ІННОВАЦІЙНІ ПІДХОДИ ДО ПРОФЕСІЙНОЇ ОСВІТИ НА ЗАСАДАХ СТАЛОГО РОЗВИТКУ

UDK 37.013.8

DOI 10.33251/2522-1477-2021-10-102-106

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ART-TECHNOLOGIES AS INNOVATIVE APPROACHES IN THE LEARNING PROCESS

Pedagogical art technologies and methods to increase the efficiency of the teaching process are considered as innovative approaches to the pedagogical process. Within the framework of the article, new approaches to make the pedagogical process more creative were revealed, due to which a number of problems of pedagogical nature can be solved, including the organization of the process of teaching, socialization, upbringing, etc.

Aim of the article: *The aim of the research conducted within the framework of the article is to identify the importance of involving art technologies and methods in increasing the efficiency of the learning process, to interpret their role in terms of improving the learning process.*

A number of scientific-pedagogical research methods were used for the research, such as analysis, comparison, abstract, generalization, coordination. As a result of the study, we came to the conclusion that pedagogical art methods and technologies are unique pedagogical alternatives that can solve not only the problem of making the teaching process more active, creative and effective.

Those can also contribute to the development of a person's creative potential, self-discovery and self-perception, as well as be useful in organizing joint educational activities for biologically healthy children and children with special needs as unique mechanisms of mental regulation, making the learning process more inclusive, collaborative and constructive.

Key words: *Pedagogical art technologies, art methods, isotherapy, book therapy, music therapy, teaching process, pedagogical process.*

Today, the young branch of pedagogy, art pedagogy, has its place and role in the search for new ways of effectively organizing the teaching process. The pedagogical process is viewed from the aspect of discovering the creative potential of the learner, based on the principle of freedom of thought and independence, which pushes the learner to be active, to be enriched with new motivations. The approach of art pedagogy is characterized by the active involvement of the learner in practical artistic activities, the development of interactive teaching models with elements of art, health, psychology, culture, their implementation in classroom learning, as well as in the learner's extracurricular activities.

Combining artistic activity with the learning process, the learner begins an intensive process of discovering creativity and self-awareness, within which he develops an authentic unique perception through the mediation of the senses. As a result, art becomes a mediator between the learner, the teacher, the material being taught, to find new connections (emotional, social, etc.) between what has already been learned and new knowledge. A creative environment is created, mental flexibility is manifested, which helps to turn learning from a tedious process, which requires

flexibility, into a right-brain activity that ensures free creativity. In general, during the training, systems of connections between objects, the previous and the new knowledge are formed. It is a flow or movement of thought in terms of finding the logical connections between them. The transfer of learning material from teacher to the learner is carried out through specially organized interactions, where in order to add something new to what already exists, it is necessary to provide the organization of the perception of the material, comprehension of its meaning, and then feedback. The more impressive they are, the more they motivate the learner, the more they are involved in the educational process. Through the learner's own comments and analyzes, the effectiveness of understanding the new material becomes clear, which is conditioned by the successful implementation of the processes between the expectation and the final result.

It is well known that the motivations of the learner to engage in learning activities are different, which can have an impact on the expected outcome. But no less important is the pedagogical mastery of the teacher, which is manifested in a clear understanding of the pedagogical patterns, a comprehensive study of the child's personality, their active involvement in the learning process. Thus, learning as a process of multifaceted interactions ensures the formation of needs in the child's personality system, the change of aspirations, cognitive and thinking ways, the formation of an idea of the objective world, the realization of one's own role and place in society. The development of a person's independence, the promotion of creativity, the development of a person's psychological infrastructure are especially important in them. The success of the learning process lies in the exploring, recognizing, and discovering the learner from all angles. It is because of this that the child develops perceptions of what is happening, and then a value attitude. The more complete the organized learning process with its self-centered, value-structured content, the faster and more regular the processes of cognition, depth of perception, self-interpretation, and creativity develop in the learner.

The inclusion of artistic activities, elements and means in the learning process helps learners to initiate, analyze, interpret, and transmit the material presented instead of mechanically reproducing it. In other words, art pedagogy is a field of artistic pedagogy, which is considered as a combination of art and pedagogy, reveals the principles of artistic didactics, which are aimed at increasing the learner's creative activity, independence, defining a new content of originality.

Using the vast possibilities of the means of art and educational technologies, combining them, art methods and art technologies emerge, which are often therapeutic in nature, so they are new formulas for solving complex pedagogical problems [5].

At the center of our study are art technologies and methods that increase the effectiveness of teaching, which are distinguished by their characteristics, have strong pedagogical content, are applicable to solve various pedagogical problems.

Depending on the artistic direction, we differentiate between the following types of art methods.

1. Fiction reading.
2. Listening to music.
3. Role staging of the situation, recitation.
4. Preparation of works by means of papers, threads.
5. Work with putty, clay, gypsum.
6. Painting, coloring, color filling of the silhouette, etc.

Art methods are not only a means of supporting the organization of learning, but also the practical benefits they bring can be innovative in nature, completely changing the logic of the learning process towards positive thinking, creativity, and so on [1]. They can lay the groundwork for unique interpersonal relationships, where love, care, and the ability to get to know each other will enable the pedagogue to gather additional information about the learner, to see him or her beyond the learning material, and to understand the problems [2].

Depending on the artistic direction, we distinguish several types of art technologies.

Bibliotherapy as an art technology is based on speech, its influential power. This art technology can be used in social-pedagogical activities with both biologically healthy children and children with special needs. It has several forms, the specifics of which depend on the specifics of the learner's problem. The main means of bibliotherapy is reading, written or spoken. We can consider the works of different literary genres, from short prose to poetry, etc., as educational material for carrying out book therapy. Here, one can explore the ways of conducting book therapy, which are various, to adapt it to the child's problem or to a specific pedagogical goal, for which the book can be a useful way.

Music therapy in all its forms – rhythm therapy, singing, composing music - have a special place in the system of art technologies. They help a person to develop a system of stress resistance, develop associative thinking, calm the nervous system, develop a healthy ecopsychological culture of the subjects of the pedagogical process, etc. As part of the educational process, music therapy can help the child to relax emotionally, also have a health-promoting significance.

Drama therapy and imagotherapy / image therapy / are types of role-playing activities, when the sound, stage plasticity, sketches, staging of imagination, emotions, situational theatricality of the problem are all separately important¹. They can be used both in school theater and in class. It differs from traditional theatrical performances in that in this technology the alleged theatrical material is based on the mental state of the person, his fears or incidents with other people, and so on.

For fairy tale therapy several types of fairy tales are selected: receptive, miraculous, didactic, etc. You can draw a fairy tale, make it up on the spot, use a ready-made fairy tale for teaching to make alternative decisions in situations that require a situational solution, to be more flexible and resourceful. Fairy tales also help to increase the activity of the person in the learning process, to promote independence, imagination [4].

Isotherapy is a way of stimulating the creativity of a biologically healthy person, but in some cases, it is a way to alleviate the problem of children with special needs, a corrective-rehabilitation art technology implemented by a pedagogue. Its types are painting, collage, sculpture, plasterwork, ready-made works of art, etc [4].

Art-technologies allow involving the child in the learning process in a multifaceted way, raising his inner anxieties, providing psychological-pedagogical help and support, making the process of socialization of the child more constructive, promoting the active mastering of psychological and moral standards [3].

Art-technologies are most effective, especially when the teacher tries to perceive the child's feelings, share feelings, empathize with him/her, which leads to social relationships, the constructiveness of networking and strengthening them, contributes to a freer and beneficial learning environment-based on trust.

Art technologies are self-oriented, self-centered, they are selected by taking into account the age-psychological capabilities of the person, meeting the needs of the child, stimulating the child's creativity in the learning process. An innovative manifestation of art technologies in the process of learning can be value – orientation, which will lead to the development of a person's self-management skills. The introduction of art technologies in the learning process can also be interesting from an anthropological point of view. It contributes to the holistic development of the person, the ability of a person to value the situation from the point of view of artistic development, the decoding of symbols created in artwork.

Such an innovative approach leads to a multi-level impact on the formation of the person [5].

The logic of the structure of pedagogical art-technologies develops in 3 stages.

1. Diagnosis stage – In this stage, the level of sensitivity of the person is determined, the degree of its ability to express itself as an internal state, the identification of "weak" sides of the person requiring pedagogical assistance.

2. Symbolic stage – In this stage, the child reproduces the phenomenon that is currently disturbing him / her through artistic-experimental forms. Those are projections of internal mental

states that can be used to solve a variety of significant psychological and pedagogical problems as a simulated version of that problem.

3. Reflective-value-oriented – At this stage, the person realizes non-verbal emotional activities, their verbal formulation, new, alternative instructions are given instead of already familiar approaches, which indirectly direct the person to adapt to new value positions.

Art-methods and technologies can transform the learning process from performance to creativity, enriching it with a living breath, colors and sound, body movement and speech culture. Due to them, a cultural context is included in the learning process, which develops a positive emotional orientation in the learner.

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АРТ-ТЕХНОЛОГИИ КАК ИННОВАЦИОННЫЕ ПОДХОДЫ В ПРОЦЕССЕ ОБУЧЕНИЯ

Аннотация. Педагогические арт-технологии и методы повышения эффективности обучения рассматриваются как способы повышения эффективности педагогического процесса, как альтернатива традиционным педагогическим подходам.

Цель данной статьи – выявить важность привлечения художественных технологий и методов для повышения эффективности учебного процесса и интерпретировать их роль с точки зрения улучшения учебного процесса. В статье исследуются новые подходы к творчеству педагогического процесса, позволяющие решить ряд педагогических задач, в том числе не только в области личностного образования, но и в социализации и воспитании.

Для проведения исследования использовался ряд научно-педагогических методов исследования, таких как анализ, компиляция, абстракция, обобщение и согласование.

В результате можно сделать вывод, что методы и технологии педагогического искусства представляют собой уникальные педагогические альтернативы, которые могут сформировать инклюзивную, толерантную и согласованную среду и решить проблему создания более творческого и эффективного процесса обучения.

Ключевые слова: педагогические технологии искусства, художественные методы, изотерапия, музыкальная терапия, библиотерапия, учебный процесс, педагогический процесс.

*Одержано редакцією: 15.08.2021 р.
Прийнято до публікації: 26.08.2021 р.*