration of the culture of pedagogical communication with aesthetic education.

Keywords: aesthetic education, artistic culture, ability, reflection, pedagogical innovation, personality-oriented approach, competence, art pedagogy

Introduction. The process of developing the artistic and aesthetic culture of students in the higher pedagogical education system is being studied as one of the leading theoretical directions in modern pedagogical science. In scientific dissertations, it is noted that aesthetic education is an integral component of the spiritual and moral foundation, professional competence and pedagogical reflexive thinking of the future pedagogical personality. This process is manifested as a complex system consisting of a multi-faceted sum of psychological, cultural, pedagogical, communicative and social factors.

The theory of aesthetic education is interpreted in pedagogical research in a way that is inextricably linked with the disciplines of art psychology, philosophy of aesthetics, theories of artistic perception, concepts of Personality Development, Cultural Studies and didactics. As noted in pedagogical dissertations, the process of forming an aesthetic culture covers the following tasks:

- development of aesthetic emotions;
- understanding and analyzing aesthetic values;

formation of artistic taste and aesthetic criteriaThe theory of aesthetic education is interpreted in pedagogical research in a way that is inextricably linked with the disciplines of art psychology, philosophy of aesthetics, theories of artistic perception, concepts of Personality Development, Cultural Studies and didactics. As noted in pedagogical dissertations, the process of forming an aesthetic culture covers the following tasks:

- development of aesthetic emotions;
- understanding and analyzing aesthetic values;
- formation of artistic taste and aesthetic criteria;

development of creative thinking and artistic perception;
to enjoy works of art, to educate the skills of their interpretation.

According to researchers (based on scientific dissertations), an educator with a high aesthetic thinking serves as the main motive not only to be able to see beauty in students, but also to appreciate art, arouse the spirit of artistic thinking, interest and creativity.

Methodological foundations of aesthetic education

The formation of aesthetic culture in students is necessary to be organized on the basis of modern pedagogical Technologies, a competency approach, an integrative method and the principles of personality-oriented education. In dissertations, approaches are systematized on the basis of the following methodological principles:

The principle of integration is to ensure an inextricable connection between the disciplines of art, culture, history, psychology, aesthetics and pedagogy.

The personality-oriented approach is the choice of individual pedagogical directions based on the methods of aesthetic perception of students, artistic abilities, personal experience and interests.

Development of cultural competence-expansion of aesthetic worldview in students on the basis of Culture, Art, national heritage, architectural objects, historical monuments. The personality-oriented approach is the choice of individual pedagogical directions based on the methods of aesthetic perception of students, artistic abilities, personal experience and interests.

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A reflective (reflexive) approach is an independent analysis of aesthetic situations, an artistic assessment of events, self – realization through aesthetic thinking.

These principles are aimed at deepening the student's aesthetic perception, forming his artistic taste, enriching his aesthetic views on life, society and human essence through art.

Structural structure of artistic and aesthetic culture

According to the analysis of scientific dissertations, the aesthetic culture of students is composed of the following components:

Emotional-aesthetic component-the ability to feel artistic images, shape, color, rhythm, composition, tone and content in works of art.

Cognitive component-knowledge of art types, aesthetic laws, artistic analysis, historical-cultural processes, national and world art.

The component of a valuable direction is the transformation of aesthetic values into a criterion of personal life, the attitude to art, taste, need and the formation of inner passions.

Practical-creativity component-artistic skill in musical performance, painting and sculpture, literary analysis, speech culture, theatrical aesthetics, singing performance, design and other types of creative activity. The component of a valuable direction is the transformation of aesthetic values into a criterion of personal life, the attitude to art, taste, need and the formation of inner passions.

Pedagogical mechanisms of aesthetic education

In scientific dissertations, the following mechanisms of aesthetic development are indicated as the main factors:

analytical perception of works of art;

aesthetic assessment by means of communication and discussion;

development of aesthetic thinking through observation, comparison, generalization;

active participation in the cultural and aesthetic environmentPedagogical mechanisms of aesthetic education

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- aesthetic assessment by means of communication and discussion;
- development of aesthetic thinking through observation, comparison, generalization;
- active participation in the cultural and aesthetic environment;
- Organization of creative project and practical training.

A student who is inextricably linked with art gets rich aesthetically, harmonizes mentally, gets the opportunity to understand the world in beauty criteria.

Aesthetic culture of the personality of an educator

Aesthetic culture for a teacher is a criterion that determines his professional image, from the culture of speech to the aesthetics of the organization of the educational process. In dissertations, it is noted that such teachers:

- instill in readers a love of art,
- teaches how to see beauty in life Aesthetic culture of the personality of an educator

Aesthetic culture for a teacher is a criterion that determines his professional image, from the culture of speech to the aesthetics of the organization of the educational process. In dissertations, it is noted that such teachers:

- instill in readers a love of art,
- teaches how to see beauty in life,
- nurtures high spirituality through art,
- encourages correct thinking based on aesthetic criteria.

This aspect is clearly manifested in the professional ethics of the teacher, the culture of communication, appearance, and the aesthetics of organizing the lesson process.

Conclusion. Scientific dissertation research on the development of the artistic and aesthetic culture of students in the higher education system shows that the process of aesthetic education plays an important role in the comprehensive elevation of personality individuality. This process serves to educate high spiritual qualities in the student's personality, develop creative thinking and artistic perception, form cultural competencies required in modern professional activities, and enrich the internal aesthetic needs of the individual. As a result of the development of an artistic and aesthetic worldview, students develop a culture of understanding national and universal values, living in harmony with them, which makes it possible to show high spirituality and aesthetic taste in pedagogical activity.

Therefore, art and aesthetics as an integral structural factor of higher pedagogical education provide the intellectual potential, moral culture, culture of speech, competencies of communication, aesthetic taste and spiritual harmony of the student's personality. And the rise of artistic and aesthetic culture serves for the full realization of educational goals aimed at perfecting the spiritual world of the personality of the future educator, the upbringing of a harmonious personality.

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