



THE ROLE AND IMPORTANCE OF ELECTRONIC TEXTBOOKS IN EDUCATING STUDENTS' ARTISTIC-AESTHETIC TASTE

National Institute of Education Pedagogy named after Qori Niyazi
Fundamental doctoral student

Xudayberdiyev Mirolim Iskandar o'g'li
+998943489420

Abstract

In our country, in recent years, the digitization of education has been supported at the state policy level, and practical work is being carried out to introduce innovative technologies in art education. In particular, research is being conducted to create digital platforms to develop the artistic and aesthetic taste of students in the field of fine arts, and among these, we have also developed an electronic textbook on Composition, the analysis of which is presented below.

Keywords: electronic textbook, composition, creativity, virtual oratory.

In Uzbekistan, in recent years, the digitization of education has been supported at the state policy level, and practical work is being carried out on the introduction of innovative technologies in art education. In particular, there is research on creating digital platforms to develop students' artistic and aesthetic taste in the field of fine arts.

We have also developed such an electronic textbook from the point of view of cultivating students' compositional artistic and aesthetic taste. One of the most important aspects of this electronic textbook is the complex integration of various digital tools and pedagogical technologies. The textbook was prepared with the help of e-learning platforms such as iSpring (this tool allows you to turn PowerPoint slides into an interactive electronic course). Also, video lessons, audio comments, graphic illustrations are widely used in the textbook. For example, in the section covering the theory of composition, after explaining various compositional laws (for example, the "golden section", "rule of thirds", "rhythm and repetition", etc.), visual examples of them are immediately given. Through hypertext links, a student can easily move from one section to another, for example, while reading about composition, with one click he can see a work by a famous artist on this topic or return to previously studied theoretical knowledge on painting. This ensures the integrity and coherence of the textbook - all sections complement and reinforce each other.



The electronic textbook also pays special attention to practical exercises. The textbook includes interactive tasks based on the principle of "learning by doing", which is used in advanced foreign experiences. For example, there are exercises in the form of a virtual laboratory for students: in the task "Building a composition", the student must place the elements given on the screen (geometric shapes, colored spots, etc.) on an empty canvas (drawing board) using the mouse and arrange them in accordance with a certain compositional principle. During such an assignment, the program monitors and automatically analyzes the student's actions in real time: for example, if the student distributes objects unevenly from the center of the composition to the edges, the system will issue a warning or provide an auxiliary instruction. As a result, students interactively see their mistakes and gain a deeper understanding of the principles of aesthetic balance and visual harmony. Another integrated tool is a block of tests for self-control. At the end of each section, test questions and tasks are presented to consolidate the topic. The tests are presented in the form of simple multiple-choice questions, as well as pictorial tests (evaluating the composition given in the photo, or analyzing the color scheme). After the student selects an answer to the test questions, the system immediately provides feedback - correct or incorrect - and provides a detailed explanation. This approach, as noted in foreign studies, is consistent with the principle of increasing the effectiveness of education through immediate feedback from technology to the student. The integrative electronic textbook has shown a number of positive results since its initial implementation. It was noted that the students themselves showed an increased interest in learning, and their level of preparation for classes improved. Through the multimedia materials in the textbook, students learned to connect concepts that they had previously perceived as dry theoretical concepts in class with real examples of art. For example, after reading the theoretical rules in the composition section, the opportunity to immediately see them in the example of famous works such as "Secret Night" or "The Guest" concretizes abstract knowledge - the student sees and analyzes the compositional solution in a real work. This process directly affects the formation of aesthetic taste, because the student, connecting theory and practice, more deeply understands "what beauty is". Another achievement of the textbook is its mobility and flexibility. It is adapted for use not only on computers, but also on smartphones (Fig. 3. in the form of a mobile application). This allowed students to receive knowledge at any time, anywhere, as a result, the learning process went beyond the classroom - into the students' daily lives.

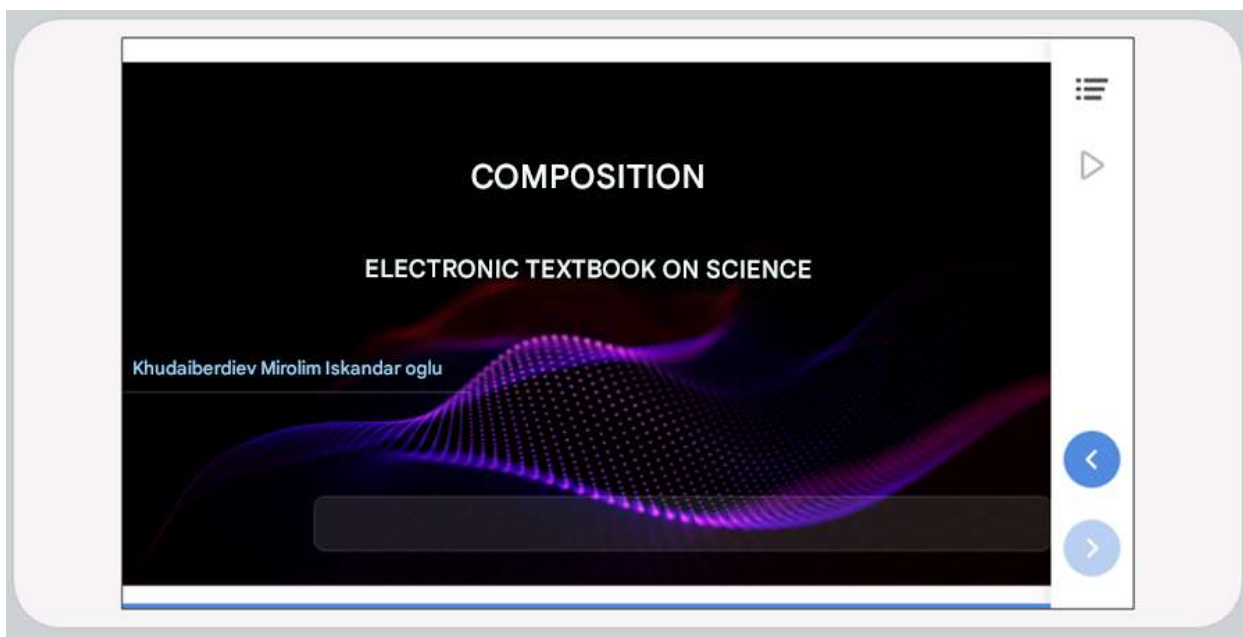


Figure 3. The main menu opened through the "Electronic Textbook on Composition" mobile application.

Students can access this digital platform at any time and continue their independent learning process in a convenient environment for themselves. The main screen of the textbook shows sections - there is an integrative relationship between these sections, each of which contributes to the formation of a compositional aesthetic taste.

When analyzing an electronic textbook, it is also necessary to critically indicate some of its limitations. First of all, in order to effectively use a digital textbook, students and teachers must have appropriate digital literacy. At first, some users may have difficulty working with interactive buttons and menus - this indicates the need for special instructions and training. Another important aspect is that an electronic textbook, no matter how interactive it is, cannot completely replace traditional applied art classes. Although on a digital platform, a student receives more theoretical knowledge and visual skills, the need for live classes under the guidance of a teacher remains to work on real artistic skills (for example, working with paint, drawing techniques). Therefore, this electronic textbook should be considered as a tool that combines traditional and innovative teaching methods. In general, the analysis of the textbook shows that this digital resource, created based on the synthesis of foreign and



national best practices, has great potential for developing students' compositional artistic and aesthetic taste.

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