

THE EFFECTIVENESS OF THE INNOVATIVE ART-PEDAGOGICAL SYSTEM FOR THE AESTHETIC EDUCATION OF YOUNGER STUDENTS

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ABSTRACT

This article discusses the effectiveness of the innovative art-pedagogical system for the aesthetic education of younger students. Experimental studies were conducted where the effectiveness of the model of aesthetic education of younger schoolchildren was proved on the basis of the use of art-pedagogical influence of art forms, which is a pedagogical system based on the subject-subject relationship of teacher and students and built taking into account targeted, informative, diagnostic, organizational and technological, creative -an effective and efficient blocks.

Keywords: Diagnostic tests, experiment, emotional empathy, level of conflict.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The diagnostic tests performed at the final stage of the experiment showed that in the classes where the lessons were conducted using art-pedagogical technologies, the level of anxiety decreased, the level of conflict, the dynamics of the development of emotional empathy were observed, the “self-confidence” scale increased (according to the R. Kettel test).

The results of an experimental study proved the effectiveness of the model of aesthetic education of primary schoolchildren based on the use of art-pedagogical impact of art forms, which is a pedagogical system based on the subject-subject relationship between teacher and students and built taking into account targeted, informative, diagnostic, organizational, technological, creative and activity and resultant blocks.

In the course of the study, it was found that the effective pedagogical conditions for the aesthetic development of primary schoolchildren on the basis of the interaction of art forms are: systematization of the aesthetic experience of primary schoolchildren based on the analytical and synthetic perception of art forms; the creation of a unified basis for understanding the expressiveness of the artistic image in art and music; the teacher’s organization of the aesthetic activities of primary schoolchildren aimed at a multilateral holistic and creative reflection of reality. They provide quantitative and qualitative changes in the structure of the child’s personality, in particular, an increase in the level of emotional and evaluative judgments, intellectual and creative abilities, and value orientations.

Scheme 1. Fine Art Results

The used art therapy methods have made it possible to find a special approach to children who need special attention from teachers. These methods include methods of distraction from painful experiences; methods to facilitate contact with the student; methods that allow in a

veiled form to lead to the formation of socio-emotional relations, increase self-esteem, self-disclosure and creative self-realization.

Summing up the above, we can conclude that at the lessons of fine art it is possible to implement not only educational, but also diagnostic, developmental, rehabilitation, and correctional tasks. In the process of visual activity, interaction with an artistic image can encourage participants to turn to their own associations, internal experience, moral values using the language of allegories and metaphors. This work practice is aimed both at achieving certain visual, creative results, and at developing humane-oriented models of student behavior.

Students (especially those with health or emotional problems) had the opportunity to get a socially acceptable solution to negative feelings (working on drawings, paintings, sculpture is a safe way to relieve emotional stress).

The work carried out gave the basis to draw pedagogical conclusions and identify the stages and results of art therapy and art pedagogical intervention in the learning process:

1. Ensuring the process of correcting the psychological state of students through the expression of visual images in the picture, bypassing verbal channels, as a result of which the child expresses his internal conflicts and experiences, often not realized by him.
2. Based on the material received, the teacher interprets the drawings (content, style) and makes a diagnostic conclusion.
3. Joint participation in artistic activity contributes to the creation of a relationship of empathy and mutual acceptance - the relationship between teacher and students becomes more trusting and friendly.
4. Discussion and analysis of the creative works themselves and states develop a sense of internal control, the ability to reflection. Work on drawings, paintings, or modeling involves streamlining color and shape.
5. Artistic abilities develop and self-esteem of problem students (with poor health, withdrawn, timid, hyperactive, aggressive, etc.) increases.

According to the results of the final monitoring, we can conclude:

- students' needs were satisfied in communication, in communication with each other, in the exchange of impressions, which contributed to the enrichment of their experience and the development of creative ideas;
- The dynamics of indicators of the level of development of artistic and creative abilities increased;
- The theme of children's drawings has become more diverse;
- the work of students began to differ in expressiveness and originality;
- students know and skillfully use non-traditional drawing techniques, which indicates an increased interest in this type of activity;
- children have formed such personality traits as determination, independence, initiative.

Music Lesson Results

At the end of the experimental work program, we recorded the following changes in the composition of the experimental group of students exposed to the methods of musical art pedagogy and art therapy.

1. Children have noticeably developed singing voice and ear for music, plastic movements and artistry.
2. Musical-auditory memory, internal hearing, thinking became more active.
3. Students learned different types of expressions of their emotional perception - in drawing, movement, rhythmic figures, poem, composition, etc.

4. Musical and rhythmic skills have developed and improved: to be able to expressively and naturally move in accordance with musical images, the diverse nature of music, dynamics; independently accelerate and slow down the movement; be able to move to the music at different rates (slow, fast, moderate); transmit clapping simple rhythmic pattern; be able to perform elements of rhythmic gymnastics; develop posture, achieve fitness, be able to keep your head and body straight.

As already mentioned, the applied technique not only influenced the formation of the musical culture of children, but also developed the personal qualities of activity, goodwill, and empathy in them.

In particular, such a quality as initiative was manifested in the active involvement of the surrounding children by the child in their actions and in offering them various options for interaction.

Sensitivity to peer influences was found in the fact that children gladly responded to the initiative of peers, actively picking up their ideas and actions.

The prevailing emotional background of students' communication among themselves in the classroom, in the classroom, in musical games and events was positive.

According to the table of the final quantitative slice, it can be judged that the students of the experimental group developed the skills of emotional, figurative comprehension of music, the level of children's statements about music increased, and awareness of evaluating musical works appeared. Creative abilities also began to develop, which began to turn into the need of students for creative collective and independent activity, bringing them aesthetic and moral satisfaction. These changes also affected the indicator "the creation of products of one's own creativity, since the free atmosphere of their participation in various types of art-pedagogical and art-therapeutic exercises liberated their creative forces and ensured their manifestation in drawing, rhythmic gymnastics, plastic movements, and singing.

The highest indicators in children of the experimental group were found in the field of active musical and creative activity, which was facilitated by the methods of active art pedagogy and personal communication, which confirms the idea of a beneficial influence of musical art pedagogy and therapy not only on musical development, but also on the processes of personal communication, gaining psychological stability, removal of clamps and stresses.

The productive block of the model for the application of innovative techniques of art pedagogy and art therapy at the lessons of art and music informatively displays the results of the development of students and teachers involved in the experiment. Student Results

Participants gain valuable experience of positive changes, in-depth self-knowledge, self-acceptance, harmonization of personality, personal growth gradually occur, reflection and analysis of their behavior, thoughts and feelings develops, the general atmosphere in the group improves, contacts with other children expand, through experiencing strong emotions, due to overcoming the difficulties of change, the child is cleansed and becomes more tolerant and wiser in relation to others. Even the use of individual techniques has a therapeutic effect on group members. The use of these techniques is especially effective in elementary school, as children cannot always articulate exactly what worries them. And through visual activity, work with plasticine and other materials, it is easier for them to express their emotions.

The following creative, social, communicative, personal qualities, feelings develop:

- the child has a sense of significance, increased self-esteem;
- a sense of collectivism is brought up;
- there is a high degree of activation of the independent work of each child (even timid ones are included in the work);
- creates a comfortable psychological climate in groups: goodwill, openness, frankness, everyone's opinions are heard;
- Creativity is stimulated;
- the ability to listen and accept someone else's point of view is formed; ability to express, defend one's point of view;
- the feeling of anxiety decreases, the level of attention increases, excessive aggressiveness is removed. The technologies of art pedagogy and art therapy can be applied to develop communication skills and are an effective tool to increase self-esteem and strengthen self-confidence (both are at the heart of the children's desire to "risk" in the learning process, make mistakes and try new things).

Results for teachers

As a result of work in the art of therapy, the teacher receives:

- positive emotional mood of the group;
- facilitates the non-verbal release of negative emotions;
- the study of the negative allows you to remove anxiety, win back aggression and anger, look for resources for further development;
- through collective activity helps to clarify the participants their effective and ineffective ways of communication;
- contributes to the development of reflection of your thoughts, feelings, actions;
- makes it possible at a symbolic level to experiment with a variety of feelings, to explore and express them in a socially acceptable form;
- promotes creative self-expression, development of imagination, aesthetic experience;
- reduces fatigue, develops the potential of the individual and increases group cohesion.

The results of the experiment allowed us to determine the pedagogical conditions for the positive impact of art-pedagogical and art therapy technologies not only on the process of aesthetic education of children, but also on educational, psychological, reflective, communicative, creative results of student development:

personality-oriented approach to learning;

creating favorable conditions in the lesson;

development of students' creative abilities;

the inclusion of each student in the educational process;

orientation of the educational process to achieve a high level of knowledge;

development and maintenance of students' faith in their own strengths;

the development of each student's creative abilities;

development of emotional responsiveness to works of art. The completion of the study and the evaluation of its results provides a basis for determining the key principles of creatively developing, health-saving systemic art therapy and pedagogy, common to the lessons of fine art and music:

-principle of subjectivity (attitude to participants in the art therapy process not as passive recipients of corrective and developmental influences, but as individuals with an individual set of needs, views, attitudes, etc.);

-principle of activity (all-round involvement of participants in the art-therapeutic process in various forms of creative self-disclosure, suggesting their initiative and responsibility);

- partnership in relations (respect for the student's position, "following" his initiative, encouraging him to express his feelings and thoughts);
- support for the visual-sensory nature of the activity (active use of visual, musical-audio, kinesthetic and game means of self-expression, stimulation of creative imagination);
- constant feedback (report of participants in art therapy sessions on their feelings, thoughts and impressions of work and interaction with each other and the host; commenting on the features of the creative expression and behavior of the participants);
- unity and complementarity of verbal and non-verbal expression (alternation of art, movement and dance, playing music, composing stories and discussions during art therapy sessions);
- interpenetration - a combination of the group nature of the process with the individualization of its tasks in accordance with the results of the socio-psychological and pedagogical diagnostics of each student;
- integration (activation and development of the emotional, cognitive and behavioral aspects of the personality during classes, overcoming the contradictions between feelings, thoughts and actions);
- systematic (perception of the behavior and problems of participants in the art therapy process in the context of therapeutic, group and social relationships, as well as taking into account a wide range of different risk factors and health conservation);
- orientation of self-development, trust in the internal resources of the body and the psyche of the child. Art therapy classes allow you to solve the following pedagogical problems:
 - educational (teach empathy, caring relationships with peers and adults);
 - corrective (the image of "I" is corrected, self-esteem improves, ways of interaction with other people are improved);
 - psychotherapeutic (a feeling of psychological comfort, joy, success);
 - diagnostic (allows you to get information about the development and individual characteristics of the child, find out his interests, values, identify problems that need to be corrected);
 - developing (gaining experience in new forms of activity, self-regulation of feelings and behavior).

Practical experience working with art pedagogy tools shows its great preventive and corrective effect in working with children with various problems - emotional deprivation, increased anxiety, fears, the presence of conflicting interpersonal relationships, distorted self-esteem, increased aggressiveness, etc. This is due to the fact that art and pedagogical techniques they make it possible to widely use not only group, but also individual forms of working with a child, to set and solve specific psycho-correction tasks to create new motives, and to establish them in reality with the help of art.

Art pedagogy contributes to the achievement of the following goals:

1. Facilitates the learning process for both the child and the teacher. Some knowledge, complex in structure, form, content, is easier to assimilate using artistic images of various orders: visual, auditory, tactile, etc. Non-verbal communication, training often gives a more powerful effect than the most competent verbal presentation of educational material by a teacher.
2. It gives a socially acceptable way out of aggressiveness and other negative feelings, which, of course, often arise in the process of communication between a teacher and students.
3. It makes it possible to obtain material for interpretation and diagnostic conclusions about the pupil.
4. Allows you to study educational material in an interactive mode, relying on the existing spiritual and spiritual experience of the teacher and pupil, which makes knowledge, skills and personal value.
5. Helps to establish relations between teacher and students, create the most favorable conditions for dialogue, without which there is no productive training.

6. Develops a reflective culture, a sense of internal control, necessary in the learning process. Appeal to art organizes the emotional sphere, which, along with the intellectual, is involved in the learning process.

7. Promotes the preservation of the integrity of the human personality, influencing, in the first place, in the learning process on the ethical, aesthetic, emotional spheres of the personality.

8. Introduces students to the spiritual culture of mankind through a unified system of values of pedagogy, science, art, operating simultaneously (and sometimes in parallel) in educational activities with different methods of cognition of scientific and artistic phenomena that find themselves, for example, in one lesson topic.

9. Promotes the development of all sensory organs, thinking, memory, attention, will in the process of training, education, development by means of classical or folk art.

10. Equips the teacher with a system of techniques that ensure entry into the world of knowledge, their “appropriation” (interiorization).

11. Engaged in artistic and aesthetic activities, children acquire a certain experience, skills that they then apply in their lives, in socially useful activities. The teacher should convey to students the importance of this activity, its necessity not only for those around him, but also for the child himself, for his status in the team.

12. Education plays an important role in the artistic education of students. The teacher on reference examples, i.e. on the perception of samples of high art (music, painting, architecture, literature, etc.), educates children the need for beauty, intolerance for the ugly, the ugly, whether it be a picture of an artist, a movie or a specific act.

13. Art pedagogy is a promising area that contributes to the solution of many developmental, psychological, communicative, therapeutic tasks of pedagogy.

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