

THE ESSENCE AND POSSIBILITIES OF APPLICATION OF ART PEDAGOGY AND ART THERAPY IN A SECONDARY EDUCATIONAL SCHOOL

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ABSTRACT

The article reveals the essence of art-pedagogical and art-therapeutic technologies as an innovative direction in art pedagogy, their similarities and differences from the tasks of art education, correctional opportunities and developmental and creative potential in secondary educational institutions.

Keywords: Pedagogy, therapy, aesthetic education, artistic-creative activity, innovative areas, humanistic tasks, methodological problems.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

At present, on a global scale, particular importance is attached to technologies of complex influence on the personality in the field of education, which contribute to the optimization of not only the intellectual and professional sphere, but also affect the spiritual appearance, artistic and aesthetic sensitivity, and creativity.

In Uzbekistan, the issues of activating and improving the activities of educational and cultural institutions in order to familiarize the young generation with national and universal values, the achievements of world culture, the development of a sense of beauty, aesthetic needs and tastes have been elevated to the rank of state policy. The search for ways and technologies that will activate assistance to teachers in achieving the educational goal - to teach and educate the personality of a spiritually rich, creatively thinking, harmoniously developed citizen - allows us to consider this problem as socially and pedagogically significant.

In the Decree of the President of the Republic of Uzbekistan dated February 07, 2017 N UP-4947, the Strategy of Actions in five priority areas of development of the Republic of Uzbekistan in 2017-2021, Resolutions of the President of the Republic of Uzbekistan "On measures for the innovative development of the sphere of culture and art in the Republic of Uzbekistan" PP-3920 from 26.08.2018, "On the organization of the activities of the Union of Composers and Bastakors of Uzbekistan" from 15.08. 2017, in the President's speech at a meeting with the creative intelligentsia on 03.08.2018, it was said in detail about the education of the younger generation, increasing the efficiency and effectiveness of work in this direction, the need to raise the cultural level of our people, educating our compatriots, especially the younger generation, in the spirit of lofty humanistic ideas, love and devotion to the Motherland on the basis of national and human values [1,2,3,4].

Each school subject has its inherent aesthetic properties, but they are most fully and vividly manifested in disciplines directly related to art - in the lower grades of secondary school, they include visual arts and music.

In the pedagogy of the USA, Europe and Northeast Asia (Japan), special attention is paid to

the subjects of the aesthetic cycle, because it has been proved that art classes have a positive effect on the performance of schoolchildren, their intellectual, creative and general development, gives the teacher new opportunities for solving the humanistic tasks of upbringing and education.

The intensification of the pace of globalization, technological progress, large flows of information bear a great burden on the physical and mental health of people. In this regard, such innovative areas as art pedagogy and art therapy are becoming more and more in demand in the life of modern society.

In educational and medical institutions around the world, they are more and more actively used, which is explained by their pedagogical effectiveness both for children with problems and for physically and mentally healthy children. This is evidenced by the activities of the American Art Therapy Association, the British Association of Art Therapists, the European Consortium of Art Therapy Education, the Russian Art Therapy Association, music and psychotherapeutic societies in Sweden, Austria, Switzerland, Germany, etc. In pedagogical science and practice, there is a special methodological and methodological problems are gaining relevance - the most accurate definition of art pedagogy and art therapy, as well as the peculiarities of their application in working with problematic and successful students, the degree and measure of the "inclusion" of these technologies in the subjects of the humanitarian and artistic-aesthetic cycle in the general education system.

E.A. Medvedeva classifies the tasks of aesthetic education in seven areas:

- artistic and cognitive, associated with the perception of different types of art, with an understanding of the underlying values, the ability to see the logic of the development of an artistic image, awareness of the content side of the work - "what art speaks about" (theme, idea, means of expression);
- pictorial and expressive, associated with the assimilation of the specifics of the sign system of the languages of the arts, the peculiarities of the expressive language of each type of art (music, painting, literature) - of "how art speaks", the manifestation of oneself and the mastery of skills in various types of artistic activity;
- artistic and aesthetic, aimed at the development of aesthetic perception of works of art, the formation of a child's feelings, especially empathy, an understanding of the beautiful in art, the formation of an evaluative attitude, the accumulation of artistic and aesthetic experience, the development of an evaluative attitude;
- cultural and value-oriented, focused on the formation of the spiritual and value foundations of the personality of a child with problems, his subculture, his inner "I", interests, abilities, moral-aesthetic, cultural-communicative and reflective qualities (self-control, self-esteem);
- artistic and emotional, associated with the development of the emotional sphere of schoolchildren, the manifestation of attitude to the artistic image through emotions and feelings (pleasure, joy, admiration, delight or the opposite), the ability to verbally express them, the formation of awareness and adequacy of children's emotional reactions to the emotional structure of a work of art ;
- artistic and creative, aimed at the development of elementary creative manifestations in various types of art, at the expression of the image of "I" in the original products of children's artistic activities;
- correctional and developmental, aimed at smoothing out, correcting deviations in the development of a schoolchild by means of art, providing an opportunity to familiarize with artistic culture, to be active in the art world, helping to adapt in a macrosocial environment [5].

According to such scientists as E. A. Medvedeva, I. Yu. Levchenko, L.N. Komisarova, T.A. Dobrovolskaya art therapy is a synthesis of several areas of scientific knowledge (art, medicine, psychology), a set of techniques that allow, with the help of stimulating artistic and creative (creative) manifestations of a child, to correct psychosomatic disorders, psychoemotional processes and deviations in personal development [5].

The essence of art therapy consists in the therapeutic and corrective effect of art on the subject and manifests itself in the reconstruction of a psychotraumatic situation with the help of artistic and creative activity, the withdrawal of experiences associated with it into an external form through the product of artistic activity, as well as the creation of new positive experiences, the birth of creative needs and ways to satisfy them [6].

Art pedagogy is a synthesis of two areas of scientific knowledge (art and pedagogy), ensuring the development of the theory and practice of the pedagogical correctional process of the artistic development of children of behavior and the formation of the foundations of artistic culture through art and artistic and creative activities (musical, visual, artistic speech, theatrical and play).

This means that in art pedagogy, the emphasis from mastering art is transferred to the subjective experience of reflecting one's (student / student) states, feelings, experiences, thought images, attitudes to the world and oneself.

Consequently, art pedagogy is one of the independent interdisciplinary areas of pedagogy, which is based on three areas of scientific knowledge: psychology, art, and pedagogy itself.

At the same time, we would like to highlight the following points:

The subject field of art pedagogy allows us to speak of it as having a difference from specially professionally oriented art education (art studios, art schools and colleges from music to choreographic); artistic (aesthetic) education and art therapy.

It should be noted that the concept of "art pedagogy" does not replace the narrower term "art education". Art pedagogy, being an area of scientific knowledge, allows considering in the framework of special education not only artistic education, but also all components of the correctional and developmental process (development, education, training and correction) by means of art, as well as the formation of the foundations of the artistic culture of students [7].

Initially, the terms "art pedagogy", "art therapy" and their methods were used in relation to special and correctional pedagogy and meant leveling the physical, mental, emotional deficiencies of children with any developmental defects. However, since the end of the twentieth century, scientists and educators have agreed on the introduction of these directions in institutions of general education - in particular, in secondary schools. The concept of "therapy" is translated not only as "treatment", but also as "care, care". On this basis, it is permissible to use art therapy by teachers and educational psychologists who do not have any special training in the field of psychological counseling, psychotherapy and art therapy. The word combination "art therapy" in the scientific, pedagogical interpretation is understood as concern for the emotional well-being and psychological health of an individual, group, collective by means of artistic activity.

Art pedagogy and art therapy have significant pedagogical, psychotherapeutic and health-preserving capabilities that are transmitted through art and at the same time contribute to its

deeper and “personal” comprehension:

- methods of art pedagogy allow to work fruitfully with various categories of students: from gifted to deviant;
- at school, art pedagogy acts as a means of not only health improvement and correction, but also development [8];
 - - the performance of the role of an art therapist by a school teacher is aimed not at treatment, but at raising children and their harmonious emotional and intellectual development [9];
- in general education schools, children also have psychological problems: distorted self-esteem, emotional underdevelopment, difficulty in manifesting their feelings, impulsivity, anxiety, fears, aggressiveness, emotional rejection, feelings of loneliness, depression, inappropriate behavior, conflict and hostility;
- in connection with the increasing incidence of uncontrollable behavior of schoolchildren, the need to use the methods of art pedagogy and art therapy in preventing aggressiveness and other manifestations of a negative nature is increasing;
- the introduction of art therapy into education contributes to the development of various mental qualities and personality traits in students, which are of great importance for their successful psychosocial adaptation;
- art therapy at school contributes to the adaptation of children (including those suffering from emotional and behavioral disorders) to the conditions of an educational institution and to increase their academic performance.

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