

## DEVELOPMENT OF PEDAGOGICAL TECHNOLOGY OF USE OF ART THERAPY IN PRESCHOOL CHILDREN

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**Annotation:** In this article, the social processes taking place in our society present Uzbek pedagogy with new tasks in the field of education and training of the young generation, including through art. to appear as the most important tool for the aesthetic development and formation of children at the age of 10 years, aesthetic education plays an extremely important role in the main process of personality development, currently art is not only a factor of personality development and formation, but also the prevention of disorders and the preservation of children's health, the child's psyche Pedagogical foundations of the need to consider issues as an effective means of protection from the aggressive effects of the environment are highlighted

**Keywords:** young generation, art, art therapy, aesthetics, pedagogical technology, psycho-emotional, development, psychological tension, social process, healing, self-correction, stress, psychic function, emotional cognition, scientific and technical development, ecological problems, environment, man-made disasters, information flow, individual, hereditary factors, education, art pedagogy.

### INTRODUCTION

The new tasks of education and upbringing are related to the complexity of the problems of the modern world landscape, in which the young generation must develop and be formed. They include: the aggravation of social processes that lead to an increase in psychological tension in society, the consequences of scientific and technical development manifested in environmental problems, in particular, environmental pollution, man-made disasters, an increase in the flow of information, etc., all of this is the development of the young generation and significantly affects its formation.

Thus, the educational system faces the task of expanding the field of psychological and pedagogical correction of children. These tasks are related, among other things, to the strengthening of innovative pedagogical processes aimed at the maximum development of children's intellectual and creative potential.

The healing potential of art has been known since ancient times. Today, according to the evidence of pedagogy and psychology, art helps to develop psychological

protection mechanisms from the harmful external effects of the environment, to form a culture of art therapy in preschool children.

It is necessary to improve and organize the pedagogical process in order to maintain the psychological health of preschool children, who are more prone to the harmful effects of the external environment due to age-related psychological characteristics. It does not allow to effectively solve the problems of maintaining children's psychological health and requires the scientific development of new approaches to this problem.

It consists in studying the possibilities of using different types of art within the educational process as a means of art therapy for the prevention of negative psycho-emotional states and self-correction in children of normal level. development, general, characteristic of the majority of children of primary school age, and purely individual conditions. The urgency of this problem is related to the contradictions between the real needs of the society to prevent psychological health disorders of the young generation and the insufficient effective implementation of the educational and educational and psychological potential of art in the educational process. liq. The modern conditions of the general education school to maintain the psychological health of children, as well as the underutilized art of the aesthetic potential that helps to maximize the development of the child's personality, his entry into the context of modern culture, his entry into the context of modern culture. the theme of his life, the formation of his motives and values.

It is art, as the most powerful factor affecting human personality, that can help to form the art therapy culture of young children as part of the common culture of each child, which is a universal human experience that must be mastered. The goals and objectives of the formation of art therapy culture, in turn, determine the main content of education in the art-aesthetic cycle sciences necessary for the formation of this culture. The artistic-aesthetic cycle, modeled with these goals and tasks in mind, allows you to form an art therapy culture. Art therapy culture means prevention of negative psycho-emotional states in the child's own body and self-correction, art therapy knowledge, skills and experience to eliminate stress, fatigue and other negative states. the culture of using skills is understood. Currently, the strategy of creative self-development of educational systems, that is, the strategy of creative self-development of an individual (V.I. Andreev) is of great importance. In this regard, it is important to consider education as a purposeful creation of conditions for a person's assimilation of culture, turning it into a personal experience, a long-term organized influence on the development of a person from the surrounding educational institutions, social and social environment. The formation of art therapy culture in children of preschool age is considered by us in socio-psychological and pedagogical aspects. In connection with the stimulating role of art in the development of the child's personality, the stages of

self-knowledge, self-development and self-healing with the help of art are identified. includes, in the modern educational process, the educational and educational aesthetic potential of art contributes to the maximum development of "a bright and unique source of knowledge of the lifestyle, color, spiritual content of any era" (B.T. Likhachev). formation of the child's personality, his motives and values. All the above sets of interactions are carried out to prevent disorders and maintain the psychological health of children, as well as to correct negative psycho-emotional conditions.

The healing potential of art has been known since ancient times, and the opinions of the ancient philosophers Aristotle, Plato, Pythagoras, Socrates about the influence of art on the human body and various aspects of human activity have been preserved to this day. In Judaism, India, Ancient Greece, and China, attempts were made to study color and diagnose diseases, as well as to use changes in psychological states through songs and prayers. Many local and foreign teachers, psychologists and philosophers have conducted research on the impact of art on people. The history of the relationship between man and art goes back many centuries. In the course of cultural and historical development of society, aesthetic views, scope of studied problems, goals and tasks of art have changed. In the period of ancient culture, Greek natural philosophers and Pythagoreans, in turn, believed that aesthetics, which is a part of philosophy, should strive to create a holistic picture of the world.

Studies in the field of philosophy of art Tertullian, F. Aquinas, A.G. Baumgarten, L. da Vinci, G.W. Hegel, G.W. Leibniz, F.W. Schelling, J.J. Rousseau and others. Modern domestic aesthetics is the successor of the wonderful heritage of foreign and Russian aesthetic thinking. In the 7th branch of philosophy of musical art, Aristotle, Plato, Pythagoras, as well as J.J. Rousseau, A.F. Losev and others. Plato, in particular, spoke about the possibilities of using the art of music to improve the human psyche: "Harmony, whose path is similar to the circulation of the soul, was given by the Muses to every intelligent admirer, not for frivolous pleasure. They are now only they see the meaning - but as an antidote to discord in the circulation of the soul, it must be regulated and harmonized with itself" (131, v.3, p.11,121).

Aristotle developed the doctrine of mimesis - the idea of the inner world of man and the influence on it with the help of art. In the theory of mimesis, the doctrine of catharsis was presented - the purification of the human soul in the process of perceiving works of art. Ancient philosophers Aristotle, Plato, Pythagoras, Socrates made an invaluable contribution to the theory and practice of using art to improve and harmonize the inner world of man. In Aristotle's works "Nicomachean Ethics" (12, p. 554-560) and "Metaphysics" (121, p. 31) "self" - self-knowledge, self-development, through art the processes of self-realization are reflected. Recently, the use of music to normalize the emotional-volitional sphere of personality has become widespread in art



therapy, because any course of the disease is associated with changes in affective structures.

Implementation of a complex psychological and pedagogical diagnosis of the art therapy process, along with the pedagogical diagnosis of the level of art therapy culture (criteria for determining the level of art therapy culture, criteria for selecting artistic material for the purposes of art therapy), the level of artistic orientation of the child's personality, to determine their tastes, interests and needs) also includes psychological diagnosis of the emotional and psychological state of young children;

Psychological-pedagogical modeling of the art therapy process represents a set of results of psychological-pedagogical diagnosis and design, training based on individual group programs for the development of art therapy culture developed on the basis of them; Individual group work depending on the goals and tasks of the art therapy situation. To achieve these goals, it is proposed to use the art therapy program "Self-art therapist" (the main content, forms and methods of art therapy work), as well as the system of corrective and developmental activities based on art therapy techniques. art therapy classes, psychological novels using musical and visual art tools, business and interactive games, psychological-pedagogical training of art therapy skills, musical and art fitness salons, etc.) - combining all the above activities together allows

The structure of the entire system of aesthetic education is determined by the sum of social institutions such as family, preschool education, school institutions and additional education, culture, vocational education, secondary and higher special education. From our point of view, the system of aesthetic education should be understood not only as institutions that are called to deal with it, but also, first of all, as "a system of constantly changing dialectical relations between external aesthetic influences on a person and his inner world" (N.M. Sokolnikova).

The defining component of aesthetic education is art and music education. A system of aesthetic education aimed at the development and formation of art therapy culture among children has been created, as a culture of using art therapy, knowledge, skills and experience in the prevention of negative psychology and psychological self-correction use of skills. - the emotional states of one's body through art. In our understanding, this is related to the development of the processes of "self-awareness" in both the teacher and the junior student.

### CONCLUSION

In conclusion, it should be noted that the logical principle prevails over the figurative principle in the current educational system. The system developed by us shows the possibility of combining emotional and rational principles through the medium of art, which leads to the development and formation of "emotional intelligence". Use of knowledge, skills and abilities for prevention of negative

psychology and psychological self-correction as a culture of using art therapy. - the emotional states of one's body through art. In our understanding, this is related to the development of the processes of "self-awareness" both in the teacher, in the junior student, and in preschool children.

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