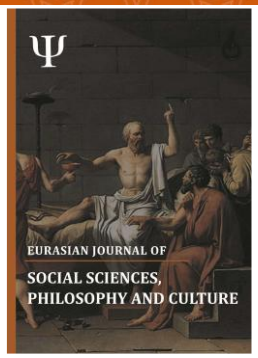
EURASIAN JOURNAL OF SOCIAL SCIENCES, PHILOSOPHY AND CULTURE
Innovative Academy Research Support Center
IF = 9.3 www.in-academy.uz/index.php/ejsspc



THE IMPORTANCE OF ART PEDAGOGY IN THE PROFESSIONAL ACTIVITY OF FUTURE TEACHERS

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https://doi.org/10.5281/zenodo.18085030

ARTICLE INFO

Received: 22nd December 2025
Accepted: 28th December 2025
Online: 29th December 2025

KEYWORDS

Art pedagogy, professional training, creative approach, art therapy,
art education, professional skills, motivation.

ABSTRACT

The article discusses the role of art in improving students' professional readiness. The importance and methods of using pedagogical methods are highlighted. This article aims to identify ways to increase students' professional readiness through the use of art-pedagogical methods and to explore the possibilities of integrating creative approaches into the educational process.

MATERIALS AND METHODS: *The study used qualitative analysis and observation methods. The results of art-pedagogical trainings and creative activities conducted with students were evaluated.*

Introduction. Profession is a social characteristic of a person, which means belonging to a certain category of people engaged in the same type of labor activity. A student chooses a profession before entering a higher educational institution, and this determines the position of the subject as a future professional: a conflict arises between new tasks (mastering professional activity) and existing opportunities, between stereotypes of similar relationships that have become accustomed to school in connection with new systems. The path of professional training itself requires a very rapid change in the student's role position: at the beginning of his studies he should not be a school student, and at the end of it - a student. All this requires the rapid social growth and professional and personal development of students. A distinctive feature of pedagogical activity in the study is its managerial metaactivity, that is, the teacher must build his activity based on the student's activity. While most professionals organize their activities at a competent level, higher education for educators consists of organizing the educational activities of students.

DISCUSSION AND RESULTS: The results showed that art-pedagogical methods have a significant impact on increasing students' interest and motivation for professional activities, as well as on the development of creative and communicative skills.

The impact of art pedagogy on the individual is carried out mainly at three levels:

I. first degree, which occurs through physiological and biological changes in the body psychophysiological, activation of visual, auditory and other receptors, that is, a

psychophysiological effect (BG Ananev, VA Ganzen, AL Gotsdiner, VN Myasishev, VI Petrushin, DN Uznadze, etc.);

II. the second level, psychological, associated with the impact on the emotional-volitional structure of a person, that is, the mental relaxation of the body or, conversely, the ease conducive to mental activation (AV Zaporozhets, AN Leontyev , PM Yakobson, etc.);

III. the third level, socio-psychological, in which it affects the individual, causing a catatonic reaction in him, which in turn changes and harmonizes the individual, forming existential personality structures (LV Vygotsky, TA Florenskaya, etc.).

Usually, the concept of "art pedagogy" is used together with the term "art therapy". However, when comparing the concept of "art pedagogy" with the concept of "art therapy", it can be admitted that the term "art pedagogy" has not yet been studied to a sufficiently high degree. Although these two concepts are related, they are not synonymous. According to LD Lebedeva, "when replacing the term art therapy with art pedagogy, the essence of the original concept is lost."

JS Valeeva, LD Lebedeva, I.Yu. Levchenko, Ye.A. Medvedeva, SV Starikova conducted a comparative analysis of the concepts of "art pedagogy" and "art therapy" in their research, and they made the following conclusion about these concepts: there is generality and specificity in their semantic and practical content. In this case, the artistic and creative activity of people is general, and the "freedom" in their attitude to art, the tools used and the positive impact of art types on the individual are considered specific. Ye.A. Medvedeva, comparing the concepts of "art therapy" and "art pedagogy", emphasizes the following: "the similarity of these terms is that the first part of the concepts - "art" - the word "artistic" is considered synonymous with art. And in the second part: therapy - the effect of treatment, medical direction; pedagogy - the science of education, upbringing, development". Art pedagogy deals not with the "problems" of a person, but with his possibilities. In this, the first priority is to expand the range of positive human opportunities. Within the framework of the problem under consideration, the following can be cited regarding the formation of specific features of art pedagogy in the preparation of future teachers for professional activity:

- use of visual arts in the educational process;
- the primacy of communication between teacher and student in the educational process;
- artistic creativity, audience and audience in collaboration between teacher and student various interrelated activities during off-time;
- using works of art in the study of various topics;
- organize the professional training environment and creative activities of future teachers to grow.

The goal of art pedagogy in preparing students for professional activity is: to help the student in the process of developing spiritual and moral culture, morality and aesthetics is preparation for professional activity through the formation of moral and aesthetic immunity in future teachers. Since the formation of moral and aesthetic immunity in future teachers is one of the important tasks of the educational process of a

higher educational institution, we will explain these concepts with the definitions given by scientists.

Moral immunity is a personal quality that provides resistance to immoral phenomena in the micro and macro environment, the adequacy of its response to rapidly changing social situations in society, and the mobilization of spiritual resources to overcome material and worldly temptations that lead to a negative moral direction , says AS Metelyagin. It is important to note that one of the first tasks in preparing future teachers for professional activity on the basis of art-pedagogy is to form moral immunity in them. That is, it is very important for them to approach negative situations and problems ethically, feel beauty through art, and creatively approach various situations to form their own "I".

Aesthetic immunity is a characteristic of the spiritual formation of a person is understood as the ability to distinguish beauty from beauty, to distinguish harmony from disharmony, order from chaos in art, and to be resistant to mass influence and unculture in human behavior, actions, and creativity. The formation of aesthetic immunity in future teachers is considered very important. The formation of aesthetic immunity will be the most important tool in future professional and educational activities: organizing events, holidays; communicating with students and their parents, creating the image of a teacher, etc. The main principles of art pedagogy include humanity, creativity, integrativeness, and reflexivity. The idea of humanity is the main principle in art pedagogy, and the main idea of pedagogical activity is to treat each student individually, regardless of their artistic, intellectual, and other abilities. The belief that a student has special abilities is reflected in the attitude of a teacher. Priority is given to educational goals: the educational process is rich in problems such as good and evil, love, beauty and harmony. Personal creativity is created by organizing the creative process in a free creative environment. Creative abilities do not emerge through coercion. Therefore, the art pedagogue is faced with the question of how to create a favorable creative environment and conditions. The idea of reflexivity is understood as a person's readiness to creatively perceive and overcome problematic and conflicting situations, as well as to determine and solve unusual practical tasks, as well as adapt to unusual relationships between people. The idea of integrativity reflects the essence of the content of art pedagogy. First of all, it demonstrates the integration of pedagogy, psychology, art and other areas of human thought. It is considered a combination of various types and forms of artistic activity aimed at enriching the moral and aesthetic image of the student. The pedagogical profession has acquired significant social significance, and the teacher is a teacher of young souls is the architect of the development of the child. While he is educating children ideologically and politically, teaching them the laws of nature, society, and the development of thought, first of all, he must prepare the younger generation for future labor activity, help them acquire a profession, and prepare them to solve important socio-economic tasks for society. This responsibility requires the teacher to be a master of his profession, to have an educational impact on students, to be a professional who finds optimal ways to comprehensively develop their interests, abilities, talents, beliefs, and practical skills. For this, pedagogical skills help the teacher to constantly strive for professional excellence, create various

conditions for him, provide the necessary material and scientific-methodological support, and increase the teacher's creative initiative.

CONCLUSION: The results of the study indicate that students are prepared for professional activities. Confirmed the effectiveness of using art-pedagogical methods in improving.

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