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USING ART PEDAGOGY METHODS IN TEACHING ENGLISH TO PRESCHOOLERS

Annotation

The possibility of using art therapy and art pedagogy methods in English lessons is considered in order to increase the efficiency of mastering educational material and developing attention, memory, thinking and speech in preschoolers. A program has been developed to increase the level of formation of mental cognitive processes in English lessons using art therapy methods: fairy tale therapy, isotherapy, drama therapy. The study used the method of expert assessment, methods for studying memory, thinking, attention, and speech.

Key words: school age, cognitive processes, art pedagogy, art therapy, training, development.

ИСПОЛЬЗОВАНИЕ МЕТОДОВ АРТ-ПЕДАГОГИКИ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ ДОШКОЛЬНИКОВ

Аннотация

Рассматривается возможность использования методов арт-терапии и арт-педагогика на занятиях по английскому языку с целью повышения эффективности усвоения учебного материала и развития внимания, памяти, мышления и речи у дошкольников. Разработана программа повышения уровня сформированности психических познавательных процессов на занятиях по английскому языку с использованием методов арт-терапии: сказкотерапии, изотерапии, драматерапии. В исследовании использовался метод экспертной оценки, методики исследования памяти, мышления, внимания, речи.

Ключевые слова: школьный возраст, познавательные процессы, арт-педагогика, арт-терапия, обучение, развитие.

MAKTABGACHA YOSHDAGI BOLALARGA INGLIZ TILINI O‘QITISHDA ART PEDAGOGIKA USULLARIDAN FOYDALANISH

Annotatsiya

Ushbu maqolada o‘quv materialini o‘zlashtirish samaradorligini oshirish va maktabgacha yoshdagi bolalarda e‘tibor, xotira, fikrlash va nutqni rivojlantirish maqsadida ingliz tili darslarida Art-terapiya va art pedagogika usullaridan foydalanish imkoniyati ko‘rib chiqilmoqda. Art-terapiya usullaridan foydalangan holda ingliz tili darslarida aqliy kognitiv jarayonlarning shakllanish darajasini oshirish dasturi ishlab chiqilgan: ertak terapiyasi, Izoterapiya, dramaturgiya. Tadqiqotda ekspert baholash usuli, xotira, fikrlash, e‘tibor, nutqni o‘rganish usullari qo‘llanilgan.

Kalit so‘zlar: maktab yoshi, kognitiv jarayonlar, badiiy pedagogika, Art terapiya, o‘qitish, rivojlanish.

Introduction. The modern education system is undergoing significant changes in pedagogical theory and practice. Particular attention is paid to the use of advanced innovative technologies that can serve as a complement or alternative to traditional learning.

The use of art therapy methods in the teaching sphere allows not only to diversify the educational process, but also to make it more effective and productive, thanks to its therapeutic and correctional properties in the child’s learning and the development of cognitive processes [1].

Using art pedagogy methods in teaching English to preschoolers is a highly effective approach that integrates creativity and language learning. By incorporating visual arts, music, drama, and other forms of artistic expression into English lessons, educators can engage young learners in a dynamic and interactive way. This not only makes the learning process more fun and engaging for children, but also helps them develop important cognitive, social, and emotional skills.

Through art pedagogy, preschoolers can learn vocabulary, grammar, and pronunciation in a hands-on and immersive way. For example, using art activities like drawing, painting, or sculpting, children can explore new words and concepts while expressing themselves creatively. Similarly, incorporating music and movement can help reinforce language patterns and improve pronunciation through rhythm and repetition. Moreover, art pedagogy methods can also help children build confidence, develop critical thinking skills, and enhance their overall communication abilities. By encouraging creativity and self-expression, educators can create a supportive and inclusive learning environment where every child feels valued and empowered to express themselves in English. Overall, integrating art pedagogy methods into English language teaching for

preschoolers can be a highly effective and rewarding experience for both educators and young learners. By tapping into children’s natural creativity and curiosity, educators can create a stimulating and engaging learning environment that fosters language development, cognitive growth, and social-emotional well-being.

Materials and methods. Recently, relevant innovative disciplines are art therapy and art pedagogy [2], which are based on the fusion of psychology, pedagogy and art. The main goal of art pedagogy is to enhance cognitive activity and artistic development of children through the means of art. Art pedagogy involves the use of art in any academic subject; the main technologies of art pedagogy are play and pedagogical improvisation [3].

1. Visual demonstrations: Show preschoolers how to create art by demonstrating different techniques and styles. This can be done through step-by-step instructions or by watching the teacher create a piece of art.

2. Hands-on experience: Encourage children to explore different art materials and experiment with different techniques. Allow them to get their hands dirty and have fun while learning.

3. Group projects: Collaborative art projects can help children learn how to work together, communicate effectively, and problem solve as a group. This can also foster a sense of community and teamwork among the students.

4. Art history lessons: Teach preschoolers about famous artists, art movements, and styles throughout history. This can inspire them to create their own works of art based on what they have learned.

5. Critique sessions: Provide constructive feedback on students’ artwork in a positive and encouraging way. This can help children improve their skills, learn from their mistakes, and gain confidence in their abilities.

6. Incorporate other subjects: Use art as a way to teach concepts from other subjects such as math, science, or language arts. For example, creating geometric designs can reinforce math skills or illustrating a story can enhance language comprehension.

7. Field trips: Take students on field trips to museums, galleries, or artist studios to expose them to different forms of art and inspire creativity.

8. Encourage self-expression: Allow children the freedom to express themselves through their artwork without fear of judgment or criticism. This can help them develop their own unique style and voice as artists.

9. Use technology: Incorporate digital tools such as tablets, computers, or online resources to enhance children's understanding of art concepts and techniques.

10. Celebrate creativity: Encourage children to be creative and think outside the box when it comes to making art. Celebrate their individuality and unique perspectives in their artwork.

The purpose of this study: to develop and evaluate the effectiveness of a program for the development of cognitive processes in English lessons based on art therapy methods.

Results and discussion. Diagnostics assumed coverage of the basic mental cognitive processes necessary for learning a foreign language, such as memory, thinking, attention and speech [2]. The teach was carried out in three stages from September to May in a year: 1) diagnostics of the level of formation of mental cognitive processes; 2) implementation of an art therapy program for the development of mental cognitive processes in primary preschoolers; 3) re-diagnosis, analysis and interpretation of the results obtained.

The following methods were used: theoretical – analysis, data synthesis; empirical – observation, experiment, methods of mathematical statistics (analysis of average values, percentages, Fisher's test), method of expert assessment, testing [5]:

1) methods for studying the memory of preschoolers: a study of operative memory and a picture test for studying the memory of preschoolers;

2) diagnostics of the level of development of thinking "Test for the ability to memorize and analyze" with teacher;

3) a method for assessing the volume of distribution and switching of attention "Numerical square";

4) To diagnose the level of speech development, oral methods of work in the teaching time were used - reading, a detailed answer to a question about the text, a short retelling.

Based on the diagnostic data, an art therapy program was developed [3] on the development of mental cognitive processes of junior preschoolers in English lessons. This program is designed for 5 group lessons, each lasting 15 minutes. Frequency of classes: 2 times a week. The goal of the program: the development of mental cognitive processes in children during English lessons using art therapy methods.

At the preparatory stage, a short conversation was held with the children about how fairy tales can help in learning English. Instructions were given for listening to a fairy tale (for example, for the first lesson, the audio fairy tale "The Elves and the Shoemaker" was chosen [4]). Whole time teaching, children received help from the teacher if they had difficulties in constructing sentences and choosing the right word. During the exercises, children showed genuine interest in creative tasks and activity during their implementation. Each lesson ended with reflection.

Let's move on to a description of the diagnostic results, comparative analysis and statistical processing of the results. After the implementation of the program in the experimental group, repeated diagnostics were carried out in two groups: experimental and control, in order to check whether the art therapy program contributed to better development of mental cognitive processes, whether it helped students better master the material and improve their skills in mastering a foreign language.

The first method was the expert assessment method, where listening skills, mastery of grammatical structures and speaking skills were tested. During repeated diagnostics, tasks containing new vocabulary were added. In the experimental group, results in all skills increased. In particular, the number of children with high scores in listening, grammar and speaking increased, while those with low scores decreased.

The high level of all skills in the experimental group is almost twice as high as in the control group (Table 1). The number of people in the experimental group with low levels of all skills is noticeably lower than in the control group. Thus, classes in the experimental group using an art therapy program contributed to the assimilation of material and the formation of listening, grammar and speaking skills in English lessons. When calculating the Fisher criterion based on the results of expert assessment, significant differences were recorded between the two groups in the frequency of occurrence of a high level of development of oral speech skills.

Table 1

Skills	Skill Development Levels	Results of expert assessment during repeated diagnostics in groups (n = 29 people)				Fisher criterion
		control group, n = 13		experimental group, n = 16		
		%	Peop.	%	Peop.	
Listening	High	30,77	4	56,25	9	$\square = 1,393$
	Average	46,15	6	37,5	6	$\square = 0,474$
	Short	23,08	3	6,25	1	$\square = 1,328$
Grammar	High	23,08	3	50	8	$\square = 1,521$
	Average	53,84	7	37,5	6	$\square = 0,881$
	Short	23,08	3	12,5	2	$\square = 0,75$
Oral speech	High	23,08	3	56,25	9	$\square = 1,859^*$
	Average	30,77	4	43,75	7	$\square = 0,72$
	Short	46,15	6	0	0	-
Skills total	High	23,08	3	50	8	$\square = 1,521$
	Average	53,84	7	43,75	7	$\square = 0,538$
	Short	23,08	3	6,25	1	$\square = 1,328$

Let us describe the results of a study of mental cognitive processes. To study the level of formation of attention, the "Number Square" technique was used. After the classes, 50% of learners showed a high level; before the implementation it was 31.25%. The frequency of occurrence of a low level of attention development decreased from 43.75% ($\square = 2.045$ at $p \leq 0.05$) to 12.5%.

When studying thinking, a methodology for diagnosing the ability to classify and analyze was used, but with minor changes in some positions during repeated measurements. After conducting classes in the art therapy program, indicators of a high level of developed thinking in the experimental group increased - 37.5%, in comparison with the results of the initial diagnosis - 6.26%. Reliable statistical differences according to Fisher's test: $\square = 2.294$ at $p \leq 0.05$. Indicators of a low level of developed

thinking decreased - 12.5%, in contrast to the data obtained as a result of input diagnostics - 43.75%; the differences are significant ($\square = 2.045$ at $p \leq 0.05$). This means that after the implementation of the art therapy program, low levels of thinking development became less common in this group.

Conclusion. Art therapy classes for the development of mental cognitive processes in preschoolers contributed to significant improvements in the acquisition of educational material in English lessons. As a result of the lessons, the indicators of volume, distribution and switching of attention, short-term and operative memory, thinking: the ability to classify concepts according to a general characteristic changed. With all the variety of existing art therapy methods, the effectiveness of their use will depend on the correct structure of the entire lesson and the competence of the teacher.

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