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Pedagogical and Psychological Foundations of Preparing Students for Professional Activity on The Basis of Art-Pedagogy

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Abstract: This article presents the pedagogical and psychological foundations and principles of preparing students for professional activity on the basis of art-pedagogy. In the process of preparing future teachers for professional activity, the formation of ethics and aesthetics in the process of developing the student's spiritual and moral culture on the basis of art-pedagogy is fully described.

Keywords: Profession, motivation, conceptual basis, humanistic education, aesthetic immunity.

Introduction: Teaching has a psychological structure of cognitive activity, and its success depends on the activity of students. In organizing his activities as a student - a subject, he must act at the highest level and acquire knowledge, as well as take responsibility for his actions.

Usually, students are considered to be cultured and eager to learn. Therefore, the student body is considered the most important intellectual group of society.

What does the profession require of a modern higher education specialist?

First of all, a specialist must know the general theory of science, have scientific knowledge. The difference between scientific knowledge and life knowledge is that scientific knowledge is the result of generalization, identifying the main ones and clarifying the laws of certain phenomena. If life knowledge is based on intuition, then scientific knowledge is based on a conscious understanding and analysis of phenomena. Scientific knowledge is given through generalized

experiments (theory, rule, principle).

Secondly, science has a large amount of diverse and specific evidence, but it is systematized, organized and allows each specialist to solve specific problems and analyze various types of knowledge.

Thirdly, a specialist must be familiar with the conceptual basis of his professional field, understand it, work with concepts, know the language of symbols, etc.

Only under such conditions can a specialist see, classify the evidence of professional activity, explain it from the point of view of scientific laws and solve new practical problems that arise during work. In order to meet these professional requirements, a student must receive conscious and purposeful education in a higher educational institution, as well as have the need and ability to acquire knowledge, and in the future independently master professional knowledge and skills.

For future teachers, education should become the meaning of life, strengthen their consciousness, emotions and will, become the basis for creative cognitive activity, self-determination of their own lives and professional self-realization. The attitude of future teachers to goals, tasks and the educational process determines their success in their educational and professional activities.

Research scientists interpret the reasons for students' interest in entering higher education institutions in different ways. These are

- the student wants to be in the circle of young people;
- the extreme importance of the profession;
- the wide acceptance of the profession;
- the correspondence of the profession to interests and inclinations;
- creative opportunities for the manifestation of the profession.

Among future teachers, differences in the interests of female and male students were found. Girls often focus on the social significance of the profession: the scope of its application, the opportunity to work, the desire to participate in various circles, and the material support of the profession, while boys emphasize that it should correspond to their interests and inclinations. They are guided by family traditions.

The majority of students admitted to pedagogical higher educational institutions say that they entered the 1st stage of higher education, that is, to obtain a profession, and only a few students say that they like working with children, teaching them, and working at school.

Also, most students (70-80%) note that they do not want to enter a higher educational institution to get a pedagogical education and work in their specialty. Reasons for entering a pedagogical higher educational institution: ease of admission, low scores, not going to military service or, conversely, the fact that the privilege received from military service was justified, entering at a risk, the opportunity to communicate with peers, the prestige of a higher education diploma, etc. Also, the fact that higher education has become devaluation, that is, knowledge or education is not important, but the importance of the document, is one of the sad realities of today. According to A.N. Pechnikov, G.A. Mukhina, the leading educational motives for future teachers can be: "professional", "gaining personal prestige", "pragmatic" (obtaining a higher education diploma) and "cognitive" (acquiring knowledge). The role of dominant motives changes at different stages of the course. If in the first year the "professional" interest is leading, in the second year the "personal reputation" is dominant, and in the third and fourth years the "pragmatic" motives prevail. In education, the "professional" and "cognitive" motives lead to greater success. The "pragmatic" motive is mainly characteristic of students who study poorly.

M.V. Vovchik-Blakitnaya sees the "reputation", that is, the "student status", as the primary motive in the applicant's transition to student life and studies, in second place is the "cognitive", that is, the interest in learning, and in third place is the professional-practical motive.

F.M. Rakhmatullina did not study the "reputation" motive, but identified general social motives (the high social significance of a higher educational institution). According to her, in all courses the "professional" motive takes first place. The "cognitive" motive is in second place for students in the first year, while in the following years it is replaced by "social" motives. The "utilitarian" (pragmatic) motive takes fourth place in all courses, its rating decreases from junior to senior year, and the "professional" and "social" motives increase in rating, as determined by the scientist.

"Professional", "cognitive", "social" motives were higher in students who mastered education well than in students who mastered it moderately. The "utilitarian" motive was found to be higher in students who mastered it poorly. It is worth noting that the "cognitive" motive took second place among students who mastered it well, and third place among students who mastered it moderately, which is analyzed by the scientist F.M. Rakhmatullina.

R.S. Vaysman observed the dynamics of changes in the motives of "creative success", "formal-academic" achievement and "need for success" from the 1st to the

4th year among students of the Faculty of Psychology. R.S. Vaysman recognized that through the motive of "creative success" it is possible to solve any scientific or technical problems and achieve success in scientific activity. He understands the motive of "formal-academic" achievement as motivation to study well and be evaluated. R.S. Vaysman found that while the motive of "creative success" and "need for success" increases from the 3rd to the 4th year, the motive of "formal-academic" achievement decreases from the 2nd to the 3rd-4th year.

Based on the general motivation of educational activity (professional, cognitive, pragmatic, social and personal reputation), students form a certain attitude towards various academic subjects. It is manifested in:

- the importance of science for professional training;
- interest in a particular field as a part of science;
- quality of education (satisfaction with studies within the science);
- mastering the subject based on their own abilities;
- relationship with the subject teacher.

The main and important task of a higher educational institution is to form students' interest in their professional activities, to develop their need to master professional knowledge, skills and qualifications. When there is professional motivation, the student's cognitive activity becomes responsible and demanding. Only then does the student feel positive pleasure from education and the need to study. The motivation to achieve success determines the love and enthusiasm for learning in the educational process. Students take the initiative and create a creative and cognitive environment around themselves. They demonstrate their readiness for successful, productive professional activities. Even in cases of failure, students do not despair, but overcome difficulties and discover new abilities and opportunities.

According to the conducted research, the principles and pedagogical and psychological conditions for ensuring students' interest in the profession are interpreted as follows:

1. Formation and support of the desire of students to demonstrate and show their talents in the process of preparing for professional activity. In this case, students:

- get acquainted with future professional activity;
- form an idea of professional activity in their specialty;
- form directions in connection with professional activity;
- form the need and skills for independent work with

literature;

- create conditions for self-knowledge, self-education, self-improvement;
- create a psychological atmosphere of "knowledge" in the student community.

As a result, an idea of themselves as a performer of professional activity in the future, personal identity with a professional model and a temporary perspective are formed.

2. To help some students who are unsure of their future professional activities with their personal and problematic situations and to pay attention to the development of professional quality. That is why psychological services for students are extremely necessary.

3. If education brings success and satisfaction, it becomes the meaning of life for the student. Therefore, students can increase their appreciation of their professional activities through success.

The solution to the problem of ensuring the professional motivation of students also depends on the professors. In this case:

- Enriching students with information that is considered important for their personal development as a qualified specialist in various disciplines;
- Ensuring the content and novelty of educational material;
- Creating conditions for students to demonstrate their creative abilities;
- Providing educational material based on an innovative approach and interest in their subject, the competence of the professor, the reputation of the teacher;
- Systematic analysis of students' interests in the subject;
- Stimulating students' self-education, organizing their cognitive interest in everything related to their future professional activity.

In addition to motivation, the readiness of future teachers for professional activity is characterized by their professional and material actions, as well as their activities after higher education.

The use of art pedagogy in organizing professional interest and preparing students of higher pedagogical educational institutions, that is, future teachers, for professional activity is the basis of our dissertation work. It is necessary to develop methods and technologies of art pedagogy to develop the creative abilities of future teachers and thereby prepare them for professional activity.

In the studies of G. Reed ("Education through Art"), the

founder of the idea of "upbringing through art", special emphasis is placed on the meaning of this term. In his views, the researcher connects the concepts of "art" and "pedagogy" and considers the "educational process" as the main means of education for adults in art defines the conscious transition of the child to the general content of the living constructive union in the field. This definition means "avoiding coercion in the concept of education and not education in art or the place of art in education, but humanistic education through art". G. Reed described it as "art is the only way forward as a general activity of education".

In recent years, the term art pedagogy has become the most active concept in Russian pedagogy and psychology. However, in Uzbekistan, we can see that this concept is currently encountered in some sources as a new, almost unexplored area. Therefore, we analyzed some sources as the pedagogical and psychological aspects of art pedagogy and its basis for preparing future teachers for professional activity.

Ye.V. Taranov identified several fundamental approaches to the concept of art pedagogy based on national theoretical and practical research on modern approaches. These are: correctional-pedagogical, artistic-didactic, narrow pragmatic and integrative approaches.

We will analyze these approaches below.

Correctional-pedagogical approach. Often, art pedagogy is considered as a corrective (corrective) work. The subject of art pedagogy is considered to be pedagogical influence on children with developmental problems through art.

This direction of art pedagogy as a science was studied by Russian scientists Ye.A. Medvedeva, I.Yu. Levchenko and others in the research work "Art pedagogy and art therapy in special education", in which it is said that "Art pedagogy is a synthesis of two scientific sciences (art and pedagogy), which is considered to be the development of children with developmental disabilities through art and the formation of artistic cultural skills".

Artistic-didactic approach. In the process of specially organized art education, art pedagogy means various methods and technologies. This approach is a literal translation of the English term "art-pedagogy". According to this approach, all specialists who have received artistic and pedagogical education are considered art-pedagogues. For example, a teacher of fine arts. Thus, art-pedagogy is considered a professional activity of a specialist who provides artistic knowledge and skills to various categories of people. This interpretation of art-pedagogy comes from the translation of art therapy from foreign

research works. For example, L.D. Lebedeva writes that "an art-pedagogue solves the problems of artistic education and fine arts of children".

Narrow pragmatic approach. Within the framework of this approach, art-pedagogy is considered only in a practical sense. That is, it is considered a researched methodology that solves problems related to a specific direction of children's normal work. This approach was described by V. Linkova, who created a series of books called "Artpedagogy". They are united by the use of art in order to increase the effectiveness of literacy. These approaches provide the correct understanding of art pedagogy, that is, the subjective selection of some functions.

Integrative approach. This approach is based not on selection rules ("either-or"), but on integrative rules ("both-and"). The essence of the integrative approach is that, according to the multimodal form of art pedagogy, all its complex functions are activated.

"Art pedagogy is a pedagogical technology based on the integrated use of various types of art in the education of the individual". This approach uses all the possibilities of modern art and allows for its broad pedagogical implementation.

Traditionally, art is one of the forms of social consciousness, a kind of spiritual mastery of the world and a method of artistic and imaginative reproduction of reality. The mechanisms of the influence of art on psychological and pedagogical processes have been studied by many foreign (J.Demor, O.Dskroli, E.Seguin) and Russian (L.S.Vygotsky, A.I.Graborov, V.P.Kashchenko, etc.) scientists, and it is recognized that "Art is an important educational tool that affects the morality of a person, as well as the formation of his thinking, imagination, feelings and emotions." P.P.Blonsky, A.S.Makarenko, V.A.Sukhomlinsky and other scholars define it as "Art is an effective factor in the upbringing, development and education of a person."

Art takes people beyond the limits of pragmatic goals, brings humanity back to life, helps them to master the truth through the highest values of existence. Thus, V.A. Sukhomlinsky writes in "Letters to a Son": "Just as gymnastics corrects the body, art "corrects" the human soul." V. A. Sukhomlinsky in his book "On Education" says that "... it is necessary to develop the sensitivity of the soul, awaken conscience, support spirituality in various ways." "Among such means of education, first of all, education with beauty is in the first place. Namely, appeal to beauty, conquer the soul, feel beauty, so improve a person's feelings that he begins to accept the word, which means he begins to be educated."

T.A. Florenskaya notes that communication with art not

only expands the boundaries of communication with people, but also allows you to see the world with different eyes and provides spiritual support in difficult life situations. In this regard, a special place is occupied by catharsis, which is achieved through artistic perception and creativity, which frees a person from experiences, negative emotions, illuminates and elevates his own attitude.

The role of art in the personality The effect is carried out mainly at three levels:

- the first level is the activation of psychophysiological, visual (visual), auditory (auditory) and other receptors, which occurs through physiological and biological changes in the body, that is, the psychophysiological effect (B.G. Ananyev, V.A. Ganzen, A.L. Gotsdiner, V.N. Myasishchev, V.I. Petrushin, D. N. Uznadze, etc.);
- the second level is the psychological effect associated with the impact on the emotional-volitional structure of art, that is, the mental relaxation of the body or, conversely, its relaxation conducive to mental activation (A.V. Zaporozhes, A.N. Leontyev, P.M. Yakobson, etc.);
- the third level, socio-psychological, in which art affects the individual, causing a cathartic reaction in him, in turn changing and harmonizing the individual, forming existential personality structures (L.V. Vygotsky, T.A. Florenskaya, etc.).

The educational impact of art on students is carried out at the socio-psychological level.

Often, 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 recognized that the term “art pedagogy” has not yet been sufficiently studied. Although these two concepts are related, they are not synonymous. According to L.D. Lebedeva, “when replacing the term art therapy with art pedagogy, the essence of the original concept is lost.”

In the research conducted by J.S. Valeyeva, L.D. Lebedeva, I.Yu. Levchenko, Ye.A. Medvedeva, S.V. Starikova, the concepts of “art pedagogy” and “art therapy” were analyzed comparatively, and the following conclusion was made regarding these concepts: there is generality and specificity in the semantic and practical content of the concepts of “art pedagogy” and “art therapy”. In this case, the artistic and creative activity of people is considered 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”, noted the following: “the similarity of

these terms is that the first part of the concepts - the word “art” - “artistic” is considered synonymous with art. And in the second part: therapy - therapeutic effect, medical direction; pedagogy is the science of education, upbringing, development”.

Art pedagogy deals not with human “problems”, but with their possibilities. In this, the first priority is to expand the range of positive human possibilities.

Within the framework of the problem under consideration, the following can be cited regarding the formation of specific features of the preparation of future teachers for professional activity by art pedagogy:

- the use of visual arts in the educational process;
- high level of communication between the teacher and the student in the educational process;
- organization of various interconnected activities in the classroom and outside the classroom in collaboration with the teacher and student;
- use of works of art in the study and mastery of various topics;
- organization of the professional training environment and creative activity of future teachers.

The specific goal of art pedagogy in preparing future teachers for professional activity is: to prepare them for professional activity by forming their morality and aesthetics in the process of developing the student's spiritual and moral culture.

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 A.S. 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 feature of the spiritual formation of a person, which is understood as the ability to distinguish beauty from beauty, to distinguish harmony from disharmony, order from

chaos in art, and in human behavior, behavior, creativity; resistance to mass influence and unculture.

The formation of aesthetic immunity in future teachers is considered very important. The formation of aesthetic immunity in students will be the most important tool in their 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 considered the main principle in art pedagogy, and the main idea of pedagogy is to treat each student individually, in addition to their artistic, intellectual and other abilities. The belief that the student has special abilities is reflected in the pedagogical attitude. Educational goals are given priority: 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 educator 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.

CONCLUSION

Art pedagogy is a field that has its own special goals and objectives, which helps to achieve the goals and solve the problems of modern education. Art pedagogy is a field that has its own special goals and objectives, which helps to achieve the goals and solve the problems of modern education.

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