

**CHILD AS A SUBJECT OF AESTHETIC EDUCATION
IN THE CONTEXT OF TODAY'S CHALLENGES**

The article reflects the content of aesthetic education and the peculiarities of the education of the aesthetic culture of pupils of a general educational institution. The elements of aesthetic culture as an important component of the all-round development of the individual are analyzed. It is also proved that the nature and degree of development of aesthetic sense and aesthetic taste, their upbringing is an important factor in the formation of the aesthetic culture of the individual.

The author noted that the problem of educating the aesthetic culture of schoolchildren is extremely relevant and necessary for further study and scientific justification.

Aesthetic education forms understanding of beauty, aesthetic taste and high aesthetic ideals develops the need to keep beautiful. Aesthetics reveals the nature of the aesthetic in life and art learns the basic principles of aesthetic development of the world, explores the aesthetic laws of personality. Different assessments, tastes, views form the aesthetic sense. With the aesthetic ideas and ideals, they are the subjective aspect of aesthetic development of the world and make aesthetic consciousness of personality. It is a subjective reflection of the objective world and at the same time it is a way of essence aspect of real world cognition – its beauty.

The analysis of the psychological and pedagogical literature made it possible to distinguish effective conditions of aesthetic education of children: 1) creation of a positive emotional climate in a family, in an educational establishment which aimed at the development of dialogue of cultures in the process of artistic and aesthetic activity; 2) taking into account the abilities of each child, individual and age peculiarities in the selection of works of art (literary, musical, visual, decorative and decorative items, etc.) and types of artistic and aesthetic activities; 3) individual approach as a basis for creative artistic and aesthetic activity; 4) close cooperation between the family and the educational institution in the field of cultural dialogue; 5) creation of artistic environment at home and educational

institution with maximum use of products of children's artistic creativity; 6) widespread use of incentive methods to activate artistic and aesthetic activities, especially game activities.

The basis of the aesthetic education system is art - music, architecture, sculpture, painting, cinema, theater, and other forms of artistic and aesthetic creativity. Art has been the main subject of aesthetics, and art education is the main means of forming an aesthetic attitude to the world.

The cornerstone of the subsystem, an important factor, and the primary environment of aesthetic upbringing is a family in which parents contribute to the child's involvement in beauty and creativity. Another key subsystem of aesthetic education is the educational process at school, which components and complementary elements are the subjects of natural-mathematical, humanitarian and aesthetic cycles, as well as labor education and upbringing, and the leading role in ensuring pedagogical orientation and expediency in this process. The next subsystem is the extracurricular and extracurricular activities of children, related to educational activities in various arts; it includes elective courses, clubs, aesthetics studies, etc.

An indispensable component of the aesthetic education of the child is self-education and self-training, focused on improving the qualities of the individual, which is implemented through individual hobbies and promotes the activation of constructive abilities: individual expression, intuitive thinking, creative imagination, overcoming imagination. An important subsystem of aesthetic education is the artistic and aesthetic influence of the media, such as the press, radio, television and, in particular, the Internet. As for the latter, it is now the most dynamic source of information exchange in human history

While revealing the structure and function of aesthetic consciousness, aesthetics determines the formation of aesthetic feelings, evaluations, tastes, ideals. Creation of aesthetic conditions provides pedagogical activity of subjects and objects of education process in terms of aesthetics requirements.

The most general regularity of aesthetic education is natural pedagogical process dependence on the requirements of modern information society. Aesthetic education in the information society naturally depends on a combination of objective and subjective environmental factors that promote or inhibit the development of personality. Unity and interconnection of education and personal development are the regularities of aesthetic education process. Interconnection of regularities (laws) and principles is difficult.

Understanding the nature of principles allows consciously and creatively solve problems of education, organize educational activities, reasonably implement it and confidently reach the goal of education. It is established that only aesthetically and morally rich generation will be able to develop a strong state and change the stereotypes of behavior in modern society.