

THE ROLE AND ESSENCE OF ART PEDAGOGY IN MODERN EDUCATION

*Asia International University
Department of Pedagogy and Psychology
Lecturer: Shakhlo Ravshanovna Khalilova*

Abstract: The human psyche is a complex and delicate system. Not only medication, but also various psychological approaches are effective tools for overcoming mental problems such as stress, anxiety, and depression. One of these methods is Art Pedagogy, which is aimed at expressing the human spiritual world through art, managing emotions, and restoring internal balance. This article discusses the role and essence of art pedagogy in modern education.

Keywords: Art, art pedagogy, modern education, art pedagogy methods, art therapy

Introduction: The modern educational process requires not only the transmission of knowledge but also the psychological and social development of the individual. Among students, stress, fear, lack of self-confidence, and difficulties in social adaptation are quite common. For this reason, various psychological approaches, including art pedagogy, have begun to be widely applied in the educational system.

The human psyche is a complex and delicate system. In overcoming psychological problems such as stress, anxiety, and depression, not only medication but also various psychological approaches are effective means. One such method is Art Pedagogy, which is aimed at expressing the human inner world through art, managing emotions, and restoring internal balance. The article explores the role and essence of art pedagogy in modern education. Modern education requires not only the transfer of knowledge but also the psychological and social development of the individual. Stress, fear, lack of self-confidence, and difficulties in social adaptation are common among students. Therefore, various psychological approaches, including Art Pedagogy, have been increasingly applied in the education system. The term “art” comes from English and means “art,” while “therapy” refers to “treatment or healing.” Thus, Art Pedagogy is a method of healing through art. In psychology, this field began to develop widely in the mid-20th century and is now practiced across the world. Art Pedagogy is not only about treating illnesses but also about understanding one’s inner world, providing opportunities for self-expression, improving social communication, developing creativity, reducing stress and tension, and strengthening psychological well-being in both children and adults. Its essence lies in the fact that a person expresses emotions not directly through words but through art forms such as drawing, working with clay, singing, dancing, or acting.

Art Pedagogy is a psychotherapeutic method aimed at expressing inner experiences through creative art forms. Through painting, music, dance, theater, or other creative activities, unconscious feelings are revealed, mental balance is restored, and the individual’s intellectual and social development is supported. The main idea is that feelings are expressed not through words but through symbols, images, and works of art.

Art therapy can be carried out in different forms: - Drawing therapy, using paints, pencils, or watercolor; - Music therapy, listening to or performing music for emotional relief; - Dance therapy, expressing feelings through body movements; - Drama therapy, resolving internal problems through role play; - Puppet therapy, effective in alleviating psychological difficulties in children. The main value of Art Pedagogy lies in the fact that when using artistic tools, a

person analyzes their psyche, finds courage to share emotions, and restores emotional balance. It helps strengthen self-awareness, increase positive emotions, release negative feelings, and achieve inner harmony. Thus, Art Pedagogy is not mere creativity but a psychological healing method that invites individuals to engage in dialogue with their inner world. Art Pedagogy is explained by and interconnected with various psychological theories. From the psychoanalytic perspective (Freud, Jung), it is a way of symbolically revealing unconscious desires and conflicts. According to Freud, artistic activity allows overcoming internal conflicts, while Jung emphasized archetypes that emerge through creativity, restoring psychological wholeness. Humanistic psychology (Rogers, Maslow) views Art Pedagogy as a vital tool in self-awareness and self-actualization. Gestalt therapy (Perls) interprets it as expressing the “present state” and completing unfinished situations. Cognitive-behavioral approaches apply Art Pedagogy to change problematic thinking patterns and redirect negative emotions in a constructive way. The effectiveness of Art Pedagogy is supported by scientific foundations. Psychologically, art activity helps manage emotions and activate inner resources. Neurologically, drawing, listening to music, or dancing stimulates neurotransmitters such as dopamine and serotonin, which improve mood and reduce stress. Pedagogically, it enhances creativity, motivation, and communication skills in education. Socially, group art pedagogy fosters cooperation, social adaptation, and shared values.

In education, Art Pedagogy strengthens psychological well-being and makes learning more effective. It motivates students toward creativity, broadens opportunities for self-expression, reduces stress, fear, and anxiety, develops social skills, increases motivation, and decreases psychological barriers between teachers and students. It is effectively applied in primary education through drawing, puppet therapy, storytelling, and drama; in secondary education through music, literature, and physical education lessons; and in higher education through stress-reduction activities, group work, and expressive exercises in speech culture and pedagogy.

Art Pedagogy is equally important for teachers, enabling them to better understand students’ psychology, make lessons more engaging, soften conflicts, and organize educational work more effectively.

In terms of child development, a child’s personality is shaped by innate abilities, family upbringing, social environment, and education. In modern conditions, fear, anxiety, insecurity, and emotional tension are increasingly common in children. From this perspective, Art Pedagogy—healing and educating through art—plays a vital role. It helps children express emotions, reduce negative feelings, strengthen imagination, memory, and thinking, improve creativity, develop communication skills, teamwork, and self-confidence, and foster responsibility and independence. In conclusion, Art Pedagogy, as a method of healing through art, has a profound impact on the human psyche. Its essence lies in helping individuals express themselves, alleviate psychological pain, and restore life balance. Today, Art Pedagogy is widely used in psychology, pedagogy, and medicine, making it an important tool for strengthening human health. In education, it fosters creativity, supports psychological well-being, and eases social adaptation, making learning both effective and engaging.

REFERENCES

1. Eisner, E. W. (2002). *The Arts and the Creation of Mind*. Yale University Press. 3.

2. Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. Basic Books.
3. Ravshanovna, X. S. (2025). MADANIY EKSPANSIYANING TARIXIY MISOLLARI. *Prospects for innovative technologies in science and education*, 2(2), 37-41.
4. Ravshanovna, X. S. (2025). MADANIY EKSPANSIYANING IQTISODIY TA'SIRI. *Prospects for innovative technologies in science and education*, 2(2), 72-77.
5. Ravshanovna, X. S. (2025). MADANIY EKSPANSIYAGA QARSHI KURASH VA MILLIY MADANIYATNI SAQLASH. *Prospects for innovative technologies in science and education*, 2(2), 78-83.
6. Ravshanovna, X. S. (2025). MADANIY EKSPANSIYANING IJOBIY VA SALBIY TOMONLARI. *Prospects for innovative technologies in science and education*, 2(2), 60-65.
7. Ravshanovna, X. S. (2024). PEDAGOGIK MULOQOT USLUBLARINI TANLASHDA O 'QITUVCHINING MAHORATI. *PEDAGOG*, 7(4), 298-305.
8. Ravshanovna, X. S., & Marjona, Q. (2025). BO'LAJAK PEDAGOGLARNI KREATIV O'QITISH, TARBIYALASH VA RIVOJLANTIRISH. *ZAMONAVIY TA'LIM TIZIMINI RIVOJLANTIRISH VA UNGA QARATILGAN KREATIV G'OYALAR, TAKLIFLAR VA YECHIMLAR*, 7(75), 181-186.
9. Ravshanovna, X. S. (2025). MADANIY EKSPANSIYA TUSHUNCHASI VA UNING MAZMUNI. *Prospects for innovative technologies in science and education*, 2(2), 31-36.
10. Ravshanovna, X. S. (2025). GLOBALASHUV VA MADANIY EKSPANSIYA. *Prospects for innovative technologies in science and education*, 2(2), 54-59.