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The role of art pedagogy in the growth of new generation

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Abstract. *This article examines a modern, innovative direction in the field of education, art pedagogy. The connection in scientific research in the field of art therapy and art pedagogy is shown, facts of common and different in these disciplines are given. In modern research, a very important aspect stands out: art pedagogy allows you to work with various categories of students. Art pedagogy goes beyond working with children with problems, but at the same time does not duplicate the sphere of art education and aesthetic education. The analysis of the experiment to identify the impact on children of different ages, levels of development and personality characteristics of art-pedagogical technologies, using a variety of artistic techniques and materials, carried out on the basis of the social center for the protection of the population. The article describes the results of this experiment with adolescents in the process of applying the methods of art pedagogy to increase motivation for activity, the possibility of self-expression, and improve the emotional atmosphere in the group. The conclusion is drawn about the specific influence of working with different art materials on the emotional state of the child.*

Key words: *art therapy, art pedagogy, art pedagogical technologies, technologies of art materials, art pedagogical tasks, artistic activity, self-expression, emotional state.*

Analysis of the subject. Modern changes are taking place today in the Russian education system and are associated with general education, as well as with the system of additional education [3]. These changes are aimed at the interaction of pedagogical systems, the use in practice of innovative technologies that complement, and somewhere oppose the traditional education system. The Russian state, focused on integration into the world economic space, needs to educate the creative personality of a citizen; however, clear technologies for cultural and creative development have not yet been developed.

In this situation, the introduction of the innovative discipline art pedagogy and art therapy in teacher education will help to develop and test the necessary solutions to this problem. These disciplines were formed on the border of the merger of such sciences as pedagogy, psychology, cultural studies and socio-cultural activities.

Since the end of the 20th century, pedagogy has been studying the possibilities of art therapy in the framework of isotherapy with particular attention. In Russia, the founder of the art therapy school is A.I. Kopytin. In the book "Art therapy of children and adolescents" the term art therapy is revealed as "a set of psychological methods of influence used in the context of the client's visual activity and psychotherapeutic relations and used for the purpose of treatment, psychocorrection, psychoprophylaxis, rehabilitation and training of persons with various physical disabilities, emotional and mental disorders, as well as representatives of risk groups"[2].

For a long period of time, the definition of the term art therapy did not fit into the framework of the educational system in any way. Later, in 1997, after the publication of the work of Yu.S. Shevchenko and L.V. Krepitsa "Principles of art therapy and art pedagogy in working with children and

adolescents”, the concept of “art therapy” was divided into “art therapy” and “art pedagogy”, It is believed that from that moment on, art pedagogy received the "right to life" as an independent direction in art education.

Art pedagogy allows us to consider in the framework of education not only art education, but also all components of the correctional and developmental process by means of art. The important role of art in correctional work was pointed out by representatives of foreign pedagogy E. Seguin, J. Demor, O. Decroli, as well as domestic scientists L. S. Vygotsky, A. I. Graborov, E. A. Ekzhanova, T. S. Komarova and others. They argue that the artistic activity of children provides their sensory development, forms the motivational-need-side of their productive activity, and contributes to the development of perception, voluntary attention, imagination, speech, fine motor skills, hands, communication. The perception of art can be pleasant and can help transform negative emotions into positive ones. Artistic images reflect all kinds of subconscious processes, including fears, internal conflicts, and childhood memories.

A special place in art pedagogy is given to the product of artistic activity. Children's drawing is viewed primarily as a projection of the child's personality, as a symbolic expression of his relationship to the world. In this regard, it is very important to separate in a child's drawing those features that reflect the level of the child's mental development and the degree of his mastery of the drawing technique, on the one hand, and the features of the drawing that reflect personal characteristics, on the other.

In Russian science, art pedagogy is in its infancy, is actively developing and occupies its own niche in the system of general education and additional education. The formation of art pedagogy is facilitated by researchers Medvedeva E.A., Lebedeva L.D., Grishina A.V., Akhmedova E.M., Anisimov V.P., Levchenko I.Yu., Komissarova L.N., Dobrovolskaya T .A., Donskaya T.K., Sergeeva N.Yu. According to the definition of R.A. Verkhovodova. and Galustova R.A. “Art pedagogy is a scientific and pedagogical direction based on the integrative application of various types of art in the educational process for the purpose of effective educational impact on the personality of the student”.

The works of the aforementioned researcher L. D. Lebedeva are devoted to the use of art therapy in education; they introduce a different interpretation of the concept of "therapy", not only as "treatment", but also as "care, care". Therefore, the author considers it permissible to use art therapy by teachers and educational psychologists who do not have any special training in the field of practical psychology, psychotherapy and art therapy. Lebedeva L. D. writes that "the phrase" art therapy "in the scientific, pedagogical sense means taking care of the emotional well-being and psychological health of the individual, group, collective by means of artistic activity." The author identifies personality problems in the education system, including "disharmonious, distorted self-esteem"; "Difficulties in emotional development", impulsivity, anxiety, fears, aggressiveness; the experience of emotional rejection, a feeling of loneliness, depression, inappropriate behavior, conflicts in interpersonal and family relationships, hostility to others.

In modern research, a very important aspect stands out: art pedagogy allows you to work with various categories of students. Art pedagogy goes beyond working with children with problems, but at the same time does not duplicate the sphere of art education and aesthetic education. That is, the content of the concept of "art pedagogy" should not include only special artistic training for children with problems, and also should not reduce the meaning of art pedagogical activity to teaching drawing skills, but add the formation of the foundations of artistic culture and social adaptation of the personality by

means of art.

Since art pedagogy includes means, methods and technologies that contribute to better and more effective teaching and upbringing, its tasks include creating a positive, motivated learning and upbringing process, as well as conditions for personal development. The solution of these tasks is possible through awareness and activation of vital resources; development and activation of creative potential; self-regulation skills training; teaching communication skills; development of the sphere of perception.

In art pedagogy, teaching techniques is viewed as a means of achieving pedagogical goals. The mastery of artistic techniques and technologies for working with artistic materials is carried out through the study of the possibilities of these materials, sometimes through playing with them, through unexpected combinations and mixing of techniques. The ability to handle artistic materials leads to greater freedom, gives a new impetus to development, stimulates self-expression. Artistic materials for art pedagogical activity can be classified into graphic, painting, imitation (for arts and crafts):

- graphic ones include - graphite and colored pencils, ink, soft materials such as charcoal, sanguine, pastel;
- paintings include - watercolors, gouache;
- imitation paints include - acrylic paints "for stained glass", on fabric, on wood, on ceramics, on metal, plastics, crafting paints, fusing kits and other modern materials.

According to Savluchinskaya N.V., teaching aid is an analysis of the features of work with traditional (watercolor, gouache, pencils, soft materials) and modern materials (felt-tip pens, markers, gel pens) technological methods of working with them, as well as mixed artistic techniques. The manual is illustrated with the works of students, which reflect the use of variable, non-standard, research approaches in working with the studied art materials for the implementation of artistic design [6]. In our experimental work with children on art pedagogy, we used all the art materials described in the above-mentioned tutorial.

Experimental work with the aim of identifying the impact on children of different ages, levels of development and personality characteristics of art-pedagogical technologies, using a variety of artistic techniques and materials, carried out on the basis of the CCSON of the Central Administrative District of Omsk "Пенаты".

In organizing practical activities in the center, we were guided by the provisions of the program for the development of the creative individuality of adolescents by means of art therapy in institutions of additional education by A.V. Grishina. These, in particular, are: reflexive orientation of classes, stimulating adolescents to analyze the products of their creative activity and personal experiences; a high degree of spontaneity with the child's free choice of the means of visual activity, the teacher's refusal to evaluate the artistic and aesthetic merits of the products of the creative activity of adolescents; great attention to communication in the group and the mutual tolerance of the participants in the classes, the emotional flexibility of the teacher himself, the acceptance of the creative individuality of adolescents and not imposing their opinions on them.

The support of ideas, the implementation of creative plans, the absence of criticism, the creation of a value attitude towards the personality of a teenager and the results of his activities - all this is a condition necessary for the development of creativity in adolescents and schoolchildren.

We have developed the content of a series of creative assignments using a variety of art materials.

The choice of materials affects how the lesson goes. Some materials, such as crayons, crayons, and felt-tip pens, allow you to "increase" control, while others - pastels, paint, and clay - promote freer expression. And also in our activity we used the graphics technique - monotype, children performed work with different techniques and a variety of art materials.

By creating certain conditions in which it was possible to take into account the influence of artistic materials in conjunction with the techniques of art pedagogy, individual characteristics of the course of psychological and pedagogical processes and the influence of visual activity on those with a non-judgmental reaction to the final product were established - they can become healing in themselves.

The study involved pupils from 3 to 13 years old, which made it possible to obtain material for theoretical comprehension.

Tasks for preschool children were related to the use of art materials and standard household items, such as cotton swabs, balloons, plastic forks, threads, toothpicks, containers for chocolate eggs, etc., which can be called non-traditional materials. Each assignment related to a particular material gave an idea of how art technology affects children:

Tasks related to the technique of drawing with cotton swabs by applying paint on a sheet point wise are not suitable for inert, inactive children. Such techniques associated with concentration and monotonous application cause a decline in mental and physical activity, which in turn is suitable for the task of hyperactive children.

Classes using colored soap bubbles are not desirable for excitable children, since such a task provokes uncontrollable behavior.

The use of dry pastels in the classroom does not cause any emotional ups or downs, unlike wax crayons, where expression is manifested in the line, in strokes, i.e. in the techniques of drawing on a graphic surface.

The monotype technique is suitable for children with different emotional characteristics; the difference is only in the number of prints made.

Thus, performing various art-pedagogical tasks, using all kinds of materials, one can diagnose, correct, educate, and develop a reflective culture, a sense of internal control necessary in the learning process.

Tasks carried out with school-age children and adolescents were carried out using traditional and modern art, as well as non-traditional materials. In addition to studying the influence of art materials on children, the tasks were aimed at correcting aggression, as one of the main emotional problems of adolescents, through the ability to express it in a socially acceptable form - art-pedagogical classes.

The teenagers were offered non-standard tasks: it was necessary to use foil as a material for creating a sculpture; in the other - to transform, "spoil" an advertising poster of a glossy magazine with acrylic paints; the next task was to paint on the water with crafting paints. As a result of this experiment with adolescents, it was noted that, despite the workload of the task of a general educational institution, adolescents tried to get to a lesson in art pedagogy, that is, the motivation for the possibility of self-expression increased, the emotional atmosphere in the group improved. All adolescents' work was not repeated, the level of creativity increased.

Conclusion. Summing up all of the above, we can say with confidence that art pedagogy has a huge potential for creating a positive climate in society. Art pedagogy and art therapy have much in common in the function of correction, diagnosis, prevention by means of art and artistic activity, as well

as violations of the social, psychological, and professional adaptation of children. The conclusion is drawn about the specific influence of working with different art materials on the emotional state of the child. The study of the influence of art materials on the improvement of the emotional state of the child is under investigation, but the fact is undeniable that these data will soon give an impetus to the development of creative art pedagogy.

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