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PEDAGOGY AS A MODERNIZATION STRATEGY IN THE MODERN EDUCATIONAL ENVIRONMENT OF UKRAINE

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Abstract. The article covers the specifics of art pedagogy, the peculiarities of its historical development, and its modernization potential amidst modern Ukrainian education. The connection of art pedagogy with traditional principles of educational work is noted, and such means of art pedagogy as fairy tale therapy, drama therapy, etc. are distinguished. It was found that art tools positively affect various students' abilities, and the process of creating harmonizes the emotional state of a person. The goal of art pedagogy as an activator of the child's cognitive activity is formulated. The principal activity areas of art pedagogy and their significance in the development of personality-oriented education and upbringing are analyzed. It is justified that teaching and education through art solve many pedagogical tasks, in particular, they activate the cognitive abilities and psycho-emotional state of students with special educational needs.

Key words: pedagogy, art pedagogy, art therapy, education, art, fairy tale therapy, music therapy, drama therapy.

Introduction. Nowadays, the educational space of Ukraine needs a drastic renewal, both in terms of theory and practical implementation of pedagogical ideas. Among numerous innovative methods, art pedagogy holds a special place as it aims to identify the personal dimensions of learning and education that is up-to-date and appropriate right now when the humanization and humanitarization of education are taking place. Art pedagogy has ancient origins, but it is currently perceived as an innovation as it is, given its widespread introduction occurred in the late 20th – the early 21st century. The peculiarity of art pedagogy is the realization that the learning process should be joyful, creative, and open, and art helps to actualize the potential of joy inherent in the creative process. Modern pedagogical discourse requires a comprehensive understanding of the phenomenon of art therapy and its educational potential, so relevant publications are essential and timely.

Basic material statement. Studies of art therapy and art pedagogy as education modernization strategies are currently much needed in Ukrainian pedagogy. Both well-known academic and practicing pedagogues, who offer specific ways to involve art pedagogy in the educational process, joined in solving the issues of strategies. Solid scientific achievements lie in the works of O. Voznesenska (Voznesenska, 2005, 2007), O. Derkach (Derkach, 2015), M. Zameliuk (Zameliuk, 2018), R. Pavliuk (Pavliuk, 2018), R. Prima (Prima, 2016), O. Sotnikova (Sotnikova, 2017), O. Soroka (Soroka, 2017), O. Tadeush (Tadeush, 2020), and others. Thus, R. Pavliuk conceptualizes art pedagogy as an independent science, its content, significance, and forms of implementation in the educational process. O. Derkach analyses the educational potential of art pedagogy, and O. Tadeusz marks the technological polyfunctionality of art pedagogy, emphasizing that “the introduction into the educational process of diverse didactic theatrical forms (role-playing games, imitation games of images of literary and artistic characters, text-based role dialogues, staging works, staging performances based on one or several pieces, improvisation with acting out an episode off-the cuff) turns the study of curriculum subjects into an interesting lesson, promotes the development of concentration, observation, attention...” (Tadeush, 2020, p.119). R. M. Prima and T. V. Aleksintseva generalize interpretations of “art pedagogy” and “art therapy” and highlight the main approaches to these concepts. Scholarly papers devoted to the specific forms of introducing art pedagogy spark interest. Therefore, M. Zameliuk and S. Milishchuk are confident that isotherapy, music therapy, fairy tale therapy, drama therapy, and dance/movement therapy contribute to the creative imagination of preschool children, “which is the most important for laying the groundwork and prerequisites for their development” (Zameliuk, Milishchuk, 2018, p. 53). It is no question that modern Ukrainian pedagogy is constantly replenished with significant works which comprehensively deal with such a topical issue as the introduction of art pedagogy. However, art pedagogy is a multifaceted realm that requires contributions elucidating its potential in the context of inherent modernization and innovation components. The main task of the present study is to identify the pedagogical potential of art pedagogy in the educational space of Ukraine and characterize the key activity areas of art pedagogy, the background of art pedagogy ideas, and the specifics of its technologies (music therapy, fairy-tale therapy, role-playing games, etc.).

Material and research methods. Strategies for updating the educational space of Ukraine should be based on non-standard approaches with a person-centered orientation of the educational process. Art pedagogy, which uses various art forms for the all-round development of an individual, is crucial in this regard. The creation process always brings joy to individuals and harmonizes their emotional state, which poses a great demand for the potential of joy both in leisure and in such a significant realm as educational activity. R. O. Pavliuk rightly notes: “Among numerous directions and branches of modern pedagogy, we are most interested in education and training based on artistic culture” (Pavliuk, 2018). According to the researcher, such education and training aim “to form a new-generation personality – a personal subculture capable of reproducing and preserving cultural values in the educational process” (Pavliuk, 2018). At the same time, many scientists urge not to identify and replace the concepts of art pedagogy and artistic education. “Within training, art pedagogy as a branch of scientific knowledge allows us to consider not only artistic education, including all components of the educational process (education, training, upbringing), via art tools and build foundations for a child’s artistic culture” (Pavliuk, 2018, p. 4).

Since ancient times, artists themselves and teachers, who realized art’s strong cognitive and educational potential, marked the effect of various art forms on the mind, will, and feelings of the audience. The ancient inhabitants of our planet were convinced of the effectiveness of man-made rock images, ritual songs, and ceremonial dances. Thus, the legend of Orpheus attributes to him the invention of music and verse and says that he could bend the branches of trees with his singing, move stones, and tame wild animals. Ancient thinkers and artists believed that the world of artistic images was an integral part of everyone’s life.

Ancient Greek philosophers highly valued the role of art in the life of society and the individual. Thus, following Plato (428-327 BC), art can fill people's educational gaps, although, for the rest of his life, he was skeptical about the cognitive capacity of art. In contrast, Aristotle (384-322 BC), considering an individual as a creature already naturally destined for social life, believed they could develop only in a community. And since art, in his opinion, is capable of a deep knowledge of reality, it affects people morally and aesthetically, forming their character and feelings. Moreover, the power of art is in generalization, and the poet's mission is to talk not only about what happened but also about what could happen and, hence, about what is possible by probability or necessity. In modern terms, Aristotle represented the capacity of art to model life. Therefore, the philosopher attributed art to activity and creativity: it reproduces the world "by restructuring". According to contemporary scientists, "it shapes – sometimes unconsciously – the very system of human institutions, the effect of which will appear sooner or later and often unpredictably. It is more than intended to induce an individual to a particular act."

Figures of the Renaissance, Baroque, and Classicism also shared the views of ancient philosophers and founders of aesthetics as a science of beauty.

Artistic and aesthetic achievements of European art influenced the progress of world art of the 18th–19th centuries, i.e., architecture, painting, theater, music, everyday life, other social aspects, and the work of masters of culture and art. But it should be remembered that culture always implies the preservation of previous experience, is connected with history, and involves the continuity of the moral, intellectual and spiritual life of man and society.

Modern problems of education intensify research in different sciences to integrate school educational disciplines with pieces of national culture and art to overcome the traditional rationalistic approach to training and developing students to the detriment of their all-round development. Representatives of school pedagogy and methodology and domestic masters of culture were encouraged to settle the relevant issue. All of them are united by a deep conviction that the educational impact of art is expressed in a beneficial effect on the individual's inner world, especially the moral and aesthetic spheres. Thus, a specific branch of the pedagogical discourse – pedagogy of art – was born in the late 20th. It gave rise to such types of creative activity of teachers and students as museum pedagogy, musical pedagogy, theatrical pedagogy, ethno-cultural pedagogy, school of the dialogue of cultures, and other artistic strategies of national education, which were recognized by the pedagogical community and parents and were called creative pedagogy.

Art, by comprehensively influencing people – "humanizing" them, and enriching and expanding the aesthetic world of students with various art forms – proves that beauty will save the world.

Pedagogical practice shows that, for example, combining Ukrainian language and literature lessons with visual activity contributes to the intensification of students' knowledge of their native language and also determines the need to comprehend works of culture and art; helps to overcome uncertainty before a public speech; improves the communicative abilities of students, especially children with developmental language impairments.

When implementing such programs in the activities of schools of various types, the most important feature of art was identified – its transforming function, which positively affects the intellectual, psychophysiological, moral, emotional development of children and contribution to the identification with their people and values of their history and culture. This can explain the intensive development of art pedagogy – a new scientific and practical pedagogical branch of the early 21st century, which studies the patterns, principles, and ways of involving artworks in solving many pedagogical and methodological tasks of educational institutions. O. M. Tadeush distinguishes the following main functions of art pedagogy: motivational-educational, cognitive, axiological, communicative, hedonistic-recreational, creative-stimulating, and corrective [Tadeush, 2020, p. 118–119]. As you can see, these functions basically coincide with the functions of culture per se, which allows us to assert the

narrowness of art pedagogy and culture, or rather art pedagogy is a technological component of culture.

There are three main activity areas in art pedagogy (AA in AP):

1 – AA in AP can “be an equal source of study information, a kind of “voice” in the educational dialogue, rendering the emotional experiences of another person”, can “create a field of various associations, feelings, and thoughts”;

2 – AA in AP optimizes the conditions of pedagogical interaction, enhances arbitrary and involuntary attention to art pieces, prevents overwork, switches from one type of activity to another without tension; facilitates comprehension and memorization of academic material, provides motivational, emotional and communicative readiness for the perception of relevant material by transcoding information from logical-verbal to emotional-figurative modality;

3 – art pedagogy tools can become a source of implicit diagnosis of the mental state of students and their creative abilities within the educational process.

It is essential to note that the progress of art pedagogy and its didactic functions were affected by art therapy as a kind of psychotherapy and psychological correction based on art and creativity. At the same time, pedagogy cannot perform improper functions, i.e., medical, psychotherapeutic, psychological, although artistic creativity often gives a therapeutic result. R. M. Prima and T. V. Alekintseva state that “comparing art pedagogy with art therapy, one should pay attention to the fact that latter actualizes the development and correction of a person by relying on his available properties, and former refers to what is not yet in a person but can be shaped in the future” (Prima, Aleksintseva, 2016, p. 8).

Art therapy has a centuries-old history. Jean-Jacques Rousseau, the 18th-century French philosopher, is traditionally considered its founder. He was one of the first to realize that in order to understand the child, it is necessary to observe their play. But play as a method of psychotherapy began to be used only in the 1920s by psychoanalysts Melanie Klein and Anna Freud, the daughter of Sigmund Freud. Watching children’s play, they noticed that “in the game, the child not only expresses his experiences. Play turned out to be a form of self-therapy with the help of which the kid can recreate, e.g., a conflict situation, and find a way to “react” to it.” In the 1930s, Frederick Allen expanded the scope of art therapy: in his research, he focused on the trusting and warm relationship between a psychotherapist and a child, emphasizing that the child should be treated as personality. His therapy was called “relationship therapy.”

Domestic psychologists also use art therapy and elaborate original methods. As a result of multi-year studies by foreign and domestic psychotherapists, the following art-therapeutic means of influencing children were identified: isotherapy, color therapy, sand therapy, phototherapy, play therapy, dance and movement therapy, music therapy, vocal therapy, fairy tale therapy, puppet therapy. According to O. M. Tadeusz, the main principles of art pedagogy are dramatization and theatricalization. The scientist emphasizes that theatrical activity cultivates students’ acting skills and contributes to creative and communicative abilities, attention, and endurance (Tadeush, 2020, p. 119).

Art pedagogy actively applies painting, photography, didactic games, music and, to a lesser extent, dance. Naturally, the purpose and tasks of art pedagogy are fundamentally different from ones of art therapy.

The central goal of art therapy is to correct the psycho-emotional state of a person who is experiencing emotional difficulties caused by stress, is dissatisfied with family relationships, and is subject to emotional rejection by other people, which leads to depression, emotional instability, impulsiveness of emotional reactions, feelings of loneliness, interpersonal conflicts, low self-esteem, and other states.

The goal of art pedagogy is to intensify the cognitive activity of students via art tools, develop creative imagination and emotional memory, harmonize the spiritual and moral state, the inner world of children and their socialization; to raise the child’s self-identification through immersion into national and world art, cultivate love for the value meanings of art and culture, folk traditions reflected in the

pieces of domestic painting, sculpture, music, literature, theater, choreography, material culture, and other creative activities.

One thing is certain: the above-mentioned functions of art and culture have a therapeutic effect on the growing child's personality, but the identification of peculiarities of the influence of each type and genre of art and culture on children with different individual psychophysical features is a matter of joint research efforts of representatives of related sciences: didactics, meta-methods (supra-subject sciences of a single methodological strategy in teaching, upbringing and development at the inter-subject level), pedagogical psychology, psychiatry, medicine, differential psychology, and psychology of art.

At the present stage of the development of art therapy, all the attention of researchers and educators is focused on observing the healing effect of art therapy exercises on children of different ages with different educational needs, especially preschool and primary school children. The use of art therapy is a way to restore harmony in the child's emotional world and train thinking and self-esteem. In other words, it helps the child to enter into the world of adults and the world of native nature and native art without conflict and feel the beauty and harmony of creative cognition of the surrounding reality. The most valuable thing in art therapy is to elaborate a structure of diagnostic criteria for identifying the problems of preschool children via art tools, which allow psychotherapists to effectively use art-therapeutic and artistic-aesthetic means to correct children's mental traumas and prepare them for entering an independent social life.

Art pedagogy is at the beginning of its journey, but it has a promising future. Its experience of working with children with special educational needs is highly valued. However, as in any educational process, artistic and aesthetic means of art therapy amidst the socialization of preschool children with special needs require the following from studies:

- 1) a clear understanding of the research problem;
- 2) a well-formulated goal setting (what does the researcher want to get as a result of his research activities?);
- 3) the researcher's readiness for in-depth psychological and pedagogical analytical activities of children amidst the personal-activity environment organized by the expert for children by means of art-pedagogical exercises and tasks;
- 4) classification of artistic and aesthetic exercises and tasks of art pedagogy for children with special educational needs;
- 5) the ability to observe the behavior of children in different situations of art pedagogy games and record their impact on the intellectual, emotional and volitional qualities of the child;
- 6) the ability to summarize the research findings at the theoretical and practical level.

Teachers and postgraduate and undergraduate students of art and culture institutions play a special role in studying the problems concerned. Solution is complicated by the fact that the use of various art forms to create a synchronous polyphonic system of art pedagogy's artistic-aesthetic game exercises for preschoolers with special educational needs holds researchers to have encyclopedic knowledge not only in art and culture but also in didactics, psychology of art, and interpretation methods adapted to the set research tasks. The difficulty lies in the fact that, when planning art pedagogy activities with children with special educational needs, it is necessary to take into account that researchers will deal with individual characteristics of children: some have language impairments, others have emotional "stiffness" and detachment from the team, and others have aggressive behavior, etc., caused by experienced psychological traumas or illnesses. The main goal is to create a trusting, communicative environment for all children and involve them in collective communicative and cognitive activities via art tools: painting, music, choreography, without losing sight of their effect on children and their reaction in order to further implement the didactic principle of an individual approach to each child,

given their behavioral specifics. On top of that, it is crucial to always keep in mind the wise words of S. A. Amonashvili: “Do no harm!”

Results and discussion. Long theoretical discussions and the practice of introducing art pedagogy into the educational space of Ukraine prove that education and upbringing via art tools solve many pedagogical problems, in particular, stimulate the learning abilities of students with special educational needs, harmonize their psycho-emotional state, and form their creative skills and the ability to work in non-standard situations, which is actualized in the modern world. Art pedagogy is aimed at improving the personal approach to students and, in this regard, can be a strategy for updating the educational process.

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