

Model of Using Art Pedagogy in the Process of Educational Work

Haqqulov Tohir Rahmatovich

Jizzakh State Pedagogical University

Department of "Music Education"

Abstract

The ways and means of resolving the identified problems are also presented: systematic work with teachers and parents included in joint parent-child projects and ways of transforming the developing subjectspatial environment in preschool educational organizations is proposed. The Reggio approach is presented as one of the most successful forms of implementation: the international experience of applying this approach in preschool organizations is described. Also presented is the practice of Reggio approach implementing on line with art pedagogy in working with teachers and parents, carried out at the Southern Federal University in the form of a short-term project.

Key words: *art, modernization of education, artistic culture, national culture, general culture, functions of culture, the formation of aesthetic needs, aesthetic taste, world perception, national originality, national cultural identity.*

Introduction

Interaction with parents is one of the traditional and core activities of preschool educational organizations. Attracting parents to consider and solve important educational problems is carried out in various formats. The use of the possibilities of art pedagogy for the development of children, in our opinion, will be effective provided that the parents themselves are actively involved in creative activity. Therefore, the priority form of work will be master classes, creative workshops, various creative tasks and exercises, family projects based on the use of art pedagogy. For example, the mini-project "The Color of Our Family" or the creative task "Historical Family Portrait". Active forms of

work determine the meaningful communication of children with parents, parents with teachers, stimulate creative activity, and contribute to the positive nature of social creativity. Parents have the opportunity to enrich their children's experience with vivid impressions, backed up by creative products of joint activities that can act as carriers of the childhood subculture and family traditions. The use of art pedagogy in working with children allows teachers and parents not only to organize pastime, but also to create favorable conditions for individual development, manifestation of abilities, social advancement. The acquaintance of children with various techniques of artistic and aesthetic activity, for example, the Ebru technique, quilling, creates situations of discovering new opportunities in the use of familiar means and materials. The child feels himself a creator, the creator of something unusual and beautiful. The development of imagination, the accumulation of experience in creative activity, the use of various materials, and development of ways and means of self-expression is ensured by the inclusion of the child in various types of artistic and aesthetic activities, taking into account his interests. Of course, support and interest from parents and competent support from teachers are important. A positive assessment and acceptance by the surrounding adults of the child's creative manifestations is a factor in social recognition. The transformation of the developing subject-spatial environment in preschool educational organizations, in our opinion, is associated with pedagogical design, which allows us to rationally use existing resources and take into account specific opportunities for predicting the achievement of results. The subject-spatial environment as an important condition for life support can be filled with signs and symbols that will allow the child to make discoveries every day. Creative manifestations of children can be stimulated by environmental elements, for example, a mood panel or an incomplete image in a game route. Exhibitions and expositions of children's works in the format of a joint collage create the effect of turning individual products of creative activity into something new and unexpected. Placement in space changes the quality of the demonstration, which contributes to the development of creativity in children, allows them to feel like creators of the world. The use of art pedagogy in the modernization of the subject-spatial environment in preschool educational organizations contributes to the development of initial design skills among preschoolers.

One of the most promising pedagogical systems that implement the ideas of art pedagogy is the Reggio approach. Unlike most other systems, this one was not named after its author, but by the name of the city in northern Italy - Reggio Emilia, where this system was created, successfully implemented and began its journey to win hearts and minds around the world. The creator of Reggio pedagogy can be considered a psychologist and teacher Loris Malaguzzi. The key idea of L. Malaguzzi, which formed the basis of Reggio pedagogy, is that every child is born capable and open to any knowledge and experience. The task of an adult - a teacher and a parent - is to inspire the study of this world, to help find yourself and reveal your abilities. L. Malaguzzi believed that children from birth "speak" hundreds of languages - painting, modeling, dramatization, dance and much more - and the task of adults is not to drown out all these languages and give them only one - speech, but to learn how to combine them and find in them, ultimately yourself, your way. It is possible to support these "one hundred languages" that L. Malaguzzi speaks of if the appropriate conditions are created. The first and foremost of them is the freedom of expression of the child. In Reggio pedagogy, children themselves choose what to do. The task of an adult is to help them in the implementation of these ideas. At the same time, help should not be intrusive, it is necessary to follow the child, creating a space for the development of independence and initiative. And this is the second important condition

of this pedagogical approach - the creation of a special creative space. Both Teresa Strong-Wilson and Julia Ellis write that space is the third teacher of the child. Attention is drawn to how everything around can be thoughtfully organized; in Reggio pedagogy, the role of the environment is rethought - it acts as a key source of educational provocation, motivates children to learn and search creatively [6]. Another important aspect, associated in many respects with the idea of creative space, is the orientation that ideas need to be made visible. Any creative and cognitive process should end with some result that can be seen. What is called a prototype in design thinking technologies? But with all the significance of the environmental factor and the content of education, the main role in the implementation of the Reggio approach is still given to people - children, teachers and parents. Moreover, parents in the Reggio approach act as full-fledged participants in the educational process, partners who build a learning strategy together with children and teachers. And this, according to Rebecca S. New, is one of the significant features that allow talking about Reggio Emilia as a theory of cultural activity, implemented in practice [7]. But it is worth noting that some authors insist that the freedom of participants' interaction in the educational process cannot be unlimited: preschool institutions act in accordance with the rules and norms, the main elements of which are established from the outside. Therefore, it cannot function as if teachers, parents and children have no restrictions except those with which they have decided and with whom they agree [8]. In addition, the implementation of the Reggio approach with all its obvious advantages can be associated with a number of difficulties. First of all, these are the difficulties associated with the unavailability of teachers: looking at their practice "from a different angle", teachers' commitment to an approach in which the prescribed results related to the subject matter prevails is revealed. This approach influenced how teachers interpret key aspects of Reggio's philosophy, and exacerbated their difficulties with the "support" of child-led learning. Based on the studied literature and the practice of introducing the Reggio approach as part of the art-pedagogical direction of the preschool educational organization activities, a short-term project was implemented to train preschool teachers and parents. The project was implemented on the basis of the Preschool Education Department, Academy of Psychology and Pedagogy, Southern Federal University in April-June 2019. The project participants were part-time students of the program "Preschool education" (working teachers of preschool educational organizations) and parents of students of the children's development center "Inspiration" of the Southern Federal University. As part of the project, teachers and parents were invited to participate in art sessions, implemented on the principles of Reggio pedagogy. A free creative environment was organized and creative provocations were prepared: in the center of the space there was a table with a large number of various materials (ribbons, threads, beads, colored cardboard, clippings from magazines, etc.), and on the interactive board there was a slide show with a demonstration of reproductions of famous works of art made using non-traditional materials. Participants were asked to choose one of the reproductions of paintings (made in the usual technique and presented in the albums) and make the same picture, but using non-traditional materials. Work took place in pairs and groups. After the participants presented the resulting work, a reflection took place: was it easy to work, what emotions, thoughts were during the work and after it was completed, was it possible to realize the plan. All participants in a short-term project noted a high interest in both the proposed form of work and the effectiveness of the space organization and the activities nature to unlock creative potential. The desire to use similar technologies in their teaching practice was noted.

It seems to us that such a practice of attracting adults to the forms of work used in Reggio pedagogy can be a significant impetus in the development of art pedagogy in the system of preschool education. Art pedagogy presents a unique opportunity for a preschooler to get acquainted with reference samples, join cultural experience, create something of their own and feel their creative powers, and show individual abilities in a certain kind of artistic and aesthetic activity. The child's activity in the framework of art pedagogy does not imply a consumer position, a position of obligation, which is now becoming characteristic for preschoolers. The creative position of children in the process of activity, dialogue, author's intention and implementation within the framework of art pedagogy contributes to the development of the foundations for a personal culture, the development of the role for creator and viewer, the determination of value guidelines. The problem of creating the necessary conditions, in particular a developing subjectspatial environment, is associated not only with filling this environment with the necessary equipment and materials, but with understanding and realizing the potential capabilities of the environment to stimulate and enhance the creative manifestations of children. The issues of realizing the educational potential of the space, which, according to the recommendations of the Federal State Educational Standard for Preschool Education, should be meaningful, transformable, multifunctional, varied, accessible and safe, are important for each preschool educational organization [5]. In most kindergartens, the subject-spatial environment does not have a developing effect, is represented by a zonal design, is not mobile enough, and slightly verifies. And the determining factors in solving this problem, in our opinion, are not issues of material and technical support and financing, which are undoubtedly important, but professional competence and pedagogical design. The identified problems of art pedagogy in preschool education determine the need to develop ways and means of resolving them. The problem associated with the development of children in pre-school childhood through art pedagogy is due to the existing contradiction between the needs of the modern child and the opportunities that are presented in his living and educational space.

The relevance of the selected problems is justified by the fact that in the modern conditions of a developed information society, the issues of individual development of the child's personality, its positive socialization, protection and preservation of the child's emotional health are especially important. To achieve this goal, the teacher of a preschool educational organization chooses the most suitable technology for himself, one of which is art - pedagogical technology. Art pedagogy is an innovative phenomenon in pedagogy, which has a practice-oriented direction, where the personal development of the child, his upbringing and education is realized by means of art. The methods and techniques of art pedagogy presented in the article draw attention to the feelings of the child, help him express and know himself, gain experience in communication and work in a team, develop his communication skills, creative abilities and imagination, and help relieve emotional stress. Active forms of work of teachers with parents: for example, the mini-project "The Color of Our Family", the creative task "Historical Family Portrait", determine the meaningful communication of children with parents, parents with teachers, stimulate creative activity, and contribute to the positive nature of social creativity. The article presents the work experience of foreign authors implementing the ideas of art pedagogy, which is the Reggio approach: the international experience of applying this approach to preschool educational organizations is described. Also presented is the practice of implementing the Reggio approach in line with art pedagogy carried out at the Academy of Psychology and

Pedagogy, Southern Federal University in the form of a short-term project to train preschool teachers and parents.

References:

1. Mirziyoyev Sh. M. Free and prosperous, democratic country of Uzbekistan we will build together. - Tashkent.: Uzbekistan. NMIU, 2016.
2. Begimkulov U.Sh. Organization of informatization of pedagogical education processes theory and practice of achievement and management. //Ped. doctor of science scientific school. diss for - T.: 2007
3. Berkowitz M.W., Oser F. Moral education: Theory and Application. New York: 2013.
4. Borodina, E. N. Theory and practice of moral and patriotic education of children in polyartic activity [Text]: monograph -Yekaterinburg: 2015.
5. Butenko N.V., Conceptual foundations of the artistic and aesthetic development of preschool children, diss ... doct. of ped. Sciences, Chelyabinsk
6. Realization of the educational potential of art in the conditions of additional art education [Electronic resource]: monograph / N. G. Kuprina, E. D. Oganessian; Yekaterinburg, 2019
7. Savluchinskaya N.V., Pavlova M.S. Theory and methodology of practice Pedagogical technology and work // Sovremenniy problema nauki I image – 2016. – No. 3.; URL: <https://science-education.ru/ru/article/view?id=24509> (data obrasheniya: 02.12.2021).
8. Sergeeva, Art pedagogy as a resource for the humanization of the school of the new century, Problems of art in the XXI century: the objectives of the school. Collection of articles on the materials of the International scientific-practical conference, Under the scientific. ed. O.B. Ostrovsky (Poltorak, St. Petersburg, 2010).
9. The problem of the development of cognitive and creative abilities of students in modern conditions./ Edited by R.Kh.Dzhuraev. -T; 2012
10. Volynkin, V.I. Artistic and aesthetic education and development of preschoolers [Text]: textbook. manual for students. -Rostov. : Phoenix, 2007