Effectiveness of Educating Aesthetic Taste in Students, Ability to Work with Multimedia Tools in The Process of Integrated Subjects, In and Out of The Lesson

Tayirova Muhabbat Ataxanovna

Senior Researcher at the National Institute of Educational Pedagogy named after Qori Niyazi, Uzbekistan

Abstract: The article discusses the technologies for developing students' skills in working with multimedia tools. It is emphasized that the process should be organized based on their age and psychological characteristics, design theory, and didactic capabilities of multimedia tools. Mechanisms for integrating training, workshops, and interactive activities in cooperation between schools and the community are analyzed.

Introduction: The efficient application of multimedia resources within the educational framework is a significant element in enhancing students' motivation to learn, fostering their creative thinking and practical abilities. The extensive integration of information and communication technologies allows for a more interactive, visual, and emotional enrichment of education. Simultaneously, it provides numerous opportunities for students to cultivate an aesthetic appreciation, a profound comprehension of both national and universal values, and to boost their interest in creative endeavors.

Multimedia products, including animations, interactive presentations, electronic textbooks, virtual laboratories, and graphic and audio-visual materials, facilitate faster and more effective learning for students. They not only reinforce theoretical knowledge but also promote high efficiency in the organization of practical activities. For instance, illustrating complex concepts with infographics, examining historical events through video clips, or representing literary plots as storyboards enhances students' engagement and fosters their critical thinking.

From this perspective, the advancement of pedagogical and practical technologies for the utilization of multimedia tools, considering the age and psychological traits of students, stands as one of the pressing challenges within the educational process. The structuring of education not merely as a means of delivering knowledge, but also as a catalyst for the enhancement of the spiritual, aesthetic, creative, and communicative capacities of the individual, is a necessity in contemporary times.

Multimedia tools facilitate a cohesive approach to the educational process. In this context, it becomes feasible to cultivate a multifaceted worldview in students by integrating various disciplines. For instance, illustrating historical subjects through infographics during visual arts classes, animating text with dynamic narratives in literature sessions, or employing audio-visual resources in music classes enhances students' aesthetic appreciation, fosters creative thinking, and sharpens critical thinking abilities.

Furthermore, multimedia products contribute to the development of independent learning skills among students. By utilizing interactive textbooks, electronic assessments, and virtual laboratories, students not only master the subject matter but also gain the ability to evaluate their knowledge, conduct independent research, and address problem-solving scenarios. This process enhances not only their knowledge but also their capacity for self-development, communication,

and teamwork. The integration of multimedia tools within the contemporary education system is a crucial element in the effective structuring of the educational process. Multimedia resources (such as video, animation, graphics, and interactive programs) boost students' motivation to learn, stimulate their cognitive engagement, cultivate aesthetic appreciation, and foster creative endeavors. Consequently, a scientific and theoretical examination of the potential applications of multimedia tools in the educational process stands as a pressing concern.

The subsequent factors hold significant relevance in enhancing students' abilities to utilize multimedia tools:

Didactic methods. Multimedia resources enable the presentation of educational content in a visual, emotional, and interactive manner. This facilitates improved comprehension, retention, and independent analysis of the subject matter by students. Additionally, multimedia tools heighten students' enthusiasm for learning, fostering independent inquiry and experimentation.

Age and psychological characteristics. For students in primary school, the use of simple graphics, vibrant images, brief animations, and interactive games proves to be effective. In the higher grades, engaging in project-based tasks, design activities, and utilizing advanced multimedia programs fosters creativity and critical thinking. An age-appropriate methodological approach enhances the effectiveness of multimedia tools.

Design theory. In the development of educational multimedia products, the thoughtful application of color harmony, composition, balance, elements of national ornamentation, and artistic imagery contributes to the cultivation of aesthetic appreciation among students. Adhering to design principles not only renders educational materials comprehensible but also stimulates aesthetic enjoyment and heightens students' interest in creative endeavors.

Technological readiness. When utilizing multimedia tools, it is essential to possess adequate technical equipment and the proficiency to operate them. Students equipped with the ability to navigate contemporary computer software, graphic and video editing tools, and online educational platforms can autonomously produce a range of multimedia products.

Collaboration and communication. Multimedia projects enhance abilities in teamwork, the open expression of ideas during communication, and collaboration with fellow students. This contributes to the development of not only information technology

expertise among students but also their social skills.

Educational significance. Utilizing multimedia resources enables the promotion of national values, cultural heritage, ecological awareness, and moral attributes among learners. By means of educational films, animations, and virtual excursions, students cultivate patriotism, aesthetic appreciation, attentiveness to nature, and human virtues.

students through multimedia tools is effectively implemented in cooperation between the school and the community. In this:

1. Trainings - step-by-step instruction in the use of software tools. Trainings play an important role in improving the technical literacy of students. They are carried out in the following stages:

the initial stage - introduction to graphic editors, presentation programs, and simple video editing tools;

the intermediate level - teaching infographics, animation, audio and video editing processes;

combining text, sound, and video.

During the trainings, students develop not only technical skills, but also independent creative research.

2. Workshops – creating real multimedia products in small groups. Workshops involve students in a practical process. In this:

Each small group develops a project on a specific topic (for example, an animation on a historical topic, an infographic about ecology, a video clip based on a literary work);

Tasks are divided within the group: designer, text editor, sound writer, editor;

Finally, the finished product is presented to the team.

This process teaches students the skills of working collaboratively, sharing responsibility, and finding creative solutions.

3. Forums – Presentation and evaluation with the participation of parents. Forums provide an opportunity to showcase students' work to the wider community. This:

Involving parents in the educational process helps to make them partners in their children's creative work;

students' motivation, as they defend their work not only to teachers, but also to parents and other community representatives;

The evaluation process takes into account not only technical quality, but also the level of expression of creative ideas, national and spiritual values.

4. Interactive classes - creating an interesting, competitive and creative environment. Interactive organization of the learning process using multimedia

tools further develops creativity:

Competitive games - for example, "Best Infographic", "Make a Video in a Day", "Mini-Comic" contests;

Virtual laboratories - expand students' opportunities to experiment and visualize results;

Simulations and role- playing games – place students in different social situations and guide them to find creative solutions.

Such activities develop students' creative thinking, critical thinking, and unconventional problem-solving skills.

Cultivating aesthetic taste in students through the use of multimedia tools:

Creating infographics on historical topics. Students develop visual aesthetics and artistic taste by preparing information about historical events, heroes, and cultural monuments in graphic form.

☐ Creating storyboards based on the plot of a literary work. In this, students depict the events of a poem, story, or novel in the form of sequential frames. This not only helps to deepen understanding of the content, but also develops descriptive and staging skills.

Applying elements of national art and culture to multimedia design. By using elements of national patterns, architectural forms, music and dance in slides, animations or design developments, an opportunity is created to instill national values along with aesthetic education.

☐ Creative assignments such as "A Mini-Video in a Day." Students put their imaginations into practice by creating a short video, animation, or music clip in a short period of time. This increases their creative thinking, design taste, and teamwork skills.

CONCLUSION

In summary, the appropriate choice of pedagogical and practical technologies for enhancing students' skills in utilizing multimedia tools and their incorporation into the educational framework significantly boosts educational effectiveness. Collaborative trainings, workshops, and interactive sessions between schools and the community enable students to develop not only technological proficiency but also an appreciation for aesthetics. Thus, the application of multimedia tools fulfills not only educational objectives but also serves aesthetic and educational purposes within the learning environment.

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