

## TECHNOLOGIES FOR DEVELOPMENT OF A CHILD'S PERSONALITY

**Rasulova Malika**

**Umarov Otabek**

*Republican College of Music and Art*

Research scientists have always been interested in the influence of painting, theater, dance, and music on humans. Doctors tried to determine the role of art as a tool for restoring the functions of the body; teachers consider art as a means of shaping the spiritual world of the individual.

The first attempts to scientifically understand the mechanism of the influence of music and fine arts on the human psyche were made in the 17th century. Experimental studies on this topic appeared at the end of the 19th and beginning of the 20th centuries. Scientist V.M. Bekhterev was the initiator of the founding of a committee to study music therapeutic effects. The committee included doctors and representatives of the music world. Research by S.S. Korsakova, V.M. Bekhterev revealed the positive influence of music on various systems of the human body. Already at the beginning of the last century in Europe, visual creativity began to be used as a means of treating patients with mental disorders.


The visual activity of mentally ill people has been the subject of scientific research and has been used as a diagnostic method.

A. Hill in the book "Fine Arts and Diseases" described the experience of using artistic creativity for the treatment of diseases and rehabilitation. It was he who coined the term "art therapy." This is what he called fine art as a method of therapeutic influence.

In the 1940s in the USA, M. Naumburg began to use drawing techniques in psychotherapeutic work with children. He believed that it was easier for a child to express his experiences and unconscious processes through drawing techniques. In the second half of the twentieth century, the first professional associations of art therapists appeared. At the same time, the first steps were taken to introduce art therapy into the public health care system. Art therapeutic practice is being introduced into the education system. Today, teachers are interested in the mechanism of the influence of art on preschool children in the process of education and upbringing.

When a child gets involved with art, he experiences positive emotions, which subsequently have a healing effect on the psyche and somatic processes. In





addition, positive emotions reduce psycho-emotional stress and mobilize reserve forces, helping to demonstrate creative activity in all areas of art and science.

In the practice of domestic education, the terms “art therapy” and “art pedagogy” are increasingly used. Let's consider these concepts. Art pedagogy (art pedagogy) in relation to general education is a synthesis of two areas of scientific knowledge (art and pedagogy). These areas of knowledge provide the development of theory and practice of the pedagogical correction-oriented process of artistic development of children and consider the issues of forming the foundations of artistic culture through art and artistic and creative activity. The concept of “art pedagogy” does not replace the narrower term – artistic education. Being a field of scientific knowledge, art pedagogy makes it possible, within the framework of education, to consider not only artistic education, but also other components of the educational process. The essence of art pedagogy lies in the education and training, development of children through the means of art.

Today, the concept of “art therapy” has several meanings: 1) art therapy as a set of art forms that are used for therapy and correction; 2) art therapy as a complex of art therapeutic techniques; 3) art therapy as a direction of psychotherapeutic and psychocorrectional practice; 4) art therapy as a method of psychotherapy.

Art therapy is widely used in medicine and psychology. It can be used both as an independent remedy and in combination with medications, pedagogical and other means. Today, art therapy and art pedagogy are increasingly used as part of correctional work with children with behavioral problems. Art technology is a way of involving simultaneously the cognitive, personal, affective, communicative and creative spheres of the child, which, regardless of the inclusion of mechanisms for assimilating values, provide him with emotional comfort in the educational process. The use of art technologies in education makes it possible to simultaneously influence the visual, auditory and tactile organs of perception. Art-pedagogical technologies are focused on stimulating cognition, developing initiative, and personal self-realization. The child is a perceiving, cognizing and reproducing subject of activity. The leading task of art pedagogy is the formation of artistic culture in children, which is part of spiritual culture.

An important role in the formation of artistic culture belongs not only to the family, but to the educational institution. Experts believe that only the joint efforts of teachers and parents can help create conditions for the development of a child's personality.





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