



ARTPEDAGOGY AS A MEANS OF MORAL AND AESTHETIC EDUCATION OF PRESCHOOL CHILDREN

Azizova Z.F. – PhD,

Senior Lecturer, Department of Preschool Pedagogy,
Andijan State University, Republic of Uzbekistan.

Article history:	Abstract:
Received: 4 th April 2021 Accepted: 21 th April 2021 Published: 8 th May 2021	The article reveals the essence of the concept of "art pedagogy" and its features. The importance of using artpedagogical means in the moral and aesthetic education of preschoolers is emphasized.
Keywords: Moral and aesthetic education, preschooler, artpedagogy, artpedagogical means, culture, art.	

If we look at the rich history of our people for many centuries, we can see that from time immemorial, special attention was paid to science and education. In his congratulatory speech on the occasion of the 29th anniversary of the Independence of the Republic of Uzbekistan, President Shavkat Mirziyoyev stressed that the goal of our development should be the Third Renaissance [1]. The Third Renaissance calls on us to be more deeply integrated into the international community in the fields of science, technology, information, culture and economics. This means paying serious attention to the education system.

A mature, mature and all-round perfect person is not determined only by the level of knowledge. After all, true human virtue is possible only when a person is truly loving, sincere, and moral. Contemplation and thinking, which are weighed on the scales of the mind on the basis of any knowledge, are meaningful only when there is a certain attitude to the behavior of others, the ability to imitate, the ability to distinguish between "good" and "bad", the enjoyment of good deeds.

A number of tools play an important role in the development of true human qualities in children. One of them is art pedagogy, which serves to enrich the spiritual world of man. It teaches us to feel and enjoy beauty.

The term "art pedagogy" appeared relatively recently, in the middle of the last century. Art pedagogy is a set of educational methods that have specific differences and characteristics in terms of the specific type of art, as well as its direction, technology of application.

Ancient Greek philosophers praised the role of art in society and the individual. Plato (c. 428-327 BC) called on art to correct the shortcomings of human upbringing. Aristotle (384-322 BC) in his view, art is capable of influencing a person morally and aesthetically, and thus is able to shape the nature of his feelings.

Education through art pedagogy or art is a non-standard, unconventional approach to influencing the individual through expressive art as a pedagogical innovative technology that allows children to form moral and aesthetic relationships in a free and emotionally enriched environment [5];

Teachers and psychologists add different meanings. For psychologists, art pedagogy is often used in the context of art therapy and working with children with disabilities. However, in recent years, teachers are increasingly resorting to more methods and use art pedagogy technologies to increase the effectiveness of working with ordinary children, as well as gifted children [2; 248].

Art pedagogy is a set of technologies based on the comprehensive development of children through the following arts:

- fine (iso) technology: drawing, finger art, painting, photography;
- musical technology: non-verbal conversation with the help of musical instruments, musical activity based on graphic and descriptive expression;
- choreography: dance-moving, body-enhancing technologies (expression of emotions with the help of the body);
- Technology of perception, evaluation and creation of human relationships through fairy tales (fairy tale therapy);
- technology based on play and theater pedagogy, puppet therapy (imagotherapy);
- technology based on art and manual labor.

Art pedagogy, by its nature, reflects the field of integrative knowledge, which combines the technology of artistic activity and the content of pedagogical methods and tools. The subject of our research is the use of art pedagogy in the moral and aesthetic education of preschool children, reflecting a somewhat limited, local component of art pedagogy. Undoubtedly, the interaction of technologies and means of artistic perception and change of the

world view with the methods and means of moral and aesthetic education, which acquire new and improved features in each component of the pedagogical process.

The purpose of art pedagogy is to activate the cognitive activity of children with the help of artistic means, to develop creative imagination, development of emotional memory, harmonization of the spiritual and moral state of children's inner world and their socialization, to help the child to identify himself in the process of getting acquainted with national and world art, to develop a love for the value of art and culture on the basis of their spiritual and moral folk traditions, embodied in national paintings, sculptures, music, literature, theater, choreography, songs, material culture and other forms of folk art. The aim is to involve the child in community dialogue and educational activities through the arts [3, 8].

One of the main directions of art pedagogy can be considered as the promotion and organization of independent artistic creativity of children in the educational process of the educator.

The main tasks of art pedagogy:

- cultural (as a system, the observation of values through the objective connection of the individual with culture, the acquisition of culture in human development on the basis of artistic development and becoming a creator of beauty);

- educational (focusing on the development of the individual and his acquisition of truth through art, the acquisition of knowledge in the field of art and practice in the arts and creative activities);

- educational (use of art in the formation of moral-aesthetic, communicative-reflexive and contributing to its socio-cultural adaptation);

- Moral correction (prevention, correction and compensation) [4].

Art pedagogy is characterized by the development of theory and practice in the process of artistic development, the further improvement of the process of moral and aesthetic education of children, a deeper observation of their national values and traditions.

As a result, the foundations of a person's culture are formed through artistic and artistic-creative activity. At a time when we are entering a new stage of development, the establishment of a new Uzbekistan is aimed at the development of true human qualities in children from preschool age, enriching their spiritual world, exaggeration of independent artistic creativity, In short, it is important to expand art pedagogy in preschool education.

REFERENCES

1. Speech by the President of Uzbekistan Sh. Mirziyoyev at the solemn ceremony dedicated to the 29th anniversary of the independence of the Republic of Uzbekistan. <https://aniq.uz/yangiliklar/shavkat-mirziyoevning-uzbekiston-respublikasi-mustaqilligining-29-yilligiga-bagishlangan-tantanali-marosimdagi-nutqituliq>.
2. Medvedeva, E.A. Art pedagogy and art therapy in special education: textbook. manual / E.A. Medvedev. - Moscow, Publishing Center "Academy", 2001. - 248 p.
3. Pankratova, L. Ya. Education of moral and aesthetic feelings / L.Ya. Pankratova // Preschool education. - 2000.-4.- P. 6-8.
4. Taranova, E.V. Analysis of the term "art pedagogy" in the conceptual field of pedagogical and art therapeutic categories [Electronic scientific journal "Pedagogy and Psychology"] <https://infourok.ru/artpedagogika-ee-otlichie-ot-art-terapii-828935.html>.
5. Taranova, E.V. Moral education of older preschoolers by means of art pedagogy: author. dis. Cand. ped. Sciences: - Stavropol, 2003. - 17 p.