

THE CONCEPT OF AESTHETIC THINKING IN VISUAL ARTS AND ITS PEDAGOGICAL SIGNIFICANCE

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Abstract: In this article, the essence of the concept of aesthetic thinking in fine arts education and its pedagogical significance are analyzed from a scientific and theoretical point of view. The study highlights the role of aesthetic thinking in the development of personality, the features of its formation in the process of fine arts classes, as well as the possibilities of developing students' artistic taste, creative thinking, and aesthetic perception. The importance of pedagogical approaches and methods that serve the development of aesthetic thinking in fine arts lessons is also substantiated. The results of the article show that the development of aesthetic thinking is an important factor in increasing the effectiveness of the educational process.

Keywords: aesthetic thinking, fine arts, aesthetic perception, artistic taste, figurative thinking, aesthetic education, creative activity, pedagogical significance

INTRODUCTION. The problem of comprehensive development of the individual, the formation of their creative potential and aesthetic worldview in the modern education system.

MAIN PART. Scientific and theoretical foundations of the concept of aesthetic thinking. Aesthetic thinking is the individual's ability to perceive beauty in reality, analyze aesthetic phenomena, and express a creative attitude towards them. From a philosophical point of view, aesthetic thinking is closely related to human emotional and cognitive activity, which manifests itself through such aesthetic categories as beauty, harmony, proportionality, and imagery.

From a psychological point of view, aesthetic thinking is considered as a form of figurative thinking, which is inextricably linked with imagination, feeling, emotion, and creative imagination. In pedagogy, aesthetic thinking is assessed as the result of a person's aesthetic education, and it is systematically formed in the educational process.

Aesthetic thinking includes the following main components: aesthetic perception (understanding color, form, composition), aesthetic evaluation (distinguishing and analyzing beauty), creative expression (creating artistic images), aesthetic need and taste. Development of these components

RESULT AND DISCUSSION. Pedagogical observations and experiments show that the use of methods aimed at the development of aesthetic thinking in fine arts classes leads to an increase in the creative activity and aesthetic perception of students. Students begin to consciously analyze literary works, their interest in independent creative work increases, and aesthetic evaluation skills are formed.

CONCLUSION. In conclusion, the concept of aesthetic thinking in fine art occupies a central place in the artistic and aesthetic development of the individual. The development of aesthetic thinking through visual arts classes reveals the creative potential of students, enriches their spiritual worldview, and forms their aesthetic culture. Therefore, it is important to

improve methodological approaches aimed at developing aesthetic thinking in teaching fine arts in general education schools, integrating modern pedagogical and digital technologies.

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