PEDAGOGICAL FOUNDATIONS OF DEVELOPING TECHNO-AESTHETIC CULTURE IN STUDENTS

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ABSTRACT

This article studies the theoretical and methodological foundations of the development of techno-aesthetic culture in students, the methodological support for the development of techno-aesthetic culture in students on the example of philosophical disciplines, the effectiveness of the development of techno-aesthetic culture in students on the basis of philosophical disciplines. Also, the theoretical aspects of the development of techno-aesthetic culture in students are analyzed

Introduction

Today, exploring the pedagogical foundations and opportunities for developing techno-aesthetic culture in students has become a highly relevant task. This involves researching the role and significance of technical advancements in evolving aesthetic taste, worldviews, and the manifestation of aesthetic activity. Techno-aesthetic culture represents a new stage in aesthetic education, having become an integral part of the educational process that introduces students to modern information and communication technologies. Understanding the pedagogical frameworks and potential for developing this culture is of paramount importance.

Literature review and methods

The theoretical and methodological foundations of developing techno-aesthetic culture, its methodological support through the lens of philosophy, and its overall effectiveness have been studied by numerous prominent international and local scholars. Key figures in cognitive science and philosophy such as P. Churchland, R. Penrose, S. Hameroff, J. Searle, D. Chalmers, and A. Turing have laid the groundwork. Logical and practical systems have been analyzed by J. Russell, P. Norvig, P. Winston, and N. Nilsson.

Furthermore, social and aesthetic dimensions have been researched by L.V. Polyakova, N.V. Golik, S.A. Simonova, V.P. Fetisov, I.M. Melikov, E.A. Ruzankina, A.O. Koptelov, Y.V. Sharanovskaya, A.I. Burov, M.A. Verba, E.V. Kvyatkovskiy, B.T. Likhachev, G. Bolkhovskiy, and N.A. Vetlugina. The contribution of Uzbek scholars such as A.Q. Qodirov, M.Z. Abdullayeva, A.G. Mo‘minov, G.G‘. G‘affarova, and A.I. Tulyayev is also significant in adapting these concepts to modern educational requirements.

Results and discussion

The pedagogical foundations for developing techno-aesthetic culture involve effective, managed teaching methods aimed at elevating a student's aesthetic taste through technical tools. This process is designed to activate the potential of technical means in teaching aesthetic values. Simultaneously, it forms the skills necessary for students to utilize technology to solve various tasks while acquiring aesthetic qualities.

The pedagogical principles of teaching techno-aesthetic culture include:

- The Principle of Developing Aesthetic Taste: Utilizing educational materials, documentaries, computer games, and other media that enhance the aesthetic significance of technology.
- The Principle of Forming Aesthetic Values: Demonstrating the unique aesthetic qualities of technical tools to shape a student's value system.
- The Principle of Aesthetic Study of Technology: Training students in "aesthetic determination" by providing aesthetic impressions through the analysis of scientific and technical innovations.
- The Principle of Optimizing Databases: Directing technical resources toward purposeful use and organizing education in a way that is individualized to the student's personality.

The pedagogical opportunities of techno-aesthetic culture foster a transformed relationship between students and technical tools. Through modern forms of interaction, specific opportunities are created to shape aesthetic needs. For instance, interactive programs, specialized learning platforms, multimedia materials, and mobile technologies provide excellent avenues for this development.

Furthermore, educational institutions can increase student participation in the aesthetic research of technology. By activating students in fields such as visual arts, video and photojournalism, graphics, and design, their aesthetic level can be significantly raised. The use of innovative educational methods helps students internalize the aesthetic rights and responsibilities associated with technical means.

Developing a system that does not hinder a student's aesthetic decision-making while utilizing modern technology holds a special place among pedagogical prospects. Overall, cultivating a techno-aesthetic culture allows for the aesthetic and spiritual upbringing of students through technology. It facilitates the growth of aesthetic taste, the formation of values, and the advancement of a culture of technological utilization. Consequently, the deeper study and development of this field are essential for our future pedagogical horizons.

At the same time, it is vital to explain to students the aesthetic significance of technogenic civilization and its profound impact on human taste and emotion. It must be acknowledged that the unprecedented development of automotive and aviation transport, the surge in tourism and migration, and the evolution of satellite broadcasting, the Internet, and computer systems have created immense opportunities. Furthermore, modern biotechnology allows for the elimination of dangerous hereditary diseases and the enhancement of food production through genetic modification in plants and animals.

However, one cannot turn a blind eye to the negative aspects of this process. Specifically, the technological revolution and excessive industrialization are exerting a global impact on our planet's climate, posing a serious threat to human health. The homogenization of cultures is undermining the values of nation-states and diverse peoples, leading to growing anti-

globalization movements in both developing and developed nations—**evidenced by recent resistance in countries like England and France toward purchasing transgenetic foods.**

Another critical pedagogical task is to analyze the influence of technological progress on human emotions and to increase students' digital literacy. Today, the public is concerned about the negative impact of biotechnology on traditional farming and the secrecy surrounding genetic engineering research in global laboratories. Most transnational corporations (TNCs) operating in this field are driven solely by material profit. For example, certain corporations produce genetically engineered seeds that yield a bountiful harvest only in the first year, forcing farmers to purchase new seeds annually from the same monopoly. This pattern of dependency is mirrored across various sectors where TNCs dominate.

Currently, a primary direction of human development is technogenesis. This term describes the radical changes in human life caused by technology, which can be evaluated from several perspectives:

The constant emergence of technological innovations requires their rapid integration into the educational process to prevent systemic obsolescence.

The rise of standardization, which replaces aesthetic taste rooted in ethical norms, makes individual development within the social environment increasingly difficult.

The subordination of art and design to capitalist marketing criteria devalues aesthetic quality and authenticity.

In this context, encouraging students to form an aesthetic response to technological development is essential. This process involves:

- The Role of Aesthetic Education: Organizing aesthetic training in educational institutions to teach students logical and deep thinking. Their ability to perceive beauty during the creation of technological products must be elevated.
- Aesthetic Productivity: Organizing activities aimed at achieving aesthetic excellence in the use of technological devices.
- Culture of Creativity: Opening paths for creative projects among the younger generation to foster a culture of innovation, utilizing modern information and communication technologies which are already central to their lives.

Research indicates that developing aesthetic sensibilities is not limited to education but extends to many fields. For instance, creating an aesthetic environment in manufacturing enterprises increases labor productivity, and aesthetic harmony in urban planning improves the overall environment.

Conclusion

The progress of electronic technologies has naturally given rise to global financial and aesthetic challenges. Today, international computer networks allow for the transfer of massive funds across the globe instantaneously, with daily volumes exceeding one trillion dollars. The most concerning aspect is that these financial flows are increasingly detached from real production and trade. The fact that daily currency trading far exceeds the value of actual goods and services suggests a risk of an eventual global financial crisis. Therefore, fostering a techno-aesthetic culture is not just an artistic endeavor but a necessary component of responsible, sustainable development in a technogenic age.

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