

Criteria And Descriptors For Assessing The Effectiveness Of Educating Aesthetic Taste In Students

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Abstract: The article discusses the issues of effective use of curricular and extracurricular activities and interdisciplinary integration opportunities in the process of developing aesthetic taste in students. A system of criteria and descriptors has been developed for the formation of multimedia tools, design and creativity, visual literacy and aesthetic assessment skills. Descriptors serve to determine what a student knows, can do and how to justify them at lower, middle and higher levels.

Keywords: Aesthetic taste, multimedia, design, visual literacy, aesthetic evaluation, descriptor, integration.

Introduction: The development of aesthetic taste is one of the priority areas of the modern educational process. This process is of great importance in enriching the spiritual development, creative potential and artistic outlook of the individual. As noted in scientific literature, aesthetic taste can be developed not only in art and literature, but also in interdisciplinary processes and through the use of information technology. Also, creative and practical activities based on interdisciplinary integration and the use of multimedia tools are effective in forming aesthetic appreciation, visual literacy and creativity in students. However, the criteria for evaluating this process have not been sufficiently developed.

Therefore, it is important to identify a number of pedagogical approaches in the process of developing aesthetic taste. First of all, it is necessary to develop criteria for understanding and evaluating aesthetic values, based on person-centered, activity-based and integrative approaches. These criteria should cover students': (1) level of aesthetic perception; (2) attitude to works of art and the ability to enjoy them; (3) conscious use of design and visual art elements; (4) skills in applying aesthetic principles in creative activities. These criteria allow for a gradual assessment of students' aesthetic development and the definition of effective pedagogical strategies in the educational process.

The factors you have highlighted are very correct and effective directions for the formation of aesthetic taste

in the educational process. Important factors in the formation of aesthetic taste in the educational process:

Use of multimedia technologies. Enriching educational materials with various visual and emotional tools (infographics, animation, interactive presentation, graphic design elements) helps students better perceive the topic and awaken their aesthetic feelings.

Interdisciplinary integration. By integrating computer science, literature, history, art, and technology, students can understand aesthetic values from a broader context. For example, illustrating the plot of a literary work using a graphics program or illustrating historical events through infographics expands students' creative thinking.

Creative assignments and projects. Various practical assignments (storyboarding, interactive slide design, graphic composition) are effective for developing independent thinking, use of design elements, and artistic imagination. This process develops not only creativity, but also collaboration and communication skills.

Aesthetic Evaluation Criteria. Analyzing students' creative work and visual expressions based on specially developed aesthetic criteria shapes their critical approach to their own work. Through this, students develop the skills not only to create beautiful and high-quality work, but also to understand and evaluate aesthetic values.

aesthetic taste should be carried out not only within

the framework of art disciplines, but also integrated into all areas of general education. This will expand not only the aesthetic abilities of students, but also their spiritual and moral outlook. The following methodological principles were used in the study:

- Interdisciplinary approach: a combination of computer science, literature, history, art, and technology;
- Creative and practical methods: infographics, storyboards, animation, interactive slides, graphic and video editing programs;
- Development of criteria and descriptors: assessment of students' knowledge, practical skills, and reasoning abilities at lower, middle, and higher levels.

Four main criteria have been developed to assess the effectiveness of aesthetic taste:

1. Multimedia skills

- Lower: works based on a ready-made template;
- Medium: creates infographics and animations;
- High: develops an independent creative multimedia project.

2. Design and creativity

- Lower: knows simple design elements;
- Medium: creates based on design principles;
- High: creates a creative product based on a new idea and style.

3. Visual literacy

- Lower: interprets simple visual symbols;
- Medium: analyzes visual information;
- High: creates and bases independent visual information.

4. Aesthetic evaluation skills

- Lower: expresses a short opinion;
- Medium: expresses critical opinion;
- High: evaluates on a scientific-theoretical basis.

presented system of criteria and descriptors made it possible to identify different stages of development of aesthetic taste in students. This, in turn, provides teachers with an individual approach in the classroom and in extracurricular activities.

Interdisciplinary integration is also an important factor in developing not only multimedia literacy, but also aesthetic taste of students. This approach allows us to ensure meaningful connections between the disciplines of information technology, literature, history, art and technology in the educational process. In particular, the presentation of historical topics in the form of infographics, the creation of storyboards based

on the plot of a literary work, the development of creative products using graphic and design tools are innovative directions in the education of aesthetic values. These types of activities serve to develop visual literacy in students, the perception of artistic images, the formation of creativity and aesthetic thinking.

CONCLUSION

In conclusion, as a result of the research, a system of criteria and descriptors for assessing the effectiveness of educating aesthetic taste in students was developed. This system allows you to identify and assess students' theoretical knowledge, practical skills, and aesthetic reasoning abilities by level. This approach used in the assessment process serves not only to form the aesthetic image of students, but also to consistently develop their creative thinking, visual literacy, and aesthetic assessment competencies. Also, the use of the developed system in educational practice will enrich students' personal aesthetic views, improve their artistic taste, and accelerate the process of understanding aesthetic values in the modern information environment.

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