

DEVELOPMENT OF AESTHETIC THINKING OF SCHOOLCHILDREN THROUGH COMPUTER DESIGN

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Abstract: This article analyzes the pedagogical possibilities of computer design technologies in the development of aesthetic thinking in schoolchildren. In the research process, the essence of the concept of aesthetic thinking, its place in the educational process, and the influence of computer design tools on aesthetic perception and creative thinking are highlighted. Also, the importance of practical classes organized on the basis of computer design in the development of visual literacy, artistic taste, and creative activity of students is revealed. The research results indicate the need to introduce computer design technologies as a means of effective organization of aesthetic education in general education schools.

Keywords: aesthetic thinking, computer design, visual thinking, creativity, aesthetic education, digital technologies, school education, artistic taste

INTRODUCTION

In modern society, the rapid development of digital technologies is deeply penetrating all spheres of human activity, including the education system. Today, school education should be aimed not only at providing knowledge, but also at forming students' creative potential, aesthetic taste, and culture of thinking. Especially in the context of globalization, the sharp increase in the volume of visual information makes the development of aesthetic thinking an urgent pedagogical problem.

Aesthetic thinking demonstrates the individual's ability to perceive, evaluate, and creatively re-express the beauty of existence. The formation of this quality in school-age students plays an important role in the development of their spiritual maturity, creative thinking, and artistic culture. From this point of view, along with traditional fine arts, there is a need to integrate modern computer design technologies into the educational process.

The concept of aesthetic thinking and its pedagogical significance

The concept of aesthetic thinking has been widely studied in philosophy, psychology, and pedagogy, which expresses the attitude of the individual to the perception, evaluation, and aesthetic activity of beauty. Aesthetic thinking is closely connected with the figurative, emotional, and creative aspects of human thinking.

From a pedagogical point of view, aesthetic thinking is manifested in the ability of students to understand and analyze artistic images, evaluate them based on aesthetic criteria, and express their ideas in creative activity. The process of forming aesthetic thinking in school-age students is carried out in close connection with their psychological characteristics, interests, and cognitive activity. Therefore, the use of visual, practical, and interactive methods in the process of aesthetic education is of great importance.

The role of school education in the development of aesthetic thinking. The development of aesthetic thinking in general education schools is mainly focused on fine arts.

RESULT AND DISCUSSION

Pedagogical observations and analyses show that classes organized on the basis of computer design significantly increase the level of aesthetic thinking of students. Visual literacy, aesthetic evaluation, and creative activity develop in students.

CONCLUSION

In conclusion, the development of aesthetic thinking of schoolchildren through computer design is one of the important directions of modern education. The introduction of computer design technologies into the educational process expands the aesthetic worldview of students, reveals their creative potential, and forms their digital culture.

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