INNOVATIVE TECHNOLOGIES OF ARTISTIC CREATIVITY IN THE AESTHETIC EDUCATION OF PRIMARY SCHOOL STUDENTS

Guljan Tulebaevna Kuttibekova
Doctor of Philosophy,
Jizzakh State Pedagogical Institute

Abstract: The article reveals the content of the model of the impact of art pedagogy and art therapy technologies on the effectiveness of aesthetic education and artistic and creative development of junior schoolchildren.

Key words: art pedagogy, art therapy, aesthetic education, model, principles, criteria, an integrated approach.

Introduction

In the world, scientific research is being carried out to identify the pedagogical possibilities of music and types of fine arts, artistic creativity in the aesthetic education of primary school students, the development of aesthetic thinking of students through musical pedagogy and psychology. Particularly important is the formation of the aesthetic consciousness and worldview of primary school students through teaching to work with literary texts, improving the mechanisms for the development of the aesthetic qualities of children with the help of art pedagogy. At the same time, it is very important to improve the pedagogical system of introducing a hermeneutic approach to the processes of aesthetic education based on samples of artistic creativity.

Art pedagogy is a relatively new direction in scientific and pedagogical practice. If we turn to the materials of the press and the Internet, we will witness that the resources of art pedagogy are underutilized. Practitioners use art pedagogy instead of art therapy, which is used by psychologists and psychotherapists, that is, when correcting the behavior of students, their personality and character, establishing an atmosphere of good relations during the lesson, when correcting relations between children and elders, etc.
Art pedagogy is used in primary grades in visual and musical activities only to calm the lesson process.

There is no complete definition of the terms “art pedagogy” and “art therapy”, they are characterized in different ways, used in different meanings and expressed in different characteristics. The possibilities of using these technologies are also different. [9; 25p]

The pedagogical literature emphasizes the need to allow students to express their feelings by removing them from the neuropsychological state, restoring the positive emotional and energetic tone of students in the lessons of the artistic and aesthetic cycle.

**The Main Findings and Results**

In aesthetic education, an innovative approach is based on the development of the creative potential of children, as well as opportunities to preserve their health. This meets the requirements of art pedagogy, so you can use it. The introduction of art-pedagogical and art-therapeutic techniques into the aesthetic education of students is a complex, multifaceted problem, when solving this problem, not only the determination of the level of aesthetic development of students is taken into account, but it is also necessary to pay attention to the factors that hinder this process. In artistic and aesthetic education, the use of this technique complements, enriches, improves the processes of aesthetic, ethical, emotional, creative, psychological and social development of the individual.

In the process of aesthetic education, the complexity of the use of art-pedagogical technologies, the lack of precise criteria for its verification, also taking into account the difficulty of identifying the achievements of students in the field of artistic activity, it is advisable to use complex diagnostic methods - preparatory and research (for experimental teachers, observation, analysis of educational documents, creative work), as well as personally verifiable (for students questionnaires, tests, practices, checklists). The formation of the level of aesthetic upbringing was considered in the following directions:

in visual activity in fine arts lessons;
in musical activity in music lessons.

In all areas (subjects), information about students of basic schools was formed: attitude to art, aesthetic feeling, artistic and aesthetic performance, artistic and visual and musical experience, artistic and creative ability, artistic and life experience, mental stability or instability, artistic image, fantasy, flexibility of creative presentation (graphic, musical), etc.

An analysis of the historical and modern experience of integrating pedagogical and artistic potential reveals the existence of objective historical and cultural prerequisites for using the potential of art therapy and art pedagogy as an independent direction of pedagogical science that studies nature, general patterns, principles, mechanisms for attracting art to solve the problems of education, training, development, support, socialization of a person. Art therapy used in work with children can rightfully be presented as a health-saving innovative technology that can be manifested through a system of methods of spontaneous creativity on a par with other technologies of psychological and social work [3,6].

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, which creates conditions for the development of art therapy and art -pedagogical directions in the education system. 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 [1,2].

As the main spheres of art-pedagogical and art-therapeutic activity, the stimulation and organization of the artistic creativity of the participants in the educational process by the teacher, as well as the creation of a system of moral and aesthetic interaction in the educational space through the integration of the possibilities of art, pedagogy, psychology and other areas of human history are
considered. On this basis, a theoretical substantiation of art-pedagogical support is given as an integral and flexible system of actions to integrate art-pedagogical activity into the educational process in the lessons of the aesthetic cycle - fine art and music - in order to successfully implement it and create favorable conditions for the formation of a personality [4,5,7,8].

Exercises-tasks that form such skills as awareness of their emotions, sensory experiences, development of ideas, empathy, synthesis of art; strengthening the interest of students, stimulating motives, improving aesthetic feelings and experiences in fine arts lessons have shown their effectiveness. And this shows the growth of the aesthetic education of students in definitely created pedagogical conditions.

We came to the conclusion that pedagogical conditions are necessary to achieve a high level of education. This can be achieved through the use of art pedagogical and art therapy technologies. These technologies contribute to the expansion of the content of the artistic, practical, creative, communicative, interactive, subject-subject, intellectual components in the study of educational processes in the disciplines of the aesthetic cycle.

*The most important principle of the implementation of art-therapeutic and art-pedagogical models is a non-directive* approach to the use of art therapy, which implies that the teacher follows the child’s initiatives. At the same time, the art therapy functions of the teacher consist in creating psychologically safe and comfortable conditions for the child's activity, and if necessary (when children experience confusion, shyness, anxiety, or show aggression), in tactful structuring and organization of his creative activity.

An integrated approach was the leading one in organizing and conducting practical and experimental work, which was expressed in the following:

- a comprehensive study of the artistic and aesthetic, artistic and creative activities of primary school students on two subjects - fine arts and music, which allows you to get a more complete picture of the aesthetic development of students;
- complex three-stage diagnostics based on the criteria of aesthetic education of students (cognitive, value-orientational, creative, activity), criteria of aesthetic education in fine arts lessons (visual skills, emotional-value attitude, creative approach), criteria of aesthetic education in music lessons

(Perception of music, creativity and needs, the activity of musical and creative activity)

The complex nature was also characteristic of the methodological and technological equipment of the educational process in the lessons of fine arts and music and the process of aesthetic education in general, and included:

- **general technologies** that correspond to the specifics of art, music lessons and the tasks of aesthetic education of schoolchildren in general (showing a finished sample, using creative tasks in all types of artistic activities - writing, singing, dancing, plastic, drawing, modeling), creative and developmental and art therapeutic exercises, non-traditional forms of lesson and teacher-student communication (trust-partner)

- **technologies in the fine arts lesson** (exercises on the image, perception, assessment of works of art, interactive, fairy tale therapy with the involvement of other types of art - music, literature, work with various materials using different drawing techniques)

- **technologies in a music lesson** (listening to music in individual and group forms of work, a combination of such types of music therapy as receptive, active and integrative; use of a table of the impact of musical works on painful conditions of a person; active work with musical images (modeling a musical image), active listening, vocalization method, use of folk art pedagogy techniques, free self-expression in rhythmic movements, dance, spontaneous drawing, conducting).

The practical significance of the application of art pedagogy and art therapy techniques in education lies in the fact that students gain valuable experience of positive changes; deeper self-knowledge, self-activity, personality harmonization, personal growth are gradually taking place; the level of anxiety decreases, mechanisms of emotional self-regulation are formed, a positive self-attitude
develops, an analysis of one’s behavior, thoughts and feelings; new roles are mastered, the general atmosphere in the group improves, the child becomes more tolerant towards others.

The completion of the study and the final section of its results indicate that the idea of the possibility of developing a system for including art-pedagogical and art-therapeutic technologies in the process of aesthetic education of primary schoolchildren at the lessons of the aesthetic cycle has received experimental confirmation. It is proved that these technologies, which were previously not widespread in the pedagogical practice of the republic, are an innovative resource of influence and positive changes in the personality of a student, ensuring the humanization and humanization of the educational environment, harmonization of the psychological state of students, optimization of pedagogical interaction, and creative self-realization of children.

It was found that art-pedagogical classes stimulate the activity of students’ creative self-expression, increase their cognitive interest in the subjects of the art cycle and, in general, to new information, provide psychophysiological and psychological comfort of learning, create conditions for personal growth.

Art pedagogy is a relatively new direction in scientific and pedagogical practice. Referring to the available publications in periodicals, Internet materials and messages allowed us to conclude that the resource of art pedagogy is far from being used in full. Art pedagogy in the hands of most practitioners actually replaces art therapy used by psychotherapists and psychologists in solving problems of personality relaxation, correcting the behavior of a teenager, traits of his personality and character, problems of forming a friendly atmosphere in the classroom, classes, correcting relations between children and adults. In the outline of the lesson, art pedagogy is used only in elementary school, including visual, musical activity as a moment of relaxation, as a blessing, a pleasant background for lesson work.

Art pedagogy has a powerful potential, the actualization of which makes it possible to radically change didactic approaches to the process of teaching,
upbringing, personality development, organization and implementation of joint intellectual and emotional-artistic activities of the teacher and students in the classroom. Using the means of art pedagogy makes it possible to informally implement the process of integrating scientific and practical knowledge from different school disciplines, which reduces the educational overload of children; promotes the student's mastery of the mechanisms of self-knowledge, self-expression, self-education, self-education, self-determination. As the monitoring showed, in comparison with the activities carried out according to traditional methods, school collective affairs, lessons and classes, including art-pedagogical technologies, give a greater educational, developmental, teaching effect.

Research in the field of applications of art therapy technologies in art pedagogy shows that art develops personality, broadens the general and artistic horizons of students, and realizes the cognitive interests of children. Art pedagogy allows children with certain developmental problems to feel the world in all its richness and diversity, and through artistic activities, learn to transform it. Art is a source of new positive experiences for a child, gives rise to creative needs, ways to satisfy them in one form or another. At the same time, it is legitimate to consider it as an effective means of implementing socio-pedagogical technologies.

Conclusion

In short, it is now recognized that it is impossible to solve the pressing problems of our time outside of art, which is the most powerful means of upbringing and education. This is the reason for the growing interest of researchers in art pedagogy, which experts increasingly consider as a special discipline, separating it from the psychotherapeutic segment itself. It is no coincidence that the idea of including special courses in art pedagogy and art therapy in the system of training specialists in the educational, cultural and leisure spheres was put forward. An in-depth analysis of the issues of art pedagogy and art therapy will undoubtedly contribute to the improvement of the modern education system.

Research in the field of applications of art therapy technologies in art pedagogy shows that art develops personality, broadens the general and artistic
horizons of students, and realizes the cognitive interests of children. Art pedagogy allows problem children to experience the world in all its richness and diversity, and through artistic activities to learn how to transform it. Art is, on the one hand, a source of new positive experiences of the child, gives rise to creative needs, ways to satisfy them in one form or another, and on the other hand, it is a means of implementing socio-pedagogical technologies.

References

2. Resolution of the president of the republic of Uzbekistan “on measures to raise the system of spiritual, moral and physically harmonious education of young people, their education and upbringing to a qualitatively new level” no. PD-3907 dated August 14, 2018.
