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## **PEDAGOGICAL POTENTIAL OF USING MULTIMEDIA TOOLS IN THE FORMATION OF AESTHETIC CULTURE OF EDUCATIONAL RECIPIENTS**

**Abstract.** The article explores the theory and prospects of practical use of multimedia tools in the formation of the aesthetic culture of educational recipients. The use of multimedia tools in the educational process is a relevant issue in modern aesthetic education and upbringing.

Aesthetic development and education through multimedia tools are a technology of professionalism, based on precise, targeted calculation of educational influences, combining self-education with external stimuli, diagnosing, forecasting, designing achievements at each educational stage, timely support, and correction of the course.

Multimedia tools are integrated into the educational process as one of the key methods of education, playing a significant role in youth education. The relevance of their use in the formation of aesthetic culture is based on interactivity, capable of structuring and visualizing information, enhancing the motivation of educational recipients, activating their cognitive activity at both the conscious and subconscious levels. The inclusion of multimedia tools makes the education process more technological, effective, and diverse. This constant novelty enhances cognitive interest, meaning that the use of multimedia tools positively affects the quality of knowledge acquisition by educational recipients.

**Keywords:** multimedia tools, aesthetic culture, aesthetic education, educational recipients, professional training.

### **1. INTRODUCTION**

One of the tasks of modern pedagogical education is the refinement of the personality of the future professional and their continuous general cultural development. Consequently, tasks related to shaping the culture of contemporary educational recipients and implementing innovative ideas in pedagogical practice become particularly significant. It is natural that one of the top priorities in education today is the cultivation of aesthetic culture among students, with the pedagogical aspect playing a leading role. It is worth noting that innovative technologies are actively used in education to equip learners with the ability to learn, manipulate and manage information, make quick decisions, adapt to the demands of the labor market (developing essential life competencies), and align themselves with the prospects of societal development. One of the pedagogical solutions to these challenges is the integration of multimedia tools.

**Problem Statement.** The level of aesthetic development of individuals and society is inherently linked to the progress of humanity in all areas of life, as evidenced by the results of creative energy and initiative manifested by people and vividly presented in the achievements of world culture. Therefore, shaping the aesthetic culture of a generation is a condition for the

effective development of society as a whole. It is worth noting the significant pedagogical potential in addressing this issue through the use of multimedia tools in the formation of the aesthetic culture of educational recipients.

**Review of Recent Research.** philosophical and pedagogical aspects of the problem of shaping an individual's aesthetic culture have been explored in the works of G. Apresyan, A. Burov, P. Havrylkzha, M. Kagan, A. Konikov, B. Lykhachov, V. Rozumny, V. Skatershchykov, and others. Research into the development of multimedia tools, multimedia technologies, the advantages and disadvantages of their use in the educational process, and the information culture of educational recipients has been conducted by V. Baranovska, Yu. Bokaryova, L. Havrilova, T. Hrebenik, N. Dementiyevska, L. Melnychuk, N. Morze, I. Pidlasyy, V. Pylypenko, M. Shkabaryna, and others.

The American sociologist H. Kahn argued that in the life of individuals in a digital society, one of the central roles will be occupied by art, as the standardization of human life will force it to seek its "individuality," and the aesthetic upbringing of the individual will have a significantly greater impact [1]. J. Bruner emphasized that "the humanistic aspect in the understanding of human cognition comes to the forefront, and what was previously called cognitive science now sounds like cultural psychology, which by definition must be engaged in action determined by the cultural position of the participants" [2]. M. Krasnodebski wrote about the necessity of "developing human potential, education as art, ... and the importance of culture" [3, p. 44]. Scholars acknowledge that the modern world is "pluralistic, and there is no single direction in the upbringing of the younger generation" [4, p. 21].

**Objective of the Article.** The aim of this article is to examine the pedagogical potential of using multimedia tools in shaping the aesthetic culture of educational recipients.

## 2. THEORETICAL FOUNDATIONS OF RESEARCH

The aggregate of theoretical concepts about aesthetic culture forms a distinct branch of scientific knowledge, and its individual principles find reflection in philosophy, cultural studies, pedagogy, psychology, art history, and literary studies.

In the works of contemporary researchers, including philosophers, sociologists, cultural scholars, psychologists, educators, and others the following principles related to the nature and essence of the phenomenon of aesthetic culture are reflected:

- In aesthetic culture, three relatively independent components are distinguished: material, artistic, and spiritual.
- Culture is not only created by people but also, in turn, shapes people. Therefore, culture's product, subject, and object are individuals in the process of self-development and mastering cultural heritage.
- Each stage of societal development is characterized by a specific level of aesthetic development, needs, and possibilities. Spiritual values do not lose their significance over time. However, each stage of societal development is characterized by changes and transformations in aesthetic norms, tastes, and ideals.
- Culture, including aesthetic culture, includes two tendencies: towards stereotyping activities and towards overcoming stereotypes, creativity, and the creation of the new.
- Aesthetic culture varies in scale, distinguishing between the aesthetic culture of humanity, nations, societies, and individuals.
- Aesthetic education is a means of establishing an aesthetic connection between the culture of society and the aesthetic culture of an individual, transforming the former into the latter. Consequently, the aesthetically oriented activities of individuals are a way of transforming an individual's aesthetic culture into societal aesthetic culture.

Thus, according to modern scholars' concepts, aesthetic culture is an integral part of culture as a whole. It is not only a set of acquired values as a result of previous creative activities but also the process of creating, acquiring, consuming, and disseminating aesthetic values [5, p. 150].

Aesthetic culture, as a scientific category, has philosophical and pedagogical aspects, where philosophical science defines the essential characteristics of the aesthetic, and pedagogy addresses the issue of involving individuals in aesthetic activity and determines the comprehensive process of personality formation based on this [6, p. 223].

An analysis of the fundamental principles put forward by foreign and domestic scholars allows us to determine aesthetic education as the primary means of shaping the aesthetic culture of an individual in the modern stage of pedagogical science development.

The problem of aesthetic education is associated with the process of personality development. In the modern conditions of humanizing education, the study of the dominant role of personality, the peculiarities of its intellectual, moral, and aesthetic development, is a priority area of pedagogical science. Therefore, the orientation towards education as a human-forming and culture-creating process becomes particularly significant. The formation of aesthetic culture of an individual in the domestic pedagogy is perceived not only as an important factor in the development of the individual as a whole but also as the development of all aspects of education [7]. Hence, the changes we observe in the modern concept of education. The problem of forming the aesthetic culture of an individual is not new in the theory and practice of domestic and foreign philosophy, cultural studies, pedagogy, psychology, aesthetics, and art history.

Aesthetics is a science (a part of philosophy) that deals with the beautiful in immediate reality and works of art, the peculiarities of perceiving and transforming the world according to the "laws of beauty," and defining the general patterns of art, creativity, and aesthetic development and education of an individual. The term "aesthetics," translated from Greek as "aisthēsis," means sensation or feeling [1, pp. 23-24].

Evidence of the perception of the essence of aesthetic content in reality can be found in the depths of the history of societal development. With the emergence of the first civilizations, people acquired the ability to recognize the beauty around them, as evidenced by ornamental decorations on tools and utensils of primitive humans and cave paintings of animals.

The concept of "aesthetic education" is understood in a fairly broad context. It includes the formation of an aesthetic attitude towards the surrounding environment, work, social life, everyday life, and art. However, the understanding of art is particularly multi-level and distinct, which necessitates the separation of its particular part—esthetic education—from the general system [8, p. 136]. The process of aesthetic education involves solving important tasks: systematic development of aesthetic perception, aesthetic feelings, and ideas of students, their artistic and creative abilities, and the formation of the fundamentals of aesthetic taste.

The result of aesthetic education and aesthetic development determines the concept of aesthetic culture – the most important component of an individual's spiritual world. The presence and degree of development of aesthetic culture determine the individual's intelligence, originality, creativity, aspirations, and activities, as well as a special spirituality in relations with the world and other people [1, p. 224].

The aesthetic culture of an individual is a combination of knowledge, views, perceptions, skills, and rules of activity and behavior [2]. In general, aesthetic culture has the following functions:

- Informational-cognitive, realized in the individual's knowledge.
- Value-oriented, realized in views, guidelines, criteria for aesthetic evaluation, and tastes.
- Activity-volitional, which finds embodiment in aesthetic abilities, serving as a guideline for the social-creative orientation of aesthetic culture.
- Communicative-regulatory, manifested in emotional and normative self-regulation of the behavioral and activity aspect of the individual [1, p. 228].

#### Basic Requirements for Successful Formation of Aesthetic Culture:

- Definition of Components of Aesthetic Culture: Identifying the components of an individual's aesthetic culture (aesthetic perception, aesthetic feelings, aesthetic evaluation, aesthetic taste, aesthetic needs, and aesthetic activity) serves as the foundation for identifying pedagogical methods of development.

- Consideration of Cognitive and Emotional Development: In the process of developing the components of aesthetic culture in education, factors such as the level of visual-spatial thinking, emotional perception, imaginative flexibility, and creativity should be taken into account.

- Selection of Content, Methods, and Teaching Tools: The choice of content, methods, and teaching tools depends on the integration of various types of artistic-creative activities, which are factors in the formation of the ability to perceive and appreciate aesthetic values [9].

Therefore, the core of the process of forming aesthetic culture is characterized by educational activities aimed at providing the learner with a system of aesthetic knowledge. This system serves as the basis for generating aesthetic taste and the ability to perceive the aesthetics of the surrounding environment, ensuring readiness to live and act according to the laws of beauty. The essence of aesthetic culture encompasses elements of human development and is manifested in both cognitive and physical aspects, as well as in moral and valueological processes, combining and harmonizing them.

At the foundation of aesthetic culture lies a system of aesthetic competence, which characterizes the harmonization of general and professional development of an individual. An essential component of the learner's aesthetic culture is the emotional coloring of intellectual processes with elements of inspiration, joyful experiences from creative activity, and a keen interest in it [10]. The culturological nature of the process of aesthetic education and development is a natural and civilized indicator of its universality and integration, its general character, and its specific embodiment in the aspects of comprehensive personality development.

The primary goal of professional education for learners is to teach them to harmonize their activities, behavior, and intentions with the demands and interests of the environment. The harmony and humanization of society as a whole and the educational process are characterized by broad recognition and evidence-based substantiation [7]. A harmoniously developed individual is socially active, capable of combining spiritual wealth and moral purity, and is capable of positive creative activity. In this context, the aesthetic component is an integral and leading part.

In the course of our research, we have concluded that it is expedient to cultivate the aesthetic culture of learners as a distinctive feature of personal development, allowing them to enjoy the process of activity. The essence of aesthetic culture lies in its real and positive impact on individuals, leading to a state of happiness upon achieving the ultimate goal of their activities. As Auguste Rodin stated, the world will be happy when each person has the soul of an artist.

The modern direction of higher education development is closely tied to the constant integration of various forms, methods, and tools of active learning into the educational process. The informatization of society drives the development of multimedia technologies and their integration into various aspects of societal life, ensuring diversity in content and forms, as well as the combination of various types of information (text, graphics, speech, music, video, photos, etc.) and the corresponding means of obtaining them. The implementation and active development of these technologies contribute to the formation of multimedia perception of the surrounding reality.

The concept of "multimedia" is viewed from various angles and occupies a key place in the process of digitizing the educational space. The widely accepted definition of "multimedia" is "a special interactive technology that, with the help of technical and software tools, provides work with computer graphics, text, speech, high-quality sound, static images, and video" [11].

The concept of "multimedia" encompasses:

- Technology that describes the process of developing, functioning, and applying tools for processing different types of information.

- Information resource created based on information processing and presentation technologies of various types.

- Computer software whose operation is related to information processing and presentation.

- Computer hardware that enables the work with various types of information.

- A special generalized form of information that combines both traditional statistical visualization (text, graphics) and dynamic forms of information (language, music, video fragments, animation, etc.) [12].

The educational process, which actively utilizes multimedia tools, is a process of forming media literacy in individuals. This involves possessing advanced abilities for perceiving and mastering basic knowledge, skills, and abilities, as well as creating, analyzing, and evaluating media texts, understanding the socio-cultural context of multimedia functioning in the modern world.

Based on the definition of the concept of "multimedia," "multimedia tools" are understood by scholars as a set of means whose use is directed towards improving the educational process [13]. Multimedia teaching and educational tools enable the creation and utilization of models, simulations, didactic and developmental games, the primary objective of which is to generate interest, create a positive atmosphere during the educational process, stimulate learners, and satisfy their educational and developmental needs [13].

Researchers S. Hunko and F. Rivkind define "multimedia tools" as the components of multimedia: video, slides, text, animations, audio, graphics [14].

Researcher O. Burov considers multimedia tools as computer technology that allows for the interactive reproduction of information in various forms of manifestation [15].

In summary, it is worth noting that multimedia tools are a product of software that represents a collection of educational and developmental information capable of functioning interactively. The use of multimedia tools expands the horizons of organizing the educational process and promotes the development of creative abilities, progress, and the realization of the potential of learners. Multimedia is an extremely useful and effective educational technology, thanks to its inherent qualities of interactivity, flexibility, integration of various types of multimedia educational information, and its ability to take into account individual characteristics and promote motivation.

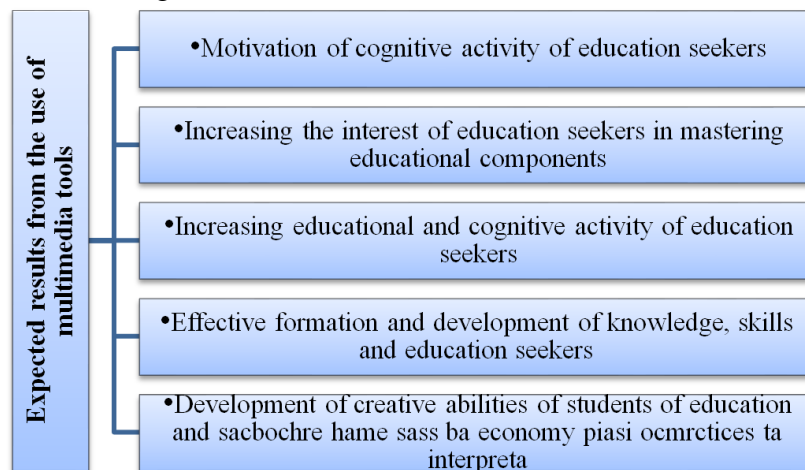
The advantages of using multimedia tools in the education system include:

- Development of the internal experience of educational process participants based on their modalities.

- Formation of information and communication interaction skills.
- Optimal use of teaching time by educators.
- Possibility of inventing original educational methods.
- Increased volume of material for creative assimilation and use by students.
- Development of research and search skills.
- Preparation of individuals for the "information society" [13].

Thus, the stated objectives and advantages of using multimedia tools (quick access to information, combining audio and visual material, etc.) in the organization of the educational process leave no doubt. The application of these tools significantly activates cognitive information, making it more visual and easy to assimilate.

Analyzing the above, expected results from the use of multimedia tools in the educational process can be determined (Figure 1.1) [12]:



**Fig. 1.** Expected results from the use of multimedia tools in the educational process

### 3. CONCLUSIONS AND FUTURE RESEARCH DIRECTIONS

Through the collective efforts of educators, researchers, programmers, and multimedia developers, a new educational information environment is being developed and ensured to function. In this environment, the key focus is on integrating educational and informational approaches to education content, teaching methods, and technologies. Specifically, multimedia tools possess considerable pedagogical potential concerning the formation of aesthetic culture, as the aesthetic element is inherently present in multimedia's nature from the outset, and the genesis of multimedia culture is aesthetically conditioned. In accordance with the defined concept of "aesthetic," it should be understood from three perspectives: in terms of aesthetic enjoyment, the creation of artistic works (values), and within the context of intellectual creativity. These are not merely levels of aesthetic appreciation but also stages of aesthetic education, which have their peculiarities when implemented in the multimedia sphere.

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## ПЕДАГОГІЧНИЙ ПОТЕНЦІАЛ ЗАСТОСУВАННЯ ЗАСОБІВ МУЛЬТИМЕДІА У ФОРМУВАННІ ЕСТЕТИЧНОЇ КУЛЬТУРИ ЗДОБУВАЧІВ ОСВІТИ

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**Анотація.** У статті розглядається теорія та перспективи практичного використання засобів мультимедіа у формуванні естетичної культури здобувачів освіти. Використання мультимедійних засобів у навчально-виховному процесі є актуальною проблемою сучасної естетичної освіти та виховання.

Естетичний розвиток та виховання за допомогою мультимедійних засобів – це технологія професіоналізму, в основі якої точний, прицільний розрахунок виховних впливів, поєднання самовиховання з зовнішніми стимулами, діагностування, прогнозування, проектування досягнень на кожному виховному етапі, своєчасна підтримка і корекція перебігу.

Мультимедійні засоби включаються до виховного процесу як одні з ключових поряд з традиційними методами виховання, відіграючи величезну роль у вихованні молоді. Актуальність їх використання процесі формування естетичної культури ґрунтується на інтерактивності, що здатна структурувати та візуалізувати інформацію, підсилити мотивацію здобувачів освіти, активізувати їх пізнавальну діяльність, як на рівні свідомості, так і підсвідомості. Включення мультимедійних засобів робить процес виховання більш технологічним, результативним та урізноманітнює його. Це відчуття постійної новизни сприяє розвитку пізнавального інтересу тобто, використання засобів мультимедіа позитивно впливає на якість знань здобувачів освіти.

**Ключові слова:** засоби мультимедіа, естетична культура, естетичне виховання, здобувачі освіти, професійна підготовка