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Aesthetic education of personality development in the field of education

Естетичне виховання розвитку особистості в освітній галузі

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Abstract

The article highlights the essence of aesthetic education, which in the modern field of education is represented by a purposeful process that innovatively develops a modern, creative, socially active person who has a conscious life position formed on the examples of human values that exist forever and on high culture. The purpose of the article is to single out the main tasks of aesthetic education, analyze its content, show ways of implementing aesthetic education of students, reveal the meaning of self-education. In the article, the methodological concept reveals a complex of approaches: competence, personal-activity, interdisciplinary, systemic, acmeological, prognostic. The article reveals the content and shows the ways of realizing the aesthetic education of the students of education. The task of aesthetic education is defined (the formation of the ability of the individual to relate

Анотація

У статті висвітлено сутність естетичного виховання, яке у сучасній галузі освіти представлено цілеспрямованим процесом, який інноваційно розвиває сучасну творчу суспільно активну людину, яка має свідому життєву позицію, сформовану на прикладах людських цінностей, що існують вічно та на високу культуру. Метою статті є виокремити основні завдання естетичного виховання, проаналізувати його зміст, показати шляхи реалізації естетичного виховання здобувачів освіти, обґрунтувати систему інноваційного естетичного виховання молоді, розкрити значення самовиховання. У статті методологічна концепція розкриває комплекс підходів: компетентнісного, особистісно-діяльнісного, міждисциплінарного, системного, акмеологічного, прогностичного. У статті розкрито зміст та показано шляхи

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to the world aesthetically). Four historical periods of the development of aesthetic education of the young generation are distinguished. The system of innovative aesthetic education of youth, which should exist in the interrelationship of all its components, which are disclosed in the article, is substantiated. The structure of aesthetic consciousness (aesthetic perceptions, aesthetic judgments, aesthetic feelings, aesthetic ideal, aesthetic tastes) was studied.

Keywords: aesthetic education, educational sector, general development, personality, self-education.

Introduction

The socio-cultural sphere requires radical transformations of a person's orientation to his aesthetic development of the surrounding society, as the basis of successful socialization in this modern society. This approach enables the socio-cultural sphere to grasp the spiritual and material world and determine its place in it. The aesthetic principle, as the main element of culture, inherent in any person, is a universal and general property of the individual, as it contains the hidden human potential for the formation and education of a multifaceted personality. Recently, there has been an increased interest of scientists and practitioners in the study of the problems of aesthetic education and ways of improving such education in the younger generation, and its role in the harmonious development of the personality (Sirant, 2019). Aesthetic education helps each person develop their orientation in the world of aesthetic values at the same time and directs all the abilities of the individual to create aesthetic values in work, art, behavior, actions, and everyday life, contributing to the overall development of the personality (Zyazyun & Sagach, 1997).

To reveal the essence, to single out the main tasks of aesthetic education, to analyze its content, to show ways of implementing aesthetic education of education seekers, to substantiate the system of innovative aesthetic education of youth, to reveal the importance of self-education, to single out historical periods of the development of aesthetic education of the young generation.

реалізації естетичного виховання здобувачів освіти. Визначено завдання естетичного виховання (формування в особистості здатності естетично відноситись до світу). Виокремлено чотири історичні періоди розвитку естетичного виховання молодого покоління. Обґрунтовано систему інноваційного естетичного виховання молоді, що має існувати у взаємозв'язку всіх його складових, які розкриті у статті. Досліджено структуру естетичної свідомості (естетичні сприйняття, естетичні судження, естетичні почуття, естетичний ідеал, естетичні смаки). Виокремлено основні критерії загального та естетичного розвитку молодого покоління (творча активність, практична діяльність).

Ключові слова: естетичне виховання, освітня галузь, загальний розвиток, особистість, самовиховання.

Aesthetic education is the most important component of a person's spiritual likeness. Their intelligence, creative orientation, relationship to the world and other people depend on their presence and degree of development in a person.

The importance of the aesthetic development of the personality as the most important lever of social progress increases in transitional eras, which require a person to be more creative, to exert all his spiritual forces. The margin of safety during the implementation of reforms is determined by the aesthetic potential of society. It is this circumstance that makes the problem of formation extremely relevant

At the conceptual level, the aesthetic culture of an individual means the unity of aesthetic knowledge, beliefs, feelings, skills and norms of activity and behavior. A peculiar qualitative-quantitative amalgamation of these components in the spiritual structure of an individual expresses the degree of her mastering the aesthetic culture of society, while also determining the degree of possible creative dedication.

In the article, we reveal four periods of the history of the development of aesthetic education of youth; the components of the system of aesthetic education are highlighted as the main condition for the general development of the personality, which should function with a constant relationship. In the new socio-artistic reality, important changes are highlighted, in connection with which teachers revise the entire

system and specifics of the content of aesthetic education in the modern world. The structure of aesthetic consciousness is defined. The content and ways of implementing aesthetic education of students during their studies are substantiated.

The purpose of the article. To study the positive trends of innovative development of the educational sector in the European area of higher education.

Literature Review

V. Tomashevsky (2020) shows the methodological and theoretical foundations of the formation of the aesthetic culture of future specialists in institutions of higher education. Aesthetic culture is revealed as social, personal, and culturological categories, which are in close relationship with the socio-historical experience of mastering the world of beauty, and have subjective and objective determination. The structure, essence, and functions of the aesthetic culture of specialists are described, and conclusions are drawn that it is dynamically developing, the basis of which is the internal mechanism that exists when the most important components are interconnected: aesthetic activity, aesthetic consciousness, and aesthetic self-organization. The program and methodological support of the pedagogical system of aesthetic education in the field of education as the main condition for the general development of the individual was developed and substantiated, experimentally verified.

T. Kirdan, & L. Titorenko (2021) found the most effective ways of implementing aesthetic education in the educational field as the main condition for the general development of the personality, characterized the aesthetic education of youth as one of the main tasks of education, proposed the latest methods of solving the existing problems of aesthetic education of young people, which is necessary to ensure the development of a creatively active personality that can fully perceive the harmonious, beautiful, perfect in the environment. Pedagogical conditions that increase the level of aesthetic education of young people have been described.

O. Melnyk, S. Mulenko, & I. Shelyuko (2022) substantiated the importance of aesthetic education and showed its importance during the professional training of future specialists, offered their definition of the concept of "aesthetic education" (the process of interaction between the learner and the teacher through which formation is carried out: to love art, appreciate

beauty; aesthetic feelings; get pleasure from the process of educational activity and its final result, preserve the beautiful; bring beauty into the world of society, the ability to appreciate the beauty of relationships between people. The task of aesthetic education is substantiated and their implementation in the educational process is shown.

I. Palasevich (2019) substantiated the content of aesthetic education of teenagers, showed the main ways of forming personality abilities, and the feeling of beauty in the life of every person, and suggested treating beauty responsibly, to be able to create aesthetic values in various spheres of activity. The role of extracurricular educational work for expanding the educational opportunities of the modern educational space and ensuring the choice of content, methods, forms, and means of aesthetic development of the younger generation is shown.

O. Hudovsek (2020) showed modern approaches to the aesthetic education of younger schoolchildren using ethnopedagogy.

T. Batrak (2015) the content of modern aesthetic education of students of higher education institutions is covered by the means of foreign artistic culture and its features are shown.

L. Serikh (2020) in the context of aesthetic education of adolescents from the psychological and pedagogical direction characterized the main periods of individual mental development of the personality; the psychological characteristics of adolescents during aesthetic education are shown and the possibilities of their aesthetic education are revealed; forms of aesthetic culture of teenagers who interact in institutions of general secondary and out-of-school education are presented.

G. Kutuzova (2011) showed the aesthetic education of student youth from the side of the creation of aesthetic culture.

S. Vitvytska (2012) commented on how the subject environment is organized in the institution of higher education from the aesthetic direction.

T. Mochan (2011) substantiated the main tasks of the teacher (systematic and consistent formation of students of education in an emotional attitude to the aesthetic in the environment, to works of art, stimulation, and encouragement of students of education with the help of creative activities, to the ability to observe the world around them,

to develop visual perception, to fantasize, to the ability to analyze objects and phenomena of the surrounding world, to observe, to convey the mood and state of life (dynamic, calm, sad, joyful), to expand the concept of the connection between art and life, to give importance to creativity in society, to activate ingenuity, inquisitiveness, independence in the learning process.

Methodology

During the research, we used the following methods:

general scientific: historiographical, retrospective analysis made it possible to distinguish views on the problem of aesthetic education of the young generation, and to consider the theoretical aspect, which made it possible to clarify the essence, principles, and methods of aesthetic education in the field of education and to identify the main condition of human development; synthesis, generalization, comparison, systematization of scientific literature and periodicals;

historical-pedagogical: historical-structural is applied to justify the system of aesthetic education in the educational field and identify the main structural components;

search and bibliography made it possible to analyze historical and pedagogical literature, to study library and bibliographic publications that reveal the development of aesthetic education in the field of education, and to single it out as the main condition for the general development of the personality;

the method of terminological analysis based on the processing of primary sources contributed to the definition of individual terms by the phenomenon under study;

the study and generalization of educational and methodological support contributed to the identification of the main trends of aesthetic education in the educational field for conclusions and generalizations;

prognostic, which made it possible to outline promising directions for the development of aesthetic education in the educational field at the current stage. These methods complement each other.

The study of the theoretical and methodological foundations of aesthetic education of the young

generation requires the implementation of scientific research by methodological, theoretical, and prognostic-practical concepts.

The methodological concept reveals a set of approaches: competence-based, personal-active, interdisciplinary, systemic, acmeological, and prognostic.

The competence approach characterized the ways of harmonizing the theoretical and practical orientation of aesthetic education in the educational field as the main condition for the general development of the individual since the educational system has a positive experience.

The personal-activity approach made it possible to single out the features of aesthetic education in the educational field as the main condition for the general development of the individual.

An interdisciplinary approach is proposed for a thorough analysis of the theory and practice of aesthetic education in the field of education.

The systematic approach made it possible to characterize the scientific and practical approaches, structure, content, forms and methods of aesthetic education in the educational field as the main condition for the general development of the individual.

The acmeological approach to the study of the problem of aesthetic education in the educational field as the main condition for the general development of the personality made it possible to carry out a scientific and creative search for ways to optimize the education system, trends, and approaches to the educational process.

The prognostic approach made it possible to single out the leading trends of aesthetic education in the educational field, which is the basis for forecasting ways to optimize aesthetic education in the educational field as the main condition for the general development of the individual.

The theoretical concept of the research made it possible to reveal the conceptual provisions of optimization of aesthetic education in the field of education, which are laid as a basis for the general development of the personality, taking into account world trends and leading ideas of the educational process, taking into account the specifics of positive domestic experience, and also provides for the disclosure of the conceptual and categorical research apparatus.

The prognostic-practical concept of the research allows studying the approaches to aesthetic education in the educational field as the main condition of the general development of the personality, the condition of national characteristics.

This made it possible to carry out a comprehensive and systematic analysis of aesthetic education in the educational field as the main condition for the general development of the personality, which is a multi-level, structured, interconnected whole.

Results and Discussion

Modernity contributes to the development of the problem of aesthetic education of the personality, and now it has received a new impetus. The development of processes in the educational field using innovative technologies, and the study of pedagogical experience, served as the basis for a comprehensive presentation of the problem of aesthetic education of young people with the obligatory consideration of modern trends in the development of pedagogical science and society as a whole (Sirant, 2019).

The philosophical discipline of aesthetics, the subject of which is the form of any sphere of reality, is the theoretical basis of aesthetic education. In 1735, in his work "Philosophical Reflections on Some Questions Regarding a Poetical Work," the scientist described the existence of "a science that directs the lower cognitive ability (ability), or the science of sensory knowledge of something." Podnizh defined aesthetics as "the art of thinking beautifully" (Batrak, 2015).

V. Bitayev (2004) reveals the essence of aesthetic education as the formation of "a universal worldview of a person, which combines both artistic and moral, thus revealing the unity of truth, goodness, and beauty of human existence" and notes that "aesthetic education, which is based on art, strives to develop a person universally, transferring the experience of experience to the individual, and through him - the collective experience of human existence. In this way, the process of creating a person proceeds, his ability to think is activated, and a sensual culture is formed."

L. Levchuk (1991) considers aesthetic education to be a process that takes place continuously and continues constantly in a person's life. Such a process eliminates the contradiction: the inconsistency between the possession of culture

by a person in each specific period of his life and the level of aesthetic culture of mankind. The most optimal form of acquiring skills, the ability to create and perceive beauty, to convey the aesthetic experience of the individual using the purposeful activity of the society is aesthetic in a person.

According to N. Myropolska (2011), aesthetic education is close to the reality of being, it takes place in the process of life, its movement. Knowing the world of artistic reality, a person goes beyond it in works of art and life, and can aesthetically evaluate the sublime, beautiful, ugly, low, etc.

S. Honcharenko (1997) describes aesthetic education as a component of the entire educational process, which is aimed directly at the education of aesthetic tastes, feelings, judgments, and abilities of the individual, at the development and formation of his ability to transform, perceive reality as it is in its beauty. The goal of aesthetic education is the education of humanistic interests, qualities, and love of life in a person.

S. Myropolsky gave aesthetic education one of the important, main values for the system of human education. He believes that aesthetic education gives a person the opportunity to: appreciate works of art, get involved in the world of beauty, and helps to understand and feel everything beautiful in the life around him. Therefore, the goal of aesthetic education is to serve goodness, beauty, and truth (Rzaev, 1997).

V. Ortynsky & Ryashko (2010) defines aesthetic education as the main condition for the general development of the personality, as the process of forming an understanding of the beautiful in art, a holistic perception of the surrounding world and reality, as the ability for creative self-expression inherent in a person.

Four periods can be distinguished in the history of the development of aesthetic education of youth:

- the first period (XVIII century - end of the XIX century) - in this period we do not observe research on the problem of aesthetic education of the personality;
- the second period (the first half of the 20th century) - we observe the theoretical study of individual elements of the aesthetic education of a person;
- the third period (second half of the 20th century) - restoration, improvement, and

- expansion of research on the theory of aesthetic education of a person;
- the fourth period (the beginning of the 21st century - to the present) - a comprehensive study of the possibilities of aesthetic education as the main condition for the general development of the personality.

A holistic theory of aesthetic education as the main condition of general personality development, based on the achievements of modern pedagogical science, provides qualitatively new opportunities for the creation and implementation of a system of aesthetic education as the main condition of general personality development in broad educational practice, is of primary importance (Sirant, 2019). Emphasizing the need for aesthetic education, Vytkovskaya N. S., Shcherbo A. B., Zhola (1985) consider the formation of the ability to relate to the world aesthetically in a person as the main task of aesthetic education: to be able to evaluate and see the great, beautiful, tragic, comic, to multiply the beauty of the environment through one's activity. Aesthetic education concerns everything that an individual does in material society, moral relations in a team, political relations in society, and scientific knowledge, that is, there is no limitation to any one sphere of reality.

The system of aesthetic education as the main condition for the general development of the personality must function with the constant interrelationship of the components:

- firstly, aesthetic education as the main condition of the general development of the personality, as part of the general process of human formation, is inextricably linked with any direction of the education of a young person. Aesthetic education will be effective and efficient only with a comprehensive approach;
- secondly, aesthetic education as the main condition for the general development of the personality should be aimed at the formation of the worldview of this personality. This function is carried out in the individual through the constant development of the emotional and sensory spheres;
- thirdly, aesthetic education as the main condition for the general development of the personality covers all areas of human activity, such as behavior, everyday life, technical and artistic creativity, work, communication with works of art, sports, etc.;

- fourthly, aesthetic education contributes to the individual's desire for self-education: the development of spiritual needs, and moral self-improvement (Mochan, 2011).

The involvement of a person in creative activity is one of the most important components of his aesthetic education and contributes to the overall development of the personality. With this approach, the individual has the opportunity for self-development, self-expression, and spirituality; a person shows inclinations to creativity, manifests talents and feels a desire for self-improvement during life, observes the development of creative thinking, manifests a creative attitude to reality, and creative imagination. Only with the help of such an approach is possible the general development of the personality and the upbringing of an extraordinary personality who will think creatively, and create a world around him that will correspond to personal aesthetic ideals (Batrak, 2015).

The organization of aesthetic education for overall personality development in a higher education institution considers the creation of an aesthetic atmosphere in the educational environment a mandatory stage when studying professional subjects from all disciplines of professional direction when conducting extracurricular work with student youth. Relationships between the members of the teaching staff of the entire educational institution and the collectives of student groups and departments are important in aesthetic education for the general development of the personality; as well as relations between the students themselves and the teaching staff (Vitvytska, 2012).

Creative activity forms an aesthetic attitude to art, reality, nature, and work, activates the development of the student's inner world, which contributes to the general development of the personality, his aesthetic education, develops creative imagination, the culture of feelings, the ability to perceive and create beauty in all spheres of life. Through aesthetic education, the teacher with the aim of general personality development, involves students in the world of beauty, the main indicators of which are: art, fiction, nature, social activities, and communication (Zyazyun & Sagach, 1997).

Rapid changes in society lead to changes in priorities in aesthetic education, art, and the value system. In the new socio-artistic reality, we will single out important changes, in connection with which teachers are revising the entire system and

specific content of aesthetic education in the modern world:

- replacement of monostylistic artistic culture (socialist realism) by pluralistic, polystylistic artistic culture;
- updating and improving the system of criteria for evaluating artistic creativity;
- constant modernization of the subject of creativity, which leads to the mandatory transformation of the subject of art;
- expansion, renewal, and innovative approach to the structure of genres of artistic creativity;
- contradictory influence of Westernized culture on the needs and tastes of the modern generation;
- the spread of low-quality artistic products, increasing the gap between elite, mass, and artistic culture, which leads to a decrease in the educational influence of art;
- development of various directions of artistic direction, and creation of innovative creative schools;
- definition of the artistic originality of subcultures, which are constantly growing;
- change in the hierarchy of the functions of art, the transformation of its functioning, strengthening of the entertainment and relaxation character.

In this connection, the character of aesthetic socialization of youth is changing, new artistic needs are appearing in different groups of people (Semashko, 2008). Therefore, the preparation of the individual to enter social life is carried out within the radius of the culture that has constantly surrounded the child since birth (Zyazyun, 2008). Therefore, a necessary condition for aesthetic education, as the main condition for the general development of the personality, which meets the requirements of today and the development of society, is education with the help of vivid examples of the lives of contemporary artists and the analysis of their creativity. Studying modern research on the content of aesthetic education and considering aesthetic education as the main condition for the general development of personality, T. Batrak (2015) claims that aesthetic education in higher education at the current stage is "a purposeful process designed to develop a modern socially and creatively active person with a conscious life position formed on the examples of eternal human values and high culture, capable of critically perceiving reality and bringing beauty to the process and result of life in all its manifestations".

In the conditions of the psychological formation of the personality, adolescence itself is transitional (younger school age - younger adolescence), that is, it is considered the beginning of the transition from childhood to youth. In adolescence, we observe: the flow of emotions is turbulent; changes in emotional states, moods, and experiences are sudden, the mood changes from elation to intemperance; noise, changes in behavior from excessive mobility to calmness and even indifference to everything. Such spontaneous changes in the mood of teenagers, which depend on various factors (disappointment in a friend, a bad evaluation, disregard for the interests and feelings of the individual, a defiant attitude of adults, a rude way of interfering with the emotional life of a child), require aesthetic activity, constant tolerant communication where teenagers are allowed to reassess one's values and to treat oneself in a new way, strive to reveal the best qualities of behavior in oneself.

The most difficult period in a child's development is early adolescence. It is in him that qualitative sharp changes are observed in all spheres of personality functioning: the child grows up: social and ethical, rapid mental and physical development, increased impulsivity, and excitability in the child are observed. In this period of the child's life, hobbies come to the fore, which take up all the child's time, harming school activities. At this age, children's interests become conscious and purposeful. Therefore, with successful interaction in aesthetic education, the development of perceptual skills and aesthetic preferences is possible, which is important for overall personality development (Sierykh, 2020).

It is important that in the process of aesthetic activity and the interaction of educational institutions, adolescents develop individual characteristics associated with the development of the activity, independent thinking, and a creative approach to solving problems, which is an important condition for the overall development of the personality. During communication, using literature, dictionaries, the Internet, and the computer, teenagers independently acquire knowledge, learn to see the world aesthetically, interact with each other, the world, and art, actively act creatively and get pleasure from creative aesthetic activity. Adolescents achieve success and acquire aesthetic tastes, interests, and preferences (Sierykh, 2020).

Aesthetic consciousness, which is the main component of aesthetic education in the field of education, which leads to the general development of the personality, is considered a form of social consciousness, which, through aesthetic feelings, judgments, perceptions, ideals, tastes, provides an artistic and emotional mastering of reality and is manifested in artistic creativity and aesthetic looks.

Let's analyze the structure of aesthetic consciousness. Its components are:

- The aesthetic ideal, which reflects the idea of beauty, is a kind of model for the ability to evaluate the objects of reality and the phenomena of the surrounding world as a person.
- Aesthetic feelings are experienced by a person when perceiving everything beautiful in the surrounding reality, works of art, primarily the feeling of pleasure.
- Aesthetic perceptions that reflect the inner and outer beauty of a phenomenon, object, or process, allow feeling joy from what has been discovered or seen and are manifested in the ability to notice the most essential, observational personality.
- Aesthetic tastes, related to individual perception and vision, have a subjective, selective character and appear as an emotional and evaluative attitude towards a beautiful personality (Levchuk et al., 1997).

Through aesthetic education, aesthetic consciousness is formed (Andrushchenko, 2010).

We will substantiate the content and ways of implementing the aesthetic education of students during their studies, which consist of:

- involvement of education seekers as creators in various types of art; study of curriculum subjects: singing and music, literature, visual arts;
- the impact of aesthetic education on the desire to study the artistic values of society, the formation of aesthetic needs in the field of art, which leads to the development of the personality of the student of education;
- development in the process of aesthetic education in students: the ability to see beauty everywhere: in music, in art, in nature, in life; artistic perception;
- the formation of high artistic tastes in students, which affect the general development of the personality and are connected with the perception of beauty and

the possibility of feeling for others and sympathizing with them; teaching students to feel the harmony of a work of art, the beauty of nature and show aesthetic demands towards others, their culture of behavior in society and their behavior in nature;

- involvement of students in the development of talent, and abilities in music, visual arts, literature, and artistic creativity;
- the direction of aesthetic education to reveal the ideological side of art for the general development of the personality, the formation of ideological conviction, and morality in a person (Ostroverkhova, 2015).

The main criteria for the aesthetic and general development of young people are practical activity (during which new spiritual and material values are created) and creative activity of the individual (the creation of a new means of action, a new aesthetic element, a new means of an application takes place) (Mochan, 2011).

When it comes to aesthetic education in the field of education, which affects the overall development of the personality, it always assumes a desired goal to which we strive, a certain ideal. This, at the level of interpersonal relations in the collective, contributes to professional activity, and the formation of a culture of human feelings. Aesthetic education is manifested in the creative approach of an individual to his position in life, in the light of culture, nature, and professional abilities. Then, when a person is interested in his aesthetic development, he reaches the appropriate level of development. Aesthetic education is a component of the aesthetic formation of the individual, which is both a consciously organized process of changes in the content and structure of the aesthetic culture of the individual and spontaneous, carried out under the influence of subjective factors and objective conditions. Consciously organized changes include not only the process of aesthetic education but also the process of aesthetic self-education. These processes are interconnected. Self-education expresses a certain stage of self-awareness and personality maturity. Aesthetic self-education is a purposeful human activity aimed at improving one's aesthetic culture (Kutuzova, 2011).

Conclusions

Society changes and with it the system of values, art, and priorities in aesthetic education. Therefore, changes in the social and artistic reality have been determined, with the help of

which teachers update the content and the entire system of aesthetic education at the current stage of the development of society. The content of aesthetic education of education seekers is revealed and the ways of its implementation are shown.

The task of aesthetic education is defined as the formation of a person's ability to relate aesthetically to modern society.

The periods of the history of the development of aesthetic education of the personality are singled out.

The system of aesthetic education in the educational field is shown, which affects the overall development of the personality and should function in the interrelationship of the components presented in the article.

The organization of the aesthetic environment in the institution of higher education is revealed, and the structure of aesthetic consciousness is shown (aesthetic ideals, aesthetic tastes, aesthetic judgments, aesthetic perceptions, aesthetic feelings). Creative activity and practical activity are the main criteria of aesthetic education in the field of education that affects the general development of the personality. The process of aesthetic education and the process of aesthetic self-education are classified as consciously organized changes.

We can see the ways of further research in the study of the process of aesthetic self-education.

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