ARTPEDAGOGY – DEMONSTRATION OF THE EDUCATIONAL FUNCTION OF ART: COMPARATIVE REVIEW

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Annotation. *This article describes the essence of artpedagogy, its various interpretations by the authors, as well as its role in school education.*

Key words: *art pedagogy, education, art therapy, art, culture, students, moral education.*

Annotatsiya. *Ushbu maqolada artpedagogikaning mohiyati, mualliflar tomonidan xilma-xil talqin qilinishi, maktab ta'limida tutgan o'rni haqida bayon qilinadi.*

Kalit so'zlar: *artpedagogika, ta'lim, art-terapiya, san'at, madaniyat, o'quvchilar, integratsiya, ma'naviy axloqiy tarbiya*

Аннотация. *В данной статье описывается сущность артпедагогики, ее различные интерпретации авторами, а также ее роль в школьном образовании.*

Ключевые слова: *артпедагогика, образование, арт-терапия, искусство, культура, ученики, интеграция, духовно нравственное воспитание.*

Introduction.

In Uzbekistan, rapid reforms are being carried out in the school education system to nurture young people as competitive professionals, active citizens, and creative individuals. This necessitates the scientific-pedagogical study of global experience in the moral and ethical development of students and, in particular, the application of innovative achievements of art pedagogy in music lessons in general secondary schools.

Main Part.

In recent years, the term “art pedagogy” has been increasingly introduced into the lexicon of Uzbek pedagogy. Simultaneously, a scientific direction is forming that explores the nature, laws, principles, and mechanisms of the influence of art and artistic activity on human development in educational settings.

Art pedagogy is interdisciplinary and practice-oriented in nature, fully reflecting the trend of integration characteristic of modern humanitarian knowledge.

In publications that focus on the concept of “art pedagogy,” various interpretations of the term are observed. The essence of art pedagogy is often explained differently by different authors, leading to ambiguities, semantic shifts, and confusion. For example, terms like “art-therapeutic pedagogy” (L.A. Ametova-Davidovskaya), “aesthetic pedagogy or art psychopedagogy” (V.P. Anisimov), and “art-pedagogical approach” (O.S. Bulatova) are also used. Global art-pedagogical systems are constantly being improved based on the integration of technological processes aimed at personal development and categories of socio-cultural activity. In the 21st century, pedagogy is paying special attention to the possibilities of art therapy within the framework of isotherapy.

Art pedagogy offers not only art education but also the opportunity to consider and solve all components of the correctional-developmental process of personality formation through the means of art. Foreign pedagogues such as E. Séguin, J. Demoor, and O. Decroly[1] have provided substantial evidence in their research on the crucial role of art in correctional work.

Researchers point out that art pedagogy is still in the formation stage, has found its place in general and supplementary education, and is only now entering higher education. In this context, the conclusions of researchers R.A. Verxovodova and R.A. Galustova can be cited. According to them, "art pedagogy is a scientific-

[1] Э.Сеген. Воспитание, гигиена и нравственное лечение умственно ненормальных детей. - СПб., 1993. - 260 с., Pierre Rijlant. *Jean Demoor*, Institut Solvay de Physiologie, 1941. Homaïde A. La méthode Decroly. 8 éd. Neuchâtel, 1976; Besse J.-M. O. Decroly, psychologue et educateur. Toulouse, 1982.

pedagogical direction based on the integrative use of art forms in the educational process to effectively influence the personality of the student."[2]

Currently, in Uzbekistan, there are different interpretations and applications of the term "art pedagogy" in pedagogical literature. There have been no specialized studies in pedagogical science dedicated to creating specific pedagogical conditions for teaching modern youth in schools and higher educational institutions through artistic technologies based on folk and professional art. Moreover, an analysis of Uzbekistan's general secondary and higher education systems, as well as the current practices in student education and moral-enlightenment activities, shows a strong need for scientific-pedagogical recommendations in this field.

Furthermore, art-pedagogical activity, without directly pursuing the special goals of music education, utilizes artistic means to solve pedagogical problems. When discussing the "art-pedagogical approach," O.S. Bulatova considers it from the perspective of the interconnection between the "logical-gnoseological and artistic-aesthetic dimensions" in the educational process. She also addresses the issue of "embodying artistic roles (playwright, director, actor) by the teacher."[3] The author uses the term "art pedagogy" as a synonym for the "artistic-pedagogical approach." First, to economize speech resources (since "art pedagogy" is a relatively shorter term), and second, according to O.S. Bulatova, the "art" element immediately leads into a specific framework associated with the concepts of artistry and artist.

Foreign studies, including those from EU countries and the USA, emphasize that art pedagogy is developing as a new, progressive field closely linked to art studies, art psychology, and occupational psychology. Knowledge in these fields

[2] Верховодовой Р.А., Галустова Р.А. Зарубежный опыт арт-педагогики как система интегрированного применения элементов искусства в образовательном процессе / Верховодовой Р.А., Галустова Р.А. // Вестник Адыгейского государственного университета. Серия 3: Педагогика и психология. – 2011. – № 1. – С. 15-18.
[3] Булатова, О.С. Арт-педагогический подход в образовании: монография. Тюмень: Издательство ТГУ, 2004. 230 с.

forms a complex understanding of the laws of art development and its role in the social and spiritual life of individuals and society. This is essential for understanding the educational, developmental, cognitive, and regulatory functions of art. Without this foundation, it is impossible to develop a theory for effectively using the pedagogical potential of art, including music, in the moral and ethical education process in schools.

Labor, education, art, culture, and human spirituality and psychology are interconnected, and considering these relationships, research in pedagogy that synthesizes art, labor, and psychological-pedagogical knowledge emphasizes that "information conveyed through the language of art is generally easier to absorb and more accessible; art affects both the intellect and the heart in a complex way, that is, both rationally and emotionally."[4]

Conclusion.

In conclusion, all of the above provides a basis for using the term "art pedagogy" to define a distinct direction in music education. Accordingly, the following working definition is proposed:

Art pedagogy is a modern, evolving, practice-oriented branch of pedagogical science that studies the characteristics, laws, principles, and mechanisms of using art and artistic activity to solve professional pedagogical problems.

Thus, art-pedagogical activity is a comprehensive concept for implementing moral and ethical education of students through art and artistic activities. Its main directions include encouraging and organizing students' independent artistic creativity within the framework of the "Five Important Initiatives" and establishing a moral-aesthetic symbiosis in education based on the integration of art, pedagogy, psychology, and ethics.

As a result of theoretical research on the art-pedagogical foundations of moral and ethical education of students in music lessons in Uzbekistan's general secondary

[4] Mustafoyev Sh. Artpedagogika asoslari. Samarqand, SamDU nashriyoti, 2022.46b.

schools, the scientific-practical foundations of integratively applying elements of art in all areas of education, based on foreign experience in art pedagogy, have been identified. Conclusions from international studies show that “art pedagogy” is a promising scientific-pedagogical direction that integrates various art forms in the educational process to have an effective educational influence on students' personalities.

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