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Modern Approaches To Educating Students' Composition Artistic-Aesthetic Taste

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Abstract
The widespread use of digital technologies in the current educational process allows us to see that teachers are using various approaches to reveal the creative potential of students, develop their artistic and aesthetic taste, and deepen their compositional thinking. In our study, we also reflected on our approaches to educating students' artistic and aesthetic taste.
Keywords: approaches, artistic and aesthetic taste, education, composition, digital technology, model.

Introduction

The widespread use of digital technologies in the current educational process opens up great opportunities for the development of students' creative potential, the development of their artistic and aesthetic taste, and the deepening of compositional thinking. At the same time, such an innovative approach serves not only to strengthen technical skills, but also to activate the processes of aesthetic perception and creative intuition in the minds of students. Of course, to effectively implement this process, consistent pedagogical strategies, well-developed methodological programs, and sufficient experience in digital tools are necessary. For this, we developed a model during our research.

This model has a comprehensive approach, the purpose of which is to develop in students creative and philosophical thinking, independent artistic decision-making, the correct use of visual expression tools, the conscious implementation of compositional principles, and thereby achieve the formation of harmony and aesthetic pleasure in a work of art. For the effective use of digital technologies, first of all, the harmony of the target block, the process block, and the result block is necessary.

In the target block, such aspects as revealing the creative potential of students, consistently developing their compositional thinking skills and artistic and aesthetic taste, introducing them to modern art practice and technologies, and forming them as qualified creators are considered a priority. In this case, students not only strengthen their skills in working with technical means, but also begin to deeply understand the artistic structure and theoretical concepts in a work of art.

Digital technologies create conveniences for students, such as experimenting with different colors, shapes, textures, animation elements, immediately correcting errors, and trying out several options at the same time. Theoretical explanations, interpretation of artistic and aesthetic principles, analysis of historical works of art, and demonstration of modern media tools organized in this process arouse creative interest and critical thinking at all stages.

To achieve this didactic goal, attention is paid to factors such as providing theoretical knowledge, developing practical skills, promoting a responsible approach, and explaining the legal and ethical aspects of creative activity in the digital environment. After all, artistic and aesthetic taste is not just an assessment of “pleasant” images or “beautiful” forms, but also an understanding

of the semantic layer of a creative work, a deep understanding of the author's idea, and an explanation of its educational and spiritual significance. Therefore, in the formation of artistic and aesthetic taste, it is necessary to have a theoretical basis, extensive knowledge of art and its historical stages of development, various creative schools, styles, and movements.

One of the priority tasks set in the target block is that, along with traditional art, students will need to be taught skills such as digital art, web design, 3D modeling, animation, digital photography, video editing, and virtual realistic creativity. Then, when a particular work of art is created or analyzed, the process, from formal form to multimedia capabilities, can enrich the components of artistic and aesthetic taste. Because modern digital technologies not only simplify traditional drawing, coloring, painting techniques, but also expand the field of works that are emerging with completely new creative landscapes - virtual installations, interactive performances, digital collages, partly with the integration of artificial intelligence. And as students master such innovations in the process of creative growth, they increase their attention to compositional principles in their creative decisions, and their aesthetic standards and taste are enriched accordingly.

Another main task set in the target block is to teach theoretical concepts of composition in a digital way, to form decision-making competencies based on artistic and aesthetic criteria, to improve students' skills in working with modern technology, and to direct them to independent creative activity.

In the process block, first of all, a system of methodological approaches is defined. Among these approaches, informational, individual-class, project, technological, activity, creative approaches are considered important, since each student participates in the learning process at a different pace, with a different experience background and interests. Also, the process block shows what should be paid attention to in order to cultivate a composite artistic and aesthetic taste. The choice of methodological approaches depends on the teacher's didactic skills, the level of preparation for technical infrastructure and the personal motivation of students.

An important component of the process block is also the "principles". The model specifically highlights the principles of individuality, freedom, originality, harmony of form and content, creativity, reflexivity, interdisciplinary integration, and mentor-apprenticeship. Each of these is very important in the process of forming a composite artistic and aesthetic taste through digital technologies. For example, the principle of originality paves the way for the student to find a new creative solution of his own, and the principle of freedom creates the basis for his independence in making aesthetic decisions. The principle of mentor-apprenticeship also occupies a special place in the conditions of modern technological tools, since online mentoring, webinars, virtual master classes, and remote consultations are now becoming increasingly popular and can enhance the integral communication between the teacher and the student, while at the same time providing the student with constant control and encouragement of his individual creative activity.

The process block also includes a section on "digital tools", which lists such components as hardware and software, software, and electronic learning resources. The effective implementation of practical training or online lessons using digital technologies largely depends on the quality of technical equipment, the availability of tools such as computers, graphic tablets, interactive whiteboards, mobile applications, and 3D printers. Forms of pedagogical activity are also an integral part

of the process block, and methods such as individual, group, teacher-student system, student cooperation, online and offline training are organized.

At the end of the result block, of course, the expected final result is the formation of technical competence, creative and philosophical thinking, critical approach, conscious perception of artistic and aesthetic values, and the ability to integrate compositional theory and practical principles. This will help the young generation to successfully operate in the modern labor market, creative industries or cultural and educational spheres in the future. Therefore, the perfection of the model of educating students' compositional artistic and aesthetic taste through digital technologies relies on the correct integration of these sections.

Various methodological examples can be given in implementing this model. For example, in a traditional pencil drawing lesson, elementary compositional principles such as shape, color, light and shadow, space, proportion are first explained using ordinary paper and pencil. Then, students can be given the task of independently testing the same principles using a digital tablet or graphic programs, experimenting by changing the color range or line thickness as desired, modeling famous works in the form of copies, comparing different color palettes and discussing which one evokes aesthetic pleasure.

In all these processes, the student's compositional thinking, artistic and aesthetic taste, digital skills and creative aspirations are simultaneously supported. A similar approach can be used in photography or video creativity: students are given theoretical information on the composition of a photo or video image, the principles of perspective, line, center of attention, placement of primary and secondary objects in the plan, color balance, light conditions, and the use of lighting devices are practically explained. Then, new forms of expression are tested by taking pictures with digital cameras, processing the received material in editing programs, editing, and, if necessary, adding 3D effects. In the meantime, the creative process is improved through comparative analysis and evaluation, and artistic and aesthetic taste is strengthened. In the final block, such stages as viewing students' finished works on an online platform, evaluating, analyzing, drawing conclusions together, and providing feedback on improvements are implemented.

Such a wide application of digital methods, along with the emergence of creative impulses and skills in students, enriches their cultural world, because artistic and aesthetic taste is directly involved not only in drawing or photography, but also in the perception of art in general, in understanding various beauties and spiritual values in life.

Also, according to the “active approach” presented in the process block, each student, as he consistently develops his creative projects, achieves growth by completing tasks that gradually become more complex. This approach is especially useful in cultivating artistic and aesthetic taste, because for a full understanding of the composition or mastering the criteria of beauty in art, not only theoretical knowledge is enough, but also repeated practical exercises, correction of errors, assessment of achievements and shortcomings, and the process of mutual exchange of ideas are also important. For this reason, each practical exercise, master class or online project developed in a process block will have a system of gradually increasing complexity.

At the same time, artistic and aesthetic taste will also be sufficiently developed, since the student will be able to explain the ideas behind the created work or its individual elements, justify the reasons for

compositional decisions, and connect the theoretical aspects of artistic language and aesthetic expression with real-life examples. These processes, of course, do not occur only individually, but are enriched through collective discussions, teacher-student dialogue, peer exchange, and debates based on critical questions. Digital technologies allow us to: online dialogues, chat forums, video conferences, and the collection of works in digital galleries, voting on them, leaving comments, and giving points. This connects the creative process, which is highly individual in nature, with the social environment, and helps the student form an artistic and aesthetic taste from a broad perspective.

Returning to the resulting block, control-analysis and evaluation mechanisms are important. After all, in any pedagogical process, evaluation is an integral part of the process. In the education of compositional artistic and aesthetic taste through digital technologies, evaluation is based not only on the final result, but also on the creative process itself, growth, experiments, and correct analysis of errors.

Thus, by consistently implementing the "Model of Cultivating Students' Composite Artistic and Aesthetic Taste through Digital Technologies" in the education system, through the combination of advanced methods, creative approaches, technical and artistic potential, graduates and those simply interested in creativity can expect a number of achievements, such as a deep sense of art, a sense of creative responsibility, critical thinking, and the ability to use digital resources in accordance with the needs of the time. After all, although this process is responsible and complex, it quickly shows its results, because in the digital environment there are many positive factors such as speed, a wide resource base, interactive communication, and feedback mechanisms. Directing them to a specific pedagogical goal and combining them with the principles of the model opens the way to intensively developing the creative power and artistic and aesthetic taste of each student.

It is important that this model never remains static, but is constantly enriched with modern advanced technical innovations and pedagogical innovations, and is able to adapt to the socio-cultural changes expected in the future. Only then will the composite artistic and aesthetic taste formed in students flourish in the harmony of universal artistic traditions, national cultural heritage and modern digital tools, becoming a truly useful force in all aspects of their lives. This will serve to increase the level of understanding and appreciation of art in society, expand the ranks of creators, develop the creative economy and cultural and educational projects, and turn students into creators with a solid aesthetic level, realizing global ideas.

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