



THE SIGNIFICANCE OF ART PEDAGOGY IN DEVELOPING ARTISTIC AND AESTHETIC COMPETENCE

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<https://doi.org/10.5281/zenodo.14547841>

Abstract

This article explores the role and significance of art pedagogy in developing artistic-aesthetic competence among preschool educators. Artistic-aesthetic competence is crucial in shaping individuals' creative thinking, aesthetic taste, and cultural appreciation of art. The study employs theoretical analysis, empirical research, and experimental approaches to evaluate the effectiveness of art pedagogy tools in educational processes. Results demonstrate that art pedagogy significantly enhances educators' abilities to integrate artistic methods, fostering students' creativity and aesthetic values. The paper also highlights challenges such as resource limitations and the necessity for professional development programs. Recommendations for broader application of art pedagogy in education are provided.

Keywords

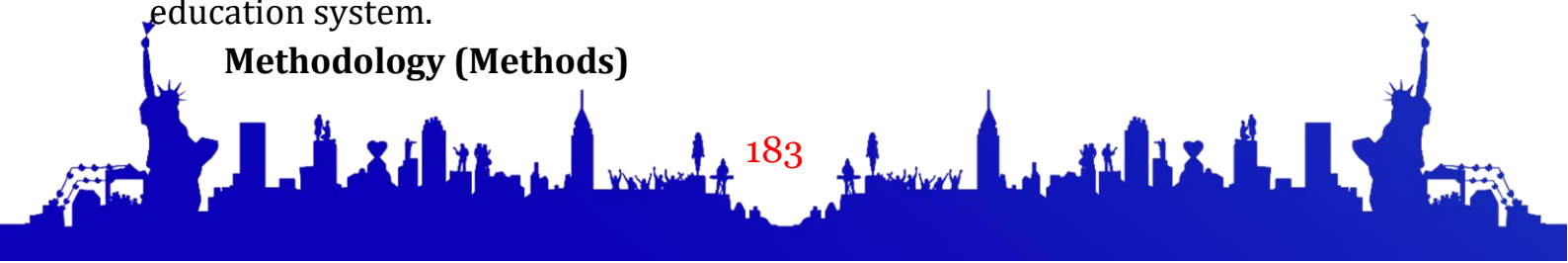
Art pedagogy, artistic-aesthetic competence, creativity, preschool education, educational innovation.

Introduction

Artistic and aesthetic competence plays a crucial role in the modern education system, fostering the development of creative thinking skills, the formation of aesthetic taste, and the enhancement of art appreciation culture in individuals. Art pedagogy, as a contemporary approach based on the integration of art and education, creates a favorable opportunity for developing artistic and aesthetic competence. This article analyzes the role and effectiveness of art pedagogy in forming artistic and aesthetic competence from scientific, theoretical, and practical perspectives.

Developing artistic and aesthetic competence involves teaching aesthetic skills in communication with children, engaging them in creative activities, and expanding their emotional and intellectual potential. Additionally, art pedagogy ensures a more vibrant and engaging organization of the educational process. Art pedagogy, combined with modern technologies, ushers in a new stage in the education system.

Methodology (Methods)





The following methods were employed in this study:

Theoretical analysis: Scientific literature on art pedagogy and artistic and aesthetic competence was studied and analyzed.

Empirical research: Interviews, observations, and practical exercises were conducted with teachers from preschool educational organizations.

Experimental work: Experiments were carried out to assess the artistic and aesthetic competence of teachers through classes utilizing art pedagogy tools.

Data was collected and analyzed based on the integration of qualitative and quantitative approaches. Methods such as art therapy, visual arts, music, and theater were utilized in practical classes, and the effectiveness of their influence was examined.

Results

The following results were identified during the study:

The effectiveness of art pedagogy in developing artistic and aesthetic competence

Teachers' skills in analyzing works of art and utilizing them in the educational process improved significantly.

The ability to use interactive methods in organizing creative activities with children increased.

An increase in students' interest in art was noted, which had a positive impact on the overall educational process.

The development of pedagogical processes

Art pedagogical tools (fine arts, music, and theater) helped educators develop creative approaches. This process was reflected in the following indicators:

The effectiveness of developing aesthetic values in children increased.

Teachers' skills in using various artistic means during lessons expanded.

Closer communication was formed between students and teachers.

Practical training results

The experimental results showed the following:

Educators actively participated in classes organized based on art therapy and creative projects, enriching their knowledge.

The process of conducting aesthetic classes by educators reached a new level.

According to the experimental results, the level of self-improvement among teachers in groups using art pedagogy was 25% higher.

Discussion





The research results demonstrate that art pedagogy functions effectively as a key tool in developing the artistic and aesthetic competence of preschool teachers. Art pedagogy creates broad opportunities for developing students' creativity and forming their aesthetic taste. Furthermore, through art pedagogy, educators can enhance their professional skills and create an effective communication and creative environment with children.

The main advantages of art pedagogy are:

- Creating an engaging and lively learning environment for students;
- Developing creative thinking and aesthetic taste in children;
- Demonstrating the educational power of art in the educational process.

However, some limitations were observed during the study. Specifically, it was established that teachers themselves must possess sufficient creative skills for the effective use of art pedagogical tools, while there are challenges with a lack of technical resources.

Conclusion

Art pedagogy, as an innovative and effective approach to developing artistic and aesthetic competence, elevates the pedagogical process to a new level. The research findings confirm that the use of artistic means yields significant results in enhancing the creative potential of educators and developing children's aesthetic taste.

The following recommendations can be put forward for the wider implementation of art pedagogy:

Develop special programs for the professional development of teachers.

Enrich technical resources and create the necessary infrastructure for practical training.

Develop methodological manuals for the broader application of art pedagogy in the education system.

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