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**ARTISTIC AND AESTHETIC PREFERENCES OF ADOLESCENTS IN UKRAINE AND POLAND**

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**Abstract**

The urgency of the problem of developing artistic and aesthetic abilities of students in the era of globalization and digital technologies is substantiated in the article. The influence of the educational and mental environment of the country on the development of aesthetic interests of students is characterized. Methods of research: survey (N = 269), methods of pedagogical statistics. The adolescents from Ukraine and Poland on their aesthetic preferences in the proposed categories were involved in the study: choreography, cinematography, theatrical and variety-circus art, literature, song art, drawing and painting, activity in different musical subcultures (emo, hippie, rock, rap etc.), photography (selfie), etc. It was found that the priority aesthetic interests among Ukrainian and Polish students are the following types of art: song art, different types of musical subculture, literature. Adolescents are much less interested in museum art, art photography, theater and fine arts. It was confirmed that the cultural and aesthetic preferences of the respondents are related to various currents and performers of contemporary music, collecting, videos, as well as media (social networking, virtual dating, games, etc.). It was found that gender stereotypes do not have a significant impact on Ukrainian and Polish students in their attitude to art. Usually these artistic and aesthetic

interests are similar, which are confirmed by the results of correlation analysis. Emphasis is placed on the need to strengthen the aesthetic orientation of the content of school education for the development of aesthetic culture in students, improving methods and forms of organizing aesthetic development classes in educational establishments of various types, implementation of innovative educational strategies for holistic artistic and aesthetic perception of reality by adolescents.

### **Keywords**

Adolescents – Artistic and Aesthetic Preferences – Aesthetic Education – Kinds of Arts

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## Introduction

In modern conditions of globalization, development of digital technologies the problem of formation in the person of feeling of beauty, feeling of beauty in a daily life and motivation to its creation is extremely actual. Art is an active creativity, thanks to which a person is able to self-realization in society. At the same time, this creative activity requires various forms of self-discipline to prove their ideals, values, and life priorities<sup>1</sup>. In pedagogical science the influence of individual experience for the development of communicative motivation and activity of adolescents by means of artistic images is proved. After all, through visualization, the student gives certain messengers to understand their goals<sup>2</sup>. At the same time, it is important to form a “moral and aesthetic consciousness in dialectical unity of rational and sensual components”, the development of intelligence in close connection with the culture of feelings and willpower<sup>3</sup>.

The issue of educating the aesthetic culture of adolescents is a natural reproduction of the contradictions between the challenges of society and the real state of socio-cultural development of the younger generation; between the ideal of an aesthetically competent person and the ineffective influence of modern school education in this context. Analyzing the educational systems of some countries, especially the post-Soviet space, it can be argued that the potential of the subjects of the aesthetic and humanitarian cycle for the formation of aesthetic worldview, in particular in adolescence. The methods of aesthetic development of students in educational establishments of various type need to be improved, the introduction of innovative educational practices for the formation of scientific and semantic aspects of a holistic worldview.

In pedagogical science there are attempts “to define visual culture as an emerging trans-disciplinary field in its own right”, the actual visual culture is considered in the context of art education<sup>4</sup>.

Exploring social perspectives on art education, K. Freedman emphasizes the unity of diversity and taking into account the peculiarities of the multicultural world in the aesthetic development of the individual. Such characteristics as: gender, race, ethnicity, sexual orientation, special ability, and other body identities and cultures; socioeconomics, political conditions, communities, and natural and humanly-made environments, including virtual environments, need to be considered in the educational process through change in curriculum, collaborative instructional methods, and community action, etc. After all, art education can make a difference in student understanding of and action in the world and that difference can enrich and improve social life<sup>5</sup>.

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<sup>1</sup> K. Rantala & T.-K. Lehtonen, “Dancing on the tightrope: everyday aesthetics in the practices of shopping, gym-exercise and art making”, *European Journal of Cultural Studies*, Vol: 4 num 1 (2001): 63-83. <https://doi.org/10.1177/136754940100400103>.

<sup>2</sup> K. Rantala, “Art as a communicative practice for teenagers”, *Young*, Vol: 6 num 4 (1998): 39-58. <https://doi.org/10.1177/110330889800600403>

<sup>3</sup> O. Budnyk & O. Kondur, “Moral and Aesthetic Aspect of the Professional Training of Teachers”, *Journal of Vasyl Stefanyk Precarpathian National University*, Vol: 4 num 1 (2017): 26-33. DOI: 10.15330/jpnu.4.1.26-33.

<sup>4</sup> P. Duncan, “Visual Culture Art Education: Why, What and How”, *International Journal of Art and Design Education*, Vol: 21 num 1 (2002): 14-23.

<sup>5</sup> K. Freedman, “Social Perspectives on Art Education in the U. S.: Teaching Visual Culture in a Democracy”, *Studies in Art Education*, Vol: 41 num 4 (2000): 314-329. DOI: 10.2307/1320676.

R. Watts studied the aesthetic preferences of children from contrasting urban and rural areas to prove that the environment has a significant impact on their development. The scientist convincingly proved that “social, cultural and environmental factors may explain the differences between children’s aesthetic preferences”, life experience affects their perceptions of beauty<sup>6</sup>.

*The aim of the article* is to make a comparative analysis of artistic and aesthetic preferences of adolescents in Ukraine and Poland, basing on own experimental study; to substantiate the influence of the educational and aesthetic environment of the country on the development of artistic and aesthetic interests of students.

### **Methodology of Research**

In our study, we set the task to determine whether the ethnographic and educational environment of a particular country affects the development of artistic and aesthetic perception of the world in adolescence. To do this, we conducted a survey of students who were persons aged 12 to 15 years living in Ukraine and Poland. These countries have a common history, traditions, culture, etc. At the same time, the political and social structure, the structure of the country, the mentality have their differences. According to our assumption, this may affect the formation of value orientations and preferences, including aesthetic, in Ukrainian and Polish adolescents.

Empirical research was conducted in schools in Poland (Lublin Voivodeship) and Ukraine (Ivano-Frankivsk region). The authors developed a questionnaire, which was anonymous. The survey was conducted in February 2020. The study involved 131 adolescent students from Ukraine and 138 – from Poland in terms of their aesthetic preferences in the proposed categories: 1 – choreography (indicators U1 and P1, respectively), 2 – cinematography (U2 and P2), 3 – theatrical and variety-circus art (U3 and P3), 4 – literature (U4 and P4), 5 – song art (U5 and P5), 6 – drawing and painting (U6 and P6), 7 – activity in different musical subcultures (emo, hippie, rock, rap etc.) (U7 and P7), 8 – photography, selfie (U8 and P8), 9 – visited a museum (U9 and P9). Statistical analysis was performed based on the results of our own empirical research.

### **Results of Research**

The psyche of the adolescent has its own characteristics, because there is a dissociation between physical, mental and social maturity. Therefore, the behavior of this age group of people is characterized by specific behavioral forms, especially in the field of art. Against the background of abandoning the usual forms of behavior, protests or opposition, imitation, emancipation, etc., they have a need for bright creative self-expression, which is often manifested in the artistic subculture (provides specific, different from adult tastes, behavior, fashion etc.).

An empirical study conducted in Ukraine and Poland made it possible to identify the priority artistic interests of adolescents. After all, it is very important to develop their aesthetic talents and abilities for successful implementation in the future and to determine the model of educational work of the school, family and pedagogical community in this context.

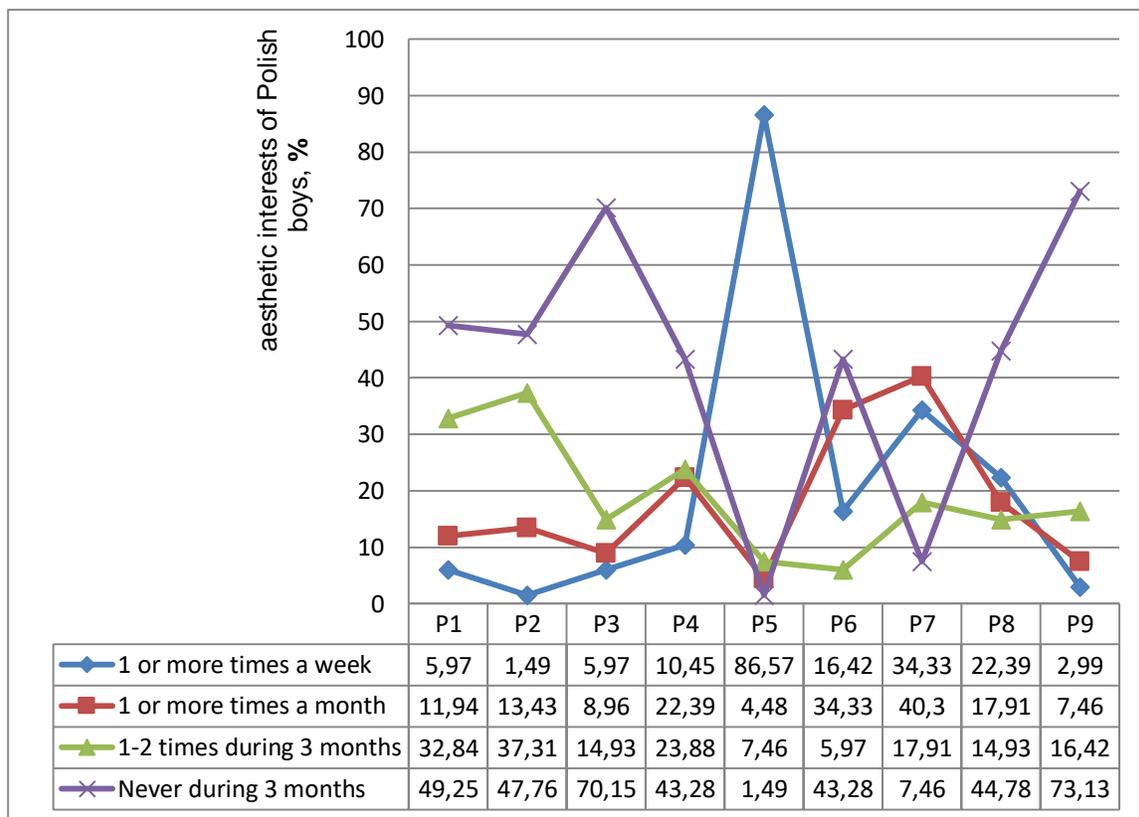
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<sup>6</sup> R. Watts, “Children’s images of beauty: environmental influences on aesthetic preferences”, *Education 3-13*, Vol: 47 num 5 (2019): 534-554. DOI: 10.1080/03004279.2018.1508243.

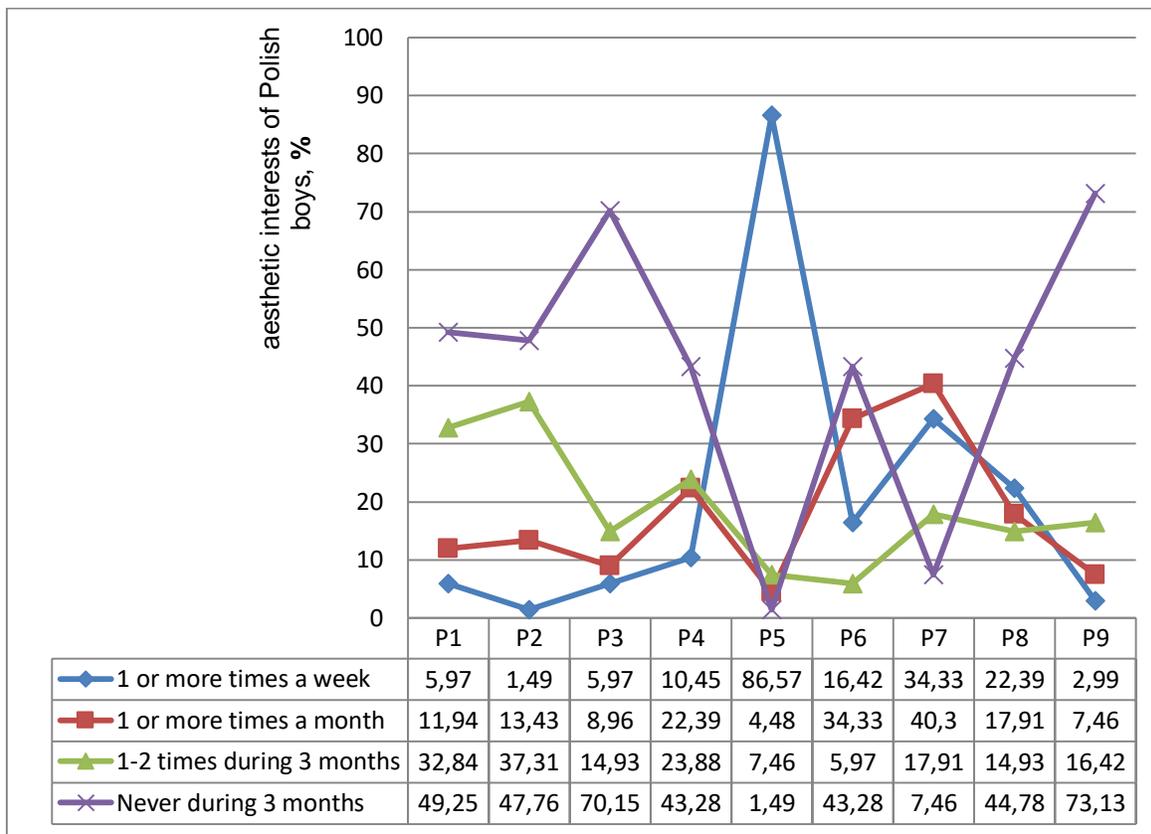
It turned out that among the artistic and aesthetic hobbies of adolescents there are very similar indicators for the two countries in which the survey was conducted. In particular, this applies to the fine arts. Drawing and painting is not one of the priority artistic interests of the respondents.

Thus, in Ukraine, almost half (46.88%) of girls and 43.28% of boys indicated that they have not shown a desire to engage in fine arts for the last three months. In Poland, this figure is: 26.76% (girls) and 43.28% (boys). At the same time, more than once a week, girls draw from: Ukraine (7.81%) and Poland (14.08%). In the group of boys, this figure is almost identical: Ukrainian respondents – 7.46% and Polish – 16.42%. So, teenagers from Poland showed more interest in drawing and painting.

In the gender context, there are no clear distinctions between adolescent boys (Figure 1) and girls (Figure 2) from different countries in terms of their artistic preferences.



a) aesthetic interests of Ukrainian Boys (N = 67)



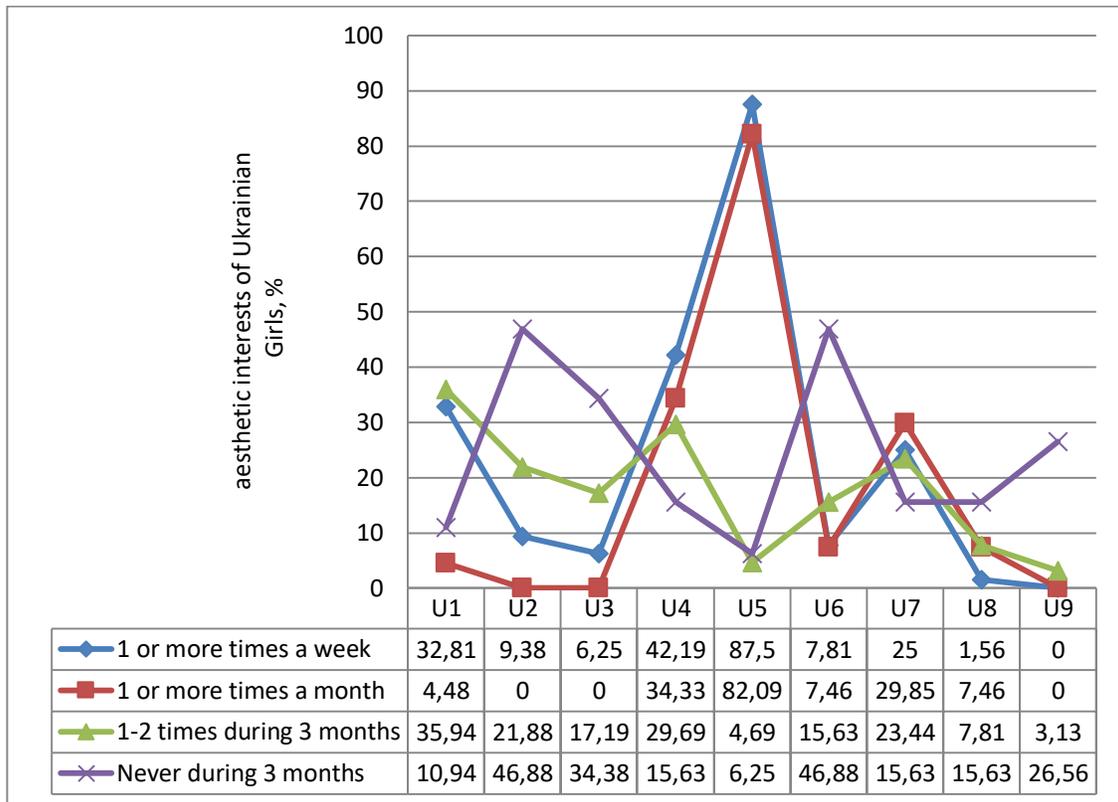
b) aesthetic interests of Polish Boys (N = 67)

Figure 1

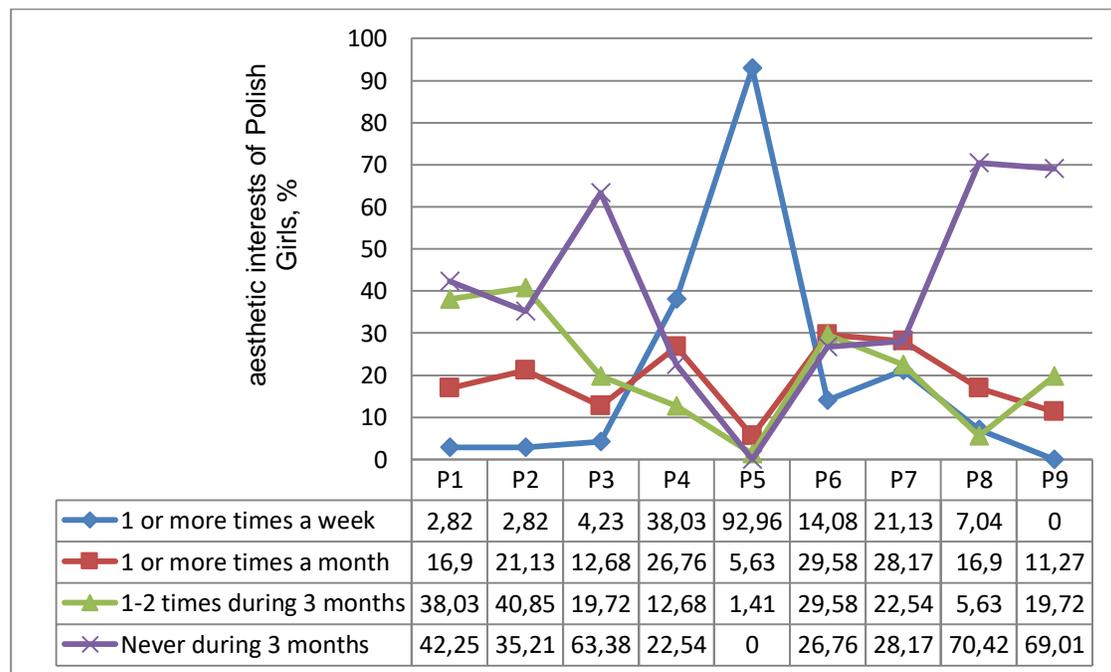
Diagram of frequency distribution of aesthetic interests of Boys (%)

Most often among female adolescents in Ukraine they enjoy listening to music or singing (singing art): 87.5% of respondents indicated that they practice or listen to music more than once a week, 82.09% – once or more a month and only 6.25% of the total number of respondents admitted that they had never listened to music or liked singing art in the last three months. In Poland, girls of this age also consider this art a priority: 92.96% of them stated that they listen to music or sing once or more a week (66 out of 71 respondents).

It is this kind of art is in the first place among others also in modern boys of the same countries. Thus, 82.09% of Ukrainians surveyed and 86.57% of Poles preferred listening to music through various media channels. Only one male respondent from each country indicated that they were not fond of songs, regardless of their genre. And such priorities of teenagers are not accidental, because the art of song is able to penetrate deep into the inner world of man, creating their own ideas and personal harmony. According to the students surveyed, music is often a source of creation for them or just a product for absorption. In any case, this kind of art can change the personality of a teenager, and it is very important that these are qualitative changes.



a) aesthetic interests of Ukrainian Girls (N = 64)



b) aesthetic interests of Polish Girls (N = 71)

Figure 2  
Diagram of frequency distribution of aesthetic interests of Girls (%)

Given the musical interests of respondents, it is not surprising that in second place among boys in Poland (34.33%) and in third place in Ukraine (29.85%) – *musical subculture* (*emo, hippie, rock, rap / hip-hop, Gothic, hipsters, etc.*). Respectively, 40.3% and 44.78% – one or more times a month in various forms realize their aesthetic preferences in this aspect. But among the girls of both countries, this art form occupies the third (Poland) and fourth (Ukraine) positions. Thus, 16 out of 64 teenage girls from Ukraine more than once a week take their time to study in different musical subcultures, respectively in Poland this figure is 21.13% (15 out of 71 people). More than once a month, 29.85% of Ukrainian and 28.17% of Polish girls gather among like-minded people. But there are also teenagers who have never been interested in this for the last three months – 10 respondents from Ukraine and 20 – from Poland. Therefore, we can not talk about the homogeneity of these preferences, girls from both countries have extremely different aesthetic preferences, but we tend to be similar in certain respects, in particular in the art of music, which has a significant place among the priorities of adolescents.

It was confirmed that the cultural and aesthetic preferences of the respondents are related to various currents and performers of contemporary music, collecting, videos, as well as media (social networking, virtual dating, games, etc.) (tabl. 1).

Aesthetic interest	1 or more times a week		1 or more times a month		1-2 times during 3 months		Never during 3 months		R <sub>UP</sub>
	UT	PT	UT	PT	UT	PT	UT	PT	
1	24	6	28	20	18	49	61	63	0.6024
2	6	3	21	24	51	54	53	57	0.9974
3	4	7	16	15	41	24	70	92	0.9288
4	50	34	31	34	32	25	18	45	-0.4816
5	111	124	9	7	9	6	2	1	0.9998
6	10	21	15	44	58	25	48	48	0.1085
7	36	38	45	47	19	28	31	25	0.8301
8	6	20	15	24	15	14	95	80	0.9842
9	0	2	2	13	22	25	107	98	0.9962

Table 1  
Aesthetic interests of Ukrainian (UT, N = 131) and Polish (PT, N = 138) teenagers

Interestingly, despite the fact that teenagers spend a lot of time watching feature films, cinemas are visited by a small number of respondents (figure 2): 58.21% of Ukrainian and 47.76% of Polish girls (figure 2), as well as 46.88% of Ukrainian and 35.21% of Polish boys (figure 1) admitted that they had not attended cinemas in the last three months. These data are also similar for students in this category.

The results of the study by R. K. Júlíusdóttir (2003) show that art brings versatility, creativity into the daily life of adolescents, and also serves as a means for self-expression of their feelings, emotions, attitudes towards others and the world around them. A study of the problem of aesthetic interests among Icelandic adolescents revealed a passion for art photography, drawing, etc.

“The students emphasize the intrinsic value of drawing and painting which, is not just related to the pleasure they find in both process and product but provides them with self-motivation to develop their artistic skills. They see their acquired knowledge of the socially accepted language of visual art as key to self-assessment and this in turn leads to self-motivation and goal setting, all meaningful features of art production and indeed important aspects in the making of self”<sup>7</sup>.

And this is very important, because through images, drawings, photographs, teenagers tell real stories of their lives, reveal emotional experiences, problems, communication difficulties, etc.

Among Ukrainian and Polish adolescents, this interest also plays a significant role in the hierarchy of aesthetic preferences (but not dominant): 20 Polish students (more than once a week) and 24 out of 138 (more than once a month) take selfies. and a variety of photographs to realize aesthetic preferences (table 1). Such data turned out to be somewhat unexpected for us, perhaps due to the fact that the majority of respondents live in the private sector, where there is a need for manual labor on the farm. It is possible that the sample turned out to be respondents who have greater musical-choreographic and visual abilities. At the same time, self-mania recedes somewhat into the background, as there is a fashion for active interests, such as vocal or choreographic art in all its manifestations.

As for the fascination of students in Ukraine and Poland with fiction, this figure is quite high, despite the fact that the art of reading is currently being replaced by e-books, various digital sources of information.

According to our study (Figure 1), a third of Ukrainian boys (34.33%) read an art book one or more times a week; 32.84% – once or twice during three months; about 15% of these respondents have not read books at all in the last three months (among Polish male students this figure is much lower and is 43.28%, ie 29 out of 67 people). Also in Poland, 10.45% of teenage boys read an art book one or more times a week; 22.39% – one or more times a month; 23.88% – once or twice in three months.

At the same time, among adolescent girls in both countries, these figures are more or less identical (Figure 2). Unequivocally, women are more interested in fiction books. The survey showed: 42.19% of girls from Ukraine admitted that they read one or more times a week; 34.33% – one or more times a month and only 10 out of 64 respondents (15.63%) indicated that they had not read anything in the last three months. Among girls from Poland, the latter figure is slightly higher (16 out of 71 respondents), ie 22, 54%. The fact that about 40% of them read an art book one or more times a week is attractive, and 26.76% of female adolescents surveyed do it one or more times a month.

<sup>7</sup> R. K. Júlíusdóttir, “The role of art and art making in adolescents’ everyday life: A case study”, Akureyri, Mars 2003.

[https://skemman.is/bitstream/1946/1249/1/R%C3%B3sa%20Krist%C3%ADn%20J%C3%BAI%C3%ADusd%C3%B3ttir\\_heild.pdf](https://skemman.is/bitstream/1946/1249/1/R%C3%B3sa%20Krist%C3%ADn%20J%C3%BAI%C3%ADusd%C3%B3ttir_heild.pdf) (15-06-2020).

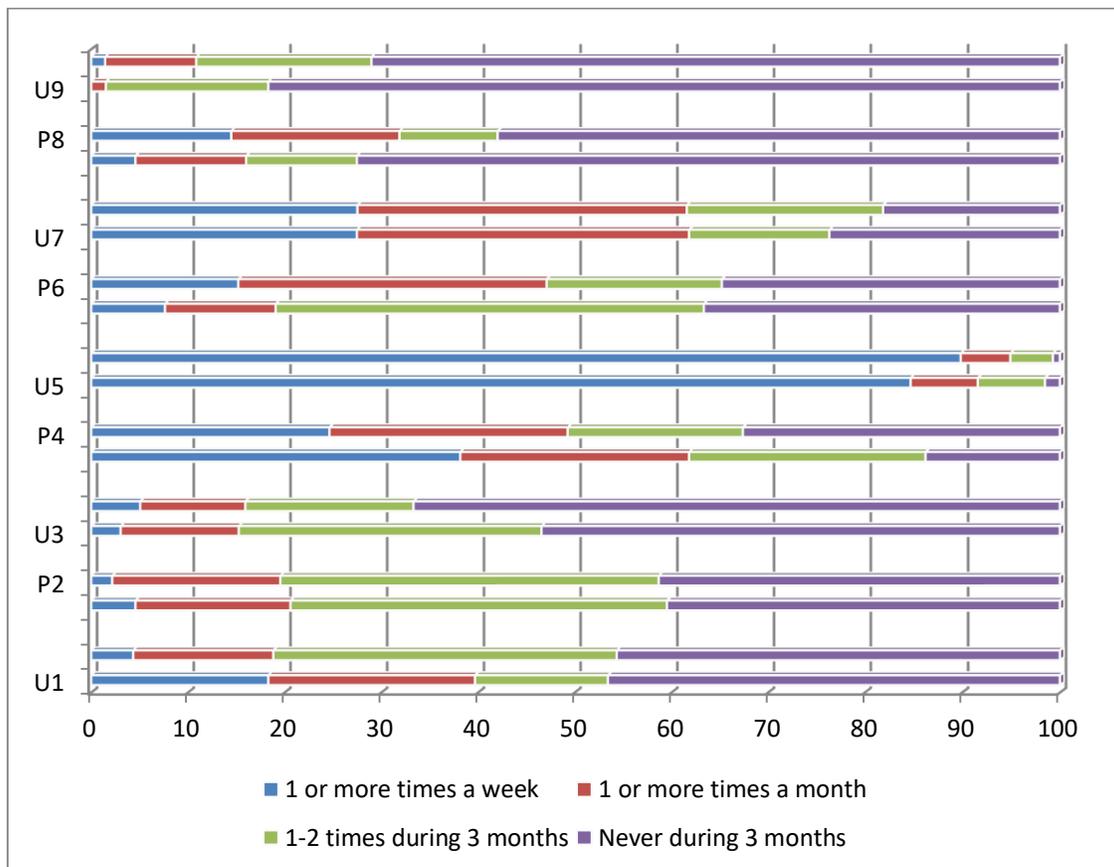


Figure 3  
Diagram of frequency distribution of aesthetic interests of Ukrainian and Polish teenagers (%)

According to the researches, 53% out of 1000 respondents among pupils (average age up to 16 years) are looking up for news in the Internet, 15% admitted that they would rather find a book in the network than go to bookstores or library. At the same time, almost 90% of orders at the library are concerning school program. This problem is actual not only for Ukraine but also in Poland, Slovakia, Germany and other countries<sup>8</sup>

“Reading, which is the practice of transferring knowledge through printed word, has never been very popular in Poland. At the root of this situation there laid state as well as peasant and proletarian character of the basic social classes in the past... A large part of the modern readers in Poland use new carriers of the culture of language. They use the digital record. This helps to extend the reach of content and ideas created on the basis of literature. This causes that the alarming diagnosis and visions of readership should be judged with greater serenity and distance”<sup>9</sup>.

<sup>8</sup> O. Budnyk, “Problem of the formation of reading culture of children and youth in Ukraine”, Scientific Bulletin of Chełm. Section of Pedagogy, Vol: 2 (2017): 119.

<sup>9</sup> A. Stępnik & P. Mazur, “Motywacje i preferencje czytelnicze w edukacji historycznej”, Scientific Bulletin of Chełm. Section of Pedagogy, Vol: 1 (2016): 9-27.

“One third of Ukrainian respondents admitted that they are interested in literature in psychology and culture. Approximately the same number of teenagers (28%) choose a book according to their hobbies; 16% of readers – a book in computer technologies, Internet resources. Only less than 8% of users are interested in the topics of history, economics”<sup>10</sup>.

It should be noted that media culture does not always have a positive effect on the development of interest in applied arts, including folk, which is characteristic of the local ethnographic territory of each country. According to T. Huk, the interest of 10-12 year-olds in the Internet is often uncontrolled, especially when it comes to spending free time on social networks (like Facebook)<sup>11</sup>. However, most of the information (including aesthetic), which is of interest to this category of students, they receive from the network environment.

$R_{UP}$	Aesthetic interest								
	1	2	3	4	5	6	7	8	9
Boys	0.897	0.970	0.953	-0.761	0.998	0.002	0.943	0.964	0.995
Girls	-0.821	0.842	0.851	0.878	0.999	0.664	0.568	0.967	0.983

Table 2  
The level of connection between the gender aesthetic preferences of Ukrainian and Polish teenagers

Using a correlation coefficient, we investigated how similar the aesthetic preferences of adolescents in the two countries (see Table 2 and column  $R_{UP}$  in Table 1).

As we can see (Table 2), the guys from the two countries have very similar interests. High level of correlation according to the criteria “song art” ( $R_{UP}= 0.998$ ), “cinematography” ( $R_{UP}= 0.970$ ), “photography, selfie” ( $R_{UP}= 0.964$ ), “visited a museum” ( $R_{UP}= 0.995$ ). Diametrically opposite attitude of Polish and Ukrainian young people to “literature” ( $R_{UP}= -0.761$ ) and significantly different frequency of hobbies “drawing and painting” ( $R_{UP}= 0.002$ ). Moreover, Ukrainian boys read books more often, and drawing and painting are more popular with Polish respondents.

Girls from Poland and Ukraine also have common preferences for “song art” ( $R_{UP}= 0.999$ ), “visited a museum” ( $R_{UP}= 0.983$ ) and “photography, selfie” ( $R_{UP}= 0.967$ ) (Table 2). Unlike the guys, their aesthetic preferences are very similar (most  $R_{UP}> 0.8$ ).

Together, young people from both countries (Table 1) like to watch movies, sing, take selfies or take photos and go to museums. The weak connection between the frequency of their preferences drawing and painting and their love of reading is completely different.

In all the arts we have chosen for our survey, there are inexhaustible opportunities for the development of young people’s creativity. It is no coincidence that Massachusetts (MA, USA) ranks Public Schools in terms of Develop an Index of Creative and Innovative Education. It is extremely important today in the preparation of students to apply analytical, creative skills in the development of “innovative talent to meet the needs of its business

<sup>10</sup> O. Budnyk, “Problem of the formation of reading culture of children and youth in Ukraine”, Scientific Bulletin of Chelm. Section of Pedagogy, Vol: 2 (2017): 119-128.

<sup>11</sup> T. Huk, “Use of Facebook by Children Aged 10–12. Presence in Social Media despite the Prohibition”, The New Educational Review, Vol: 46 (2016): 17-28. DOI: 10.15804/tner.2016.46.4.01.

community”<sup>12</sup>. It is important that, for example, the American school emphasizes the formation of students’ skills such as: creativity, critical thinking, collaboration, global awareness, financial literacy, aesthetic awareness, and problem-solving.

“Those who advocate for students to have more creative experiences in schools cite the value of engaging students in long-term projects in which they must be responsible for developing, researching, and refining ideas, looking critically at their work, and revising it in order to share it with others through civic action, publication, or performance. Opportunities for creativity and innovation exist in all subject areas, from mathematics and science to writing and the arts”<sup>13</sup>.

Studying at school in close cooperation with the family and the community is an important area for acquiring systematic knowledge of aesthetic education, the formation of aesthetic tastes and interests. After all, students at school study different subjects, respectively, go through different stages of aesthetic formation through art, music, sports, poetry, dance, as well as social activity. Chinese scholars in this aspect emphasize gender: “In order to achieve the best effect of gender aesthetic education, schools should formulate different gender aesthetic courses according to children’s acceptance ability and sexual interest range at different academic stages, especially at different stages of adolescent physiological development”<sup>14</sup>. In this context, gender aesthetics is characterized as:

“...The value judgment of her own sex and heterosexual beauty and ugliness, in short, the value judgment of male and female beauty and ugliness. The mainstream values of gender aesthetics can determine the aesthetic standards and expressions of the external beauty of men and women in a society, such as appearance, body appearance, clothing and other internal beauty of art and culture.”<sup>15</sup>

The unity of inner and outer beauty is emphasized in works of art of various genres. Emphasis is placed on the need to strengthen the aesthetic orientation of the content of school education for the development of aesthetic culture in students, improving methods and forms of organizing aesthetic development classes in educational establishments of various types, implementation of innovative educational strategies for holistic artistic and aesthetic perception of reality.

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<sup>12</sup> Massachusetts Commission to Develop an Index of Creative and Innovative Education in the Public Schools. Section 181 of Chapter 240 of the Acts of 2010, amended by Chapter 9 of the Acts of 2011. Massachusetts Department of Elementary and Secondary Education, 2012. <http://www.doe.mass.edu/research/reports/2012/09CIEindex.pdf> (12-06-2020).

<sup>13</sup> Massachusetts Commission to Develop an Index of Creative and Innovative Education in the Public Schools. Section 181 of Chapter 240 of the Acts of 2010, amended by Chapter 9 of the Acts of 2011. Massachusetts Department of Elementary and Secondary Education, 2012, 7. <http://www.doe.mass.edu/research/reports/2012/09CIEindex.pdf> (12-06-2020).

<sup>14</sup> H. Wei, “The Importance of Gender Aesthetic Education for Adolescents from the Phenomenon of Sissy in China”, 2018. International Conference on Education and Cognition, Behavior, Neuroscience (ICECBN2018), 126. [https://webofproceedings.org/proceedings\\_series/ESSP/ICECBN%202018/ICECBN122819.pdf](https://webofproceedings.org/proceedings_series/ESSP/ICECBN%202018/ICECBN122819.pdf).

<sup>15</sup> H. Wei, “The Importance of Gender Aesthetic Education for Adolescents from the Phenomenon of Sissy in China”, 2018. International Conference on Education and Cognition, Behavior, Neuroscience (ICECBN2018), 127. [https://webofproceedings.org/proceedings\\_series/ESSP/ICECBN%202018/ICECBN122819.pdf](https://webofproceedings.org/proceedings_series/ESSP/ICECBN%202018/ICECBN122819.pdf).

Thus, art promotes the development of creativity in various spheres of life and fields of scientific knowledge. Therefore, for qualitative innovative changes in the educational process, we consider it appropriate to develop artistic and aesthetic preferences of students, starting from primary school. At the same time, taking into account the age and individual personalities of adolescents, it is important to pay special attention to their artistic talents and aesthetic abilities. After all, it is at this time that they very often change their priorities in personal development due to the negative phenomena of public life, in particular the antisocial influence of the environment, the media, and others.

## Conclusions

Based on the results of our study, we come to the following conclusions:

1. Adolescents carry out the social categorization of the world. In this way, their social identification takes place, in which self-identification with the world of art is a component of this process, and the corresponding self-identity is a necessary need and an important condition. In the development of artistic interests of adolescents are such functions as: compensatory, self-interest, self-acceptance, self-understanding, self-confidence, self-awareness, protest, self-esteem.

2. The manner of behavior called “teenage” is typical for Ukrainian and Polish students who seek to assert themselves. In fact, often artistic interests for them are a means of self-expression, communication, identification, achieving a certain status among peers. At the same time, the peer environment in Ukraine and Poland has a strong influence on motivation in the arts (for example, different styles of graffiti).

3. It was found that the priority aesthetic interests among Ukrainian and Polish students are the following types of art: song art, different types of musical subculture, literature. In particular, typical preferences for boys in Ukraine and Poland in the field of art – musical subculture (emo, hippie, rock, rap / hip-hop, gothic, hipster, etc.). Such musical interests are also characteristic of girls, but they are mostly dominated by attending choreographic studios, music or vocal schools, “fanaticism” for musical idols. Adolescents are much less interested in museum art, art photography, theater and fine arts.

4. The results of the correlation analysis show similar artistic and aesthetic interests among adolescents in Ukraine and Poland. High level of correlation according to the criteria “song art” ( $R_{UP} = 0.998$ ), “cinematography” ( $R_{UP} = 0.970$ ), “photography, selfie” ( $R_{UP} = 0.964$ ), “visited a museum” ( $R_{UP} = 0.995$ ). Unlike Polish respondents, Ukrainian teenagers (girls) love choreography, so it is not surprising that the correlation coefficient in this pair is ( $R_{UP} = -0.821$ ), ie we have diametrically opposed preferences regarding the frequency of choreography.

5. The results of the survey show that mental and regional characteristics do not have a significant impact on the development of artistic and aesthetic preferences of adolescents in different countries (for example, European countries – Ukraine and Poland). At the same time, the aesthetic hobbies of the respondents on the basis of gender were confirmed. However, among Generation Z, social stereotypes about the “masculine” (male) and “feminine” (female) do not matter when choosing aesthetic priorities or artistic activity. But aesthetic education has a significant impact on the formation and development of harmony of internal and external beauty of the student.

“The visual arts are vital to all societies and that representations of art in education should seek to reveal its complexity, diversity, and integral cultural location”. To stimulate artistic and aesthetic interests of students in the best examples of world art, it is important to reveal their broad socio-cultural context, expand ideas about opportunities for

independent, group or research activities, as well as artistic potential and significance for young people's creative perspectives, professional growth.

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