



ARTPEDAGOGY TODAY: GOALS AND DEVELOPMENT PROSPECTS

ARTPEDAGOGIKA BUGUNGI KUNDA: MAQSADLAR VA RIVOJLANISH
ISTIQBOLLARI

АРТПЕДАГОГИКА СЕГОДНЯ: ЦЕЛИ И ПЕРСПЕКТИВЫ РАЗВИТИЯ

Ibragimova Shahlo Oyturaxonovna

Teacher at Fergana State University

Annotation : *The article is devoted to the consideration of the essence, goals and prospects for the further development of art pedagogy - one of the modern areas of scientific knowledge. The ways of its implementation and the relationship with general pedagogy are considered. The article is intended for teachers, parents and anyone interested in education through art.*

Key words: *art pedagogy, education, training, artistic culture, art, personality, development, theory and practice, creativity, psyche.*

Annotatsiya: *maqola ilmiy bilimlarning zamonaviy yo'nalishlaridan biri bo'lgan badiiy pedagogikaning mohiyati, maqsadlari va keyingi rivojlanish istiqbollari ko'rib chiqishga bag'ishlangan. Uni amalga oshirish yo'llari va umumiy pedagogika bilan o'zaro bog'liqlik ko'rib chiqiladi. Maqola o'qituvchilar, ota-onalar va san'at orqali ta'lim masalalariga qiziquvchilar uchun mo'ljallangan.*

Kalit so'zlar: *san'at pedagogikasi, ta'lim, o'qitish, badiiy madaniyat, san'at, shaxsiyat, rivojlanish, nazariya va amaliyot, ijodkorlik, psixika.*

Аннотация: *Статья посвящена рассмотрению сущности, целей и перспектив дальнейшего развития арт-педагогике — одного из современных направлений научного знания. Рассматриваются пути ее реализации и взаимосвязь с общей педагогикой. Статья предназначена для педагогов, родителей и всех, кто интересуется вопросами образования посредством искусства.*

Ключевые слова: *арт-педагогика, образование, обучение, художественная культура, искусство, личность, развитие, теория и практика, творчество, психика.*

One of the most actively developing areas of scientific knowledge today is art pedagogy. As one of the most actively developing today, it is known that its field of activity is the problem of using various types of art in pedagogical and correctional work, the upbringing of a harmoniously developed personality, the translation of universal and national spiritual values and the adaptation of a person through artistic activity. It arose and develops at the intersection of pedagogy and art. The essence of art pedagogy is to develop an artistic culture in a person (including in the presence of developmental disabilities) in the process of



education and training and help him find an approach to successfully mastering practical skills in various types of artistic activity.

It must be said that today in Russia the concept of "art pedagogy", as a special direction in modern pedagogical science, has not yet received a sufficiently complete and precise definition. But, despite this fact, teachers of additional education, creatively thinking teachers, university professors and so on are increasingly beginning to use certain techniques, methods and technologies of art pedagogy in their practice. We can confidently say that this direction every year more and more persistently declares itself in the modern educational and cultural space of Uzbekistan. It is worth noting here that today teachers feel a certain imagery in the use of the "art" element, since in art pedagogy art is not the only goal of activity, but becomes only a means of solving professional problems. In other words, art-pedagogical theory and practice, with the help of the means of art, solves professional pedagogical problems, without claims to a serious art education.

At all times, art has been the most important means of introducing universal human values through a person's personal, internal emotional experience, as well as through his direct participation in the creative process. It forms a person's attitude to the world, to all phenomena of life, to his own personality, helps to master cultural values, stimulates the development of creativity and its manifestation in the external the world. Art with exceptional power gives an impetus to the realization of a person's inner resources, contributes to the harmonious development of his personality and psyche. I must say that at the present stage of development, art pedagogy most fully realizes itself in two spheres of human activity: in science and practice, and both of them are interconnected. The main spheres of art pedagogical activity of today's researchers and practitioners can be considered the creation in the educational space of a system of moral and aesthetic interaction based on the combination of such well-known sciences and industries as pedagogy, psychology, art studies and, in general, the entire huge spectrum of human studies, as well as the organization of independent artistic creativity of participants in the educational process. A characteristic feature of art pedagogy is that it is based on the means of art and artistic and creative activity with a developing and educational potential. In it, artistic development and aesthetic education are very closely intertwined. With the right combination, they give the educational process a new specific focus, which is very relevant today. There is an opportunity to use in the educational process almost all types of art, joint artistic creativity of a teacher and a student - both in educational activities and outside of it. Art pedagogy and general pedagogy have common ultimate goals - to help a person learn to understand himself and to coexist harmoniously with the society around him, to learn to cognize the operation of the laws of beauty and morality in the world around him.

However, art pedagogy also has its own goals inherent only to it - for example, the formation of ethical and aesthetic "immunity" of the individual in the process of developing his spiritual and moral culture. It is especially important in the modern world, where we and our children so often we meet with examples of bad taste and lack of spirituality.





"Ethical immunity" is an integral quality of a personality that ensures its resistance to immoral phenomena in the environment and an adequate response to the rapidly changing social situation in society, the organization of spiritual resources to overcome material and ideological temptations leading to negative morals directionality. "Aesthetic immunity" is a characteristic of a spiritual neoplasm of a personality that possesses such qualities such as the ability to distinguish beauty from beauty, harmony from disharmony, chaos, eclecticism in art, in a person (in his actions, behavior, creativity); to be resistant to the influence of mass, faceless culture. Art pedagogy has common features that allow to declare it as a fully formed field of pedagogical activity today. They are as follows:

1. The use of art and its means (in conjunction with the content of any academic subject) in order to master the intellectual and spiritual experience of mankind by students;
2. Interiorization (internal appropriation) of knowledge, skills and abilities, creation of special conditions for this;
3. Giving priority to upbringing in the classical sequence "training-upbringing-personality development".

Artpedagogy is capable and designed to solve the following tasks:

- facilitating the learning process for the student and teacher;
- search for a socially acceptable outlet for aggression and other negative feelings that arise in the process of communication between a teacher and students;
- availability of material for interpretation and diagnostic conclusions about the pupil;
- study of educational material based on the existing spiritual and mental experience of the teacher and pupil, which makes knowledge, skills and abilities personally significant;
- building relationships between teacher and students, creating the most favorable conditions for dialogue;
- assistance in preserving the integrity of the human personality, by acting in the learning process on the ethical, aesthetic, emotional spheres of the personality;
- promoting the adaptation of the individual in society (self-knowledge, self-determination, self-realization), through familiarizing with the fruits of creativity of all mankind in its various forms, by creating their own creativity;
- the development of a reflective culture, a sense of internal control necessary in the learning process;
- promoting the development of all senses, memory, attention, will, imagination, intuition in the process of training, education, development by means of classical and folk art.

As of today, the conceptual ideas of art pedagogy are the following: the idea of humanization, the idea of creativity, the idea of reflexivity, and also the idea of integrativity. As for humanization, in our opinion, this is the core of the new pedagogical thinking, which is based on the attitude of ascent to the individual, to man as the highest value. Humanism is the basis of art pedagogy, the main principle of the art pedagogue's activity, if only it is realized in relation to each student, regardless of his abilities. Belief in individuality





presupposes a lot of work by the teacher on himself, on his attitude towards students, which do not arouse the teacher's sympathy. At the same time, educational goals prevail over educational goals. This process itself is saturated with reflections on eternal problems (good and evil, love and wisdom, beauty and harmony, etc.)

Creativity includes four main aspects: creative environment, creative personality, creative product, and creative process. A person becomes creative only if she can carry out her creative activity fully, in a free and creative environment. Creative ability cannot arise, much less develop as a result of coercion. Therefore, the question arises before the art teacher, how to create conditions that stimulate favorable creative creativity. The safety of the creative environment is ensured by:

- acceptance of the unconditional value of the individual, the ability to self-expression;
- creating an atmosphere in which there is no unambiguous external assessment (it obliges to defend, and its absence liberates a person);
- the presence of sensitivity and understanding.

The realization of the idea of reflexivity is the readiness and ability of a person to creatively comprehend and overcome problem-conflict situations; the ability to acquire new meanings and values, adapt to unusual interpersonal systems of relations, set and solve extraordinary practical problems. As the main indicator of a person's reflexive culture, one can consider her ability to work under conditions uncertainty, as this indicates the relationship between reflection and the creative potential of the individual.

The idea of integrativity is at the very foundation of art pedagogy. As noted above, it develops on the basis of the merger of all branches and types of art, as well as - pedagogy, psychology and other areas of the human sciences. The harmonious combination of all types and forms of various artistic activities enriches the student's moral and aesthetic appearance. At the same time, the student masters information mainly with the help of three modalities (sensations, vision, hearing), Since each person has his own modality, then the material must be reproduced in three modalities simultaneously - for its better understanding and assimilation by all participants in the educational process .Thus, the combination of pedagogy and times personal arts in all their manifestations allows us to master new methods of teaching and upbringing, the most modern and relevant today. Thanks to this, it becomes possible to make learning more effective, creative and accessible for every person. In addition, the obvious advantages of art pedagogy include the fact that its competent and systematic use increases the ability to search for new creative ways in pedagogy in general and in correctional pedagogy in particular. All this contributes to the better mastering of sciences and arts by children and adults, as well as spiritual and moral development, which is so relevant today.





TANQIDIY NAZAR, TAHLILIY TAFAKKUR VA INNOVATSION G'OYALAR



References :

1. Vygotsky L.S. Psychology of art / L.S. Vygotsky. - M.: Art, 1986.-- 573 p.
2. Kopytin E.A. Art therapy / E.A. Kopytin. - M.: New Horizons, 2006.-- 336 p.
3. Medvedeva E.A., Levchenko I.Yu., Komissarova L.N., Dobrovolskaya T.A. Art pedagogy and art therapy in special education / E.A. Medvedeva, I.Yu. Levchenko, L.N. Komissarova, T.A. Dobrovolskaya. - M.: Academy, 2001.-- 248 p.
4. <http://nsportal.ru>