

POSSIBILITIES OF USING ART THERAPY IN PRESCHOOL EDUCATION

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Abstract. This research was aimed at studying the psychological and pedagogical conditions for the formation of the art therapy culture of elementary school students, taking into account the characteristics of age development, on the one hand, and the impact of psycho-traumatic increasing information flows, on the other. Creation of a system of aesthetic education that ensures the development and formation of the art therapy culture of students, art therapy knowledge, skills and abilities throughout their education in elementary school and includes updating and expanding the content of education in the subjects of the artistic and aesthetic cycle by enriching it with pedagogical technology for the use of art therapy in primary school. Consideration of the process of formation of art therapy culture from the point of view of self-development of educational systems in a general education school leads us to the problems of development and formation of creative self-development processes in younger schoolchildren.

Keywords: art therapy, new technologies, teacher, preschool education.

I. Introduction.

Art pedagogy allows you to educate, educate and develop children with special needs through art. The activity of the teacher makes it possible to create a spiritual and psychological environment that provides such children with a sense of security.

The essential characteristic of art pedagogy is to help the child by interpreting the transference and repeating his relationship with primary objects, returning him to that period of childhood or prenatal state when the “mistake” occurred. Re-experiencing the emotional state of that moment and being aware of its relationship with the primary objects, the child reconstructs these relationships at the level of the root cause. At the same time, play techniques serve as a means for studying the unconscious processes of the child. Interacting with the objects of play activity (object, musical instrument, movement, sound), the child heals himself, starting the process of self-regulation [5].

Art therapy is characterized by a variety of methods, among which are fairy tale therapy, work with soft materials (clay, plasticine, mastic, kinetic sand), music therapy, sand therapy, puppet therapy, dance therapy, mask therapy, work with makeup and painting.

The motivational-value component is associated with the formation of value orientations in younger students. The way of expressing a value attitude is activity, experiences. The motives of activity and behavior are based on a consciously set and internally justified goal, which, along with interest, is the most important motivating force for the activity of the individual. A huge role in the formation of personality is played by the predominance of the motive for achieving success. People motivated for success have better developed communication skills and abilities, they are

self-confident, active in communication. Children motivated for art activities are persistent in mastering artistic skills and skills, wanting to improve their quality, have high efficiency and productivity, and show a positive emotional attitude to art activities. Creating the necessary conditions for the formation of healthy needs and interests of the individual contributes to the stimulation of its activity, the development of a motivational-value attitude and allows you to achieve the proper educational effect.

In the process of solving the problems of this component, forms and methods were used that stimulate activity, motivation for art activities. The result of the artistic interaction between pupils and teachers was: a positive emotional attitude of younger students to art activities, enrichment of the motivational and value component of sociocultural experience, an increase in the level of activity and self-confidence.

The cognitive component is aimed at enriching individual-personal knowledge experience in various types of art, acquiring artistic representations, shaping the need for independent artistic knowledge, mastering information about the ways of carrying out art activities; involves the development of cognitive activity of younger students [1-3].

Important conditions for increasing the level of individual cognitive experience of younger students are the artistic and moral competence of teachers, their use of forms and methods that stimulate cognitive activity in various types of art activities, the availability of the necessary educational, methodological and technical support. To enrich the cognitive component of the sociocultural experience of younger students, the following forms are used: frontal, subgroup, individual lessons; depending on the structure: traditional, dominant, thematic, complex; combinations of verbal, visual, practical methods; reproductive and problem-search methods, didactic games. The result of the cognitive activity of younger students is the assimilation of elementary knowledge in the field of arts, mastery of the necessary vocabulary of artistic terms and ways of carrying out art activities.

II. Methods of research.

We consider the activity component as a set of practical experience in collective art activities, experience in creative and communicative activities. Practical experience includes active assimilation based on knowledge of artistic skills and abilities. We consider the enrichment of creative experience, first of all, as the child's overcoming of his own boundaries, the expansion of the limits of his existence, the awakening of activity aimed at realizing the ultimate creative possibilities. The experience of collective activity contributes to the establishment of constructive relationships with peers. The experience of communicative activity contributes to a positive change in behavior stereotypes, expanding the circle of communication, and increasing the adaptive abilities of the individual. In addition to classes, such forms as entertainment, holidays, exhibitions are used [4-7]. Along with the use of methods of versatile influence on consciousness, will and feelings, methods are used: persuasion, stimulation of behavior and activity, creation of a situation of success, reinforcement learning. For the effective enrichment of the activity component, it is necessary to create an artistic and subject space: costumes, attributes, material and technical means.

The results of a theoretical study showed the need to identify pedagogical conditions that contribute to the effective enrichment of the sociocultural experience of younger students in a temporary children's team by means of pedagogical art therapy:

- development and implementation of a pedagogical art therapy program based on the complex impact of various types of arts on a child's personality;
- the content of pedagogical art therapy is rich, interesting and emotionally significant for children, diverse in terms of activities and allows each child to realize their creative potential;
- teachers use methods and forms of work that stimulate the activity of pupils in various types of art activities, reinforcing positive motivation and emotional and value attitude towards it;
- The relationship between teachers and pupils is built on the basis of dialogue, understanding, acceptance.

The objectives of the experimental work included testing the effectiveness of the model for enriching the sociocultural experience of younger schoolchildren in a temporary children's team by means of pedagogical art therapy.

The program of pedagogical art therapy "Art Harmony" is a complex that includes the following blocks:

1. music therapy (impact through the perception of music, singing, playing musical instruments);
2. dance therapy (influence through movements to music: dance, plasticity, rhythm);
3. theater therapy (influence through the image, theatricalization, staging);
4. isotherapy (impact by means of fine arts: drawing, modeling, arts and crafts).

Each block has a certain correctional and developmental value.

In accordance with the plan of the formative experiment, the children were gradually and purposefully involved in joint art activities (regular classes in all blocks of art therapy; participation in art events: on the first day of their stay at the Center School, this is the opening week - entertainment "Petrushka's ideas", on the last day of the stay - the final theatrical performance; throughout the entire check-in - visiting art events: visits to theaters, museums, concerts, libraries).

The purposeful use of methods to stimulate the motivation of activity and behavior influenced the emotional-volitional sphere of younger schoolchildren. To maintain the constant interest of children in various types of art activities, the attention of teachers to the feeling of emotional satisfaction of children from their own creativity was of particular importance. The growth of motivation significantly increased activity and self-confidence: children began to realize their importance, responsibility, feel the team as a whole in achieving the goal, and, consequently, improved relationships with peers and adults [8-10].

To identify the effectiveness of the model, criteria were identified that characterize the studied components of the enrichment of sociocultural experience: motivational-value (positive emotional attitude to art activities, desire and desire to improve the quality of artistic knowledge and skills, high productivity, level of independence, activity and self-confidence), cognitive (assimilation of artistic ideas, knowledge about different types of art and ways of performing art activities; formed ^ needs for independent cognitive activity; the ability to memorize information, compare, analyze),

activity (acquisition of practical experience in collective art activities, experience of creative and communicative activities; contribution to joint activities and the psychological atmosphere of the team; the degree of adaptation in the children's team).

The results of the formative experiment showed that the organization of artistic activity by means of pedagogical art therapy in a temporary children's team acts as the most natural and optimal condition for enriching the sociocultural experience of younger students, which makes it possible to create an artistic environment, a spiritual field that determines emotional, intersubjective connections, value orientations, the formation of an active social position.

The relevance of the problem of enriching the socio-cultural experience of younger schoolchildren in a temporary children's team by means of pedagogical art therapy is due to the complex socio-pedagogical situation in society and the modern education system; insufficient development of this problem in pedagogical theory and practice.

The statement of the problem under study was associated with the search for new methods and technologies that could quickly enrich the sociocultural experience of younger schoolchildren in a temporary children's team through the activation of artistic activity by means of pedagogical art therapy.

Enrichment of the sociocultural experience of younger schoolchildren in a temporary children's team (the approach to studying experience as a sociocultural one is determined by the fact that personality formation is a factor in social development, and education is always determined by the culture of society) is considered as a value-significant increment of social norms and cultural values in the process of active collective activity within limited time frames.

The study of works related to the problem of a temporary children's team led to the conclusion that a temporary children's team has sufficiently high developmental opportunities to enrich the sociocultural experience of younger students due to the dynamism of life; conditions of increased communicative intensity; autonomy of existence; complexity of pedagogical influence; emotional saturation of the psychological atmosphere; the collective nature of life.

The developed model of enrichment of the sociocultural experience of younger schoolchildren in a temporary children's team by means of pedagogical art therapy, considered as a complex system that includes the goal, objectives, principles, components, functions, content, forms, methods, means of implementation, makes it possible to increase the efficiency of a holistic pedagogical process.

Pedagogical support allows you to make this process personally developing, value-enriching. We found that as a result of the impact of pedagogical art therapy, younger students develop a stable motivation for art activities, children acquire new artistic knowledge, skills, experience in practical art activities and public speaking, as well as the experience of new adequate ways of interaction and behavior. The use of the synthesis of various types of arts, as well as the creation of conditions for emotional collective experience, has a beneficial effect on the development of amateur art and creative activity of children.

It should be noted that the collective types of artistic activity, organized by the methods of pedagogical art therapy, arouse not only a lively interest in younger students, but also provide

effective dynamics. This result was confirmed using the Student's t-test and rank correlation, which made it possible to establish in the sample of the studied younger schoolchildren that a positive shift towards enriching the sociocultural experience of younger schoolchildren by means of art therapy is not accidental.

The pedagogical context of enriching the socio-cultural experience of younger students in a temporary team by means of pedagogical art therapy is as follows:

- sociocultural experience is dynamic and under the influence of specially organized education in the process of art activity it is constantly enriched.
- reliance was placed on the inner potential and the child's personal artistic experience, as well as the determining role of the personality's own activity in enriching this experience. For this, pedagogical situations were created, based on the personal interest of the child and a positive emotional attitude towards art activities. As a result of experiencing internal contradictions between existing experience and new artistic tasks, younger students developed and developed new needs, motives and attitudes as incentives for active art activity. This confirms our assumption that by creating conditions that develop the motivational-value sphere of the individual, forming her healthy needs, motives and interests of activity (behavior), it seems possible to enrich the sociocultural experience of younger students.

We suggested that the effectiveness of enriching the sociocultural experience of younger schoolchildren in a temporary children's team by means of pedagogical art therapy is provided by the following pedagogical conditions:

- development and implementation of a pedagogical art therapy program based on the complex impact of various types of arts on a child's personality;
- the content of pedagogical art therapy is rich, interesting and emotionally significant for children, diverse in terms of activities and allows each child to realize their creative potential;
- teachers use methods and forms of work that stimulate the activity of pupils in various types of art activities; reinforcing positive motivation and emotional and value attitude to art activities;
- relationships between teachers and pupils are built on the basis of dialogue, understanding, acceptance and support.

Carrying out the corresponding formative experiment showed:

The organization of artistic activity by means of pedagogical art therapy in a temporary children's team acts as the most natural and optimal condition for enriching the sociocultural experience of younger schoolchildren, which makes it possible to create an artistic environment, a spiritual field that determines emotional, intersubjective connections, value orientations, and the formation of an active social position.

III. Results.

The result of the creation of the conditions we have identified is an outwardly more pronounced enrichment of the sociocultural experience of younger schoolchildren, which manifested itself in the qualitative and quantitative indicators of the motivational-value, cognitive and activity components.

Along with positive changes in various indicators in general, all subjects also observed individual options for enriching the socio-cultural experience in art activities. In different children, the dynamics of artistic development and the level of achievement of the desired result, under other relatively equal conditions, are different, and as the formative experiment is carried out, the differences between them increase. Apparently, the severity of individual differences in the pace, level and type of enrichment of the sociocultural experience of younger students is due to the difference in natural prerequisites and the current level of experience, as well as the fact that in the conditions of organizing artistic activity by means of interest-oriented pedagogical art therapy, children have the opportunity to express yourself to the best of your ability.

IV. Conclusion.

Consequently, as a result of the study, the tasks set were solved; put forward a hypothesis that includes several provisions and is based on the assumption that the most effective means of enriching the sociocultural first experience of younger schoolchildren in a temporary children's team is pedagogical art therapy, received confirmation.

Number of questions concerning the enrichment of the socio-cultural experience of younger schoolchildren by means of pedagogical art therapy require further research. In particular, the search, definition and implementation of new means of enriching the socio-cultural experience of younger students, the development of technology for enriching the socio-cultural experience of younger students by means of pedagogical art therapy in a permanent children's team.

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