



Main Tasks and Implementation of Art Pedagogy

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ABSTRACT

Art pedagogy today is one of the most actively developing areas of scientific knowledge. Despite the fact that the concept of “art pedagogy” as a special direction in modern pedagogical science, today in Russia has not yet received a sufficiently complete and accurate definition, creatively thinking teachers are increasingly beginning to use various techniques, methods and technologies in their practice art pedagogy. We can confidently say that every year this direction is increasingly asserting itself in the modern educational and cultural space of Uzbekistan.

Keywords:

Introduction

Art pedagogy today is one of the most actively developing areas of scientific knowledge. Despite the fact that the concept of “art pedagogy” as a special direction in modern pedagogical science, today in Russia has not yet received a sufficiently complete and accurate definition, creatively thinking teachers are increasingly beginning to use various techniques, methods and technologies in their practice art pedagogy. We can confidently say that every year this direction is increasingly asserting itself in the modern educational and cultural space of Uzbekistan.

The concept of art pedagogy Art pedagogy (art + pedagogy) is a technology for the development and education of children with the aim of forming the foundations of artistic culture through art and artistic and creative activities (musical, visual, artistic and speech, theatrical and gaming, etc.). Let us remember that art therapy (from Latin *ars* - art and Greek *therapeia* - treatment) is a technology of treatment and development using art and creativity.

Teaching the basics of art pedagogy makes its own demands on a pedagogical university and

requires special training of teaching staff and training facilities.

One of the most important conditions for the development of a teacher’s creative pedagogical position is the creation of an arts environment. It should be formed with the help of cultures of intensive technologies and diverse high-quality means of various disciplines, both the humanities and the natural sciences.

Material and Methods

The creative component of the process of training a future teacher should be strengthened - with an art pedagogical approach, he will have to not only transfer his knowledge and skills to the student, but also develop his creative individuality: in a broad sense, art pedagogy considers the student as a person striving for self-realization. In addition, the teacher needs a special, non-standard psychological readiness to work with students. Therefore, the art-pedagogical approach also presupposes a good knowledge of psychology.

In this regard, there is a need to review and change the content of pedagogical and psychological disciplines studied both at the university by future teachers and in the system

of advanced training and retraining of teaching staff [5, 7].

However, it is difficult to name competencies that can be developed without art-pedagogical support and are not required by a modern art teacher - he must be able to improvise, look for new approaches, change stereotypes, have oratory skills, know the basics of pedagogical creativity, dramaturgy, theater pedagogy.

It's not bad to have the skills of a director, musician, choreographer, and this is in addition to professional requirements - high intelligence, developed thinking and memory. After all, art pedagogy is an appeal to the inner world of the student, the development of individuality, creativity, the need for self-education, self-education, self-development in both the student and the teacher. In the educational space, this is "dialogue on equal terms" [4, 8].

Art pedagogy, which allows one to acquire fundamentally new competencies for working in schools, can be taught as a separate independent discipline in the pedagogical and psychological-pedagogical areas of training bachelors and masters, as well as within the framework of the implementation of individual master's programs.

Results

Art pedagogy integrates the means of teaching, education, development and art, has a complex impact on the motivational, creative and aspects of the student's personality, develops him through creative, aesthetic, artistic and educational-cognitive activities through motives, imagination, improvisation, knowledge, abilities, skills. Thus, the time has come to rethink the methods and forms of introducing preschool and school-age children to art and transform the traditional practice of organizing this work in educational institutions.

In this case, special attention must be paid to revealing the creative potential of each student, encouraging his self-expression through artistic and creative activities, and shaping him as a harmonious personality.

"In one moment to see eternity, A huge world - in a grain of sand, In a single handful - infinity and the sky - in a cup of a flower": these famous lines from William Blake translated by Samuel

Marshak, in our opinion, characterize the level of perception of the world in children who are trained using art-pedagogical methods. Raising a comprehensively developed personality with broad views is the goal of any school, regardless of place and time, and the task of a pedagogical university is to prepare teachers who will ensure the education, no matter how pretentious it may sound, of a new "Renaissance man."

Discussion

The relevance of this problem is due to the fact that, on the one hand, art pedagogy is in great demand today and should be included in the practice of every teacher working with children of preschool and primary school age and, on the other hand, teachers are insufficiently prepared for this work. Moreover, the use of art-pedagogical technologies is important and necessary not only for working with "special" children, but also as a warning, preventive correctional and creative work with "ordinary" preschoolers. There is no need to wait until the time comes to correct and adjust.

It is necessary to help the student himself "correct" his problematic issues in the early stages, to launch the mechanism of "self-healing" through art and artistic and creative activity.

Art pedagogy: facilitates the learning process for both the child and the teacher; - provides material for analyzing the results of diagnosing the level of general and artistic-aesthetic development of students (diagnostic approach); - allows you to study educational material based on the existing personal and personal experience of the teacher and student, which makes knowledge, skills and abilities personally significant, and therefore successfully implement a student-oriented approach;

- helps to establish relationships between the teacher and children, to create optimal conditions for dialogue, without which productive learning, education and development are impossible - dialogic and optimization approaches; - provides a socially acceptable outlet for aggression and other negative feelings that may arise during children's communication with the teacher or

with other children (students); - contributes to the preservation of the integrity of the individual, influencing the aesthetic, emotional and moral spheres of the individual during the learning process.

Conclusion

General objectives of art pedagogy and art therapy: general and artistic-aesthetic development; formation of the foundations of artistic culture; social adaptation of personality through art.

Particular tasks of art pedagogy: - development of content and correctional and developmental pedagogical technologies for the use of art, ensuring the harmonious development of the student; - activation of the student's potential through art,

problems in development, its creative manifestations in various types of artistic activity (musical, visual, artistic and speech, theatrical and play); - providing the student's cognitive and information needs with the help of art; - ensuring the development of emotional, aesthetic, moral,

communicative and reflective foundations of a student's personality through art; - implementation by means of art of correction and prevention of existing deviations in the development of cognitive activity, emotional-volitional, motor and personal spheres; - creating conditions for the sociocultural adaptation of students with problems through art and artistic activity.

The common tasks of art pedagogy and general pedagogy are to help the student learn to understand himself and live in harmony with himself, - to learn to live together with other people in society, - to learn to understand the world around him according to the laws of beauty and morality. In other words, to help a developing personality in its socialization, development and self-realization.

Art pedagogy has a powerful potential, the actualization of which allows us to radically change didactic (educational) approaches to the process of teaching, upbringing, personal development, organization and implementation of joint intellectual, emotional and artistic activities of the teacher and student. The use of

art pedagogy tools makes it possible to informally implement the process of integrating scientific and practical knowledge, abilities, skills in different types of activities (speech, cognitive, motor, artistic and aesthetic, etc.).

The experience of many teachers who use art pedagogy in their teaching activities has shown that the most effective is the use not of individual elements and technologies, but of integrated classes that combine various types, techniques, methods and techniques of art pedagogy.

Research has shown that classes that include art-pedagogical technologies provide a greater educational, developmental and training effect.

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