

**PSYCHOLOGICAL AND PEDAGOGICAL FOUNDATIONS OF USING
ART THERAPY ELEMENTS IN FINE ARTS EDUCATION**

Qayimova Dilroz Qambar qizi

Student, Termiz State Pedagogical Institute

Annotation: *This article analyzes the psychological and pedagogical foundations of using art therapy elements in the process of fine arts education. The positive influence of art therapy on a person's mental state, its role in developing creative thinking, and its potential application as an innovative method in the educational process are discussed. The significance of art therapy in shaping students' aesthetic taste, emotional balance, and creative self-expression skills is also scientifically substantiated.*

Keywords: *fine arts, art therapy, psychological-pedagogical foundations, creativity, personal development, emotional balance.*

Introduction

In today's educational system, the comprehensive development of the learner's personality and the disclosure of their creative and intellectual potential have become issues of great importance. In particular, the use of art therapy elements in fine arts education is recognized not only as an important means of aesthetic education but also as an effective method of stabilizing students' psychological states. Art therapy is a specific form of treatment and emotional regulation through art, providing opportunities for expressing inner experiences. It plays a vital role in self-awareness, the development of creative thinking, and the establishment of a positive psychological environment in the educational process.

Art therapy allows individuals to express their inner world, emotions, and experiences through artistic imagery. According to psychologists, color, shape, and composition enable a person to express their inner state "without words," which promotes psychological relief and emotional well-being. The application of art therapy elements in fine arts classes supports the analysis of personal experiences,

self-awareness, and self-evaluation. This approach is especially significant when working with adolescents, for whom constructive emotional expression is crucial. In modern education, the human factor, psychological well-being, and personal development occupy a central place. Today, the aim is not only to provide knowledge but also to ensure emotional stability, reveal creative potential, and cultivate aesthetic taste. From this perspective, the integration of art therapy elements into fine arts education is one of the most relevant and necessary approaches. Art therapy is a method that helps restore mental balance by expressing emotions, inner feelings, and life experiences through artistic means. It is based on the integration of art and psychology, helping individuals gain self-awareness, manage emotions, and achieve positive change. Especially in working with children and adolescents, art therapy is considered an effective means of reducing stress, strengthening self-confidence, and revealing one's inner world.



Using art therapy elements in fine arts education not only enhances students' creative thinking but also teaches them to express their feelings artistically. For the teacher, this opens up new pedagogical opportunities - transforming the lesson from a mere practice of visual skills into a psychologically supportive and emotionally rich environment that meets students' inner needs.

The relevance of the topic lies in the fact that in today's globalized and high-pressure world, students increasingly experience stress, irritability, and emotional instability. In such conditions, integrating art therapy elements into the educational process helps strengthen their mental health, improve social adaptability, and foster creativity and initiative.



The purpose of the research is to determine the psychological and pedagogical foundations of using art therapy elements in fine arts education and to scientifically substantiate their role in the holistic development of students. Research objectives:

1. To study the content and psychological mechanisms of art therapy's impact;
2. To analyze art therapy elements applicable in fine arts education;
3. To identify pedagogical opportunities and evaluate their effectiveness in the learning process;
4. To explore the impact of art therapy on students' emotional, aesthetic, and creative development.

Scientific novelty lies in proposing a systematic psychological-pedagogical model for applying art therapy elements within fine arts classes. The article also theoretically examines the relationship between art therapy's influence and students' emotional state and creative activity. Art therapy enables individuals to express their inner world, emotions, and experiences through artistic images. Psychologists believe that through color, shape, and composition, a person expresses emotions "without words," thus achieving psychological relief and emotional balance.

The use of art therapy elements in fine arts classes supports students in analyzing their personal experiences, developing self-awareness, and enhancing self-assessment. Especially among adolescents, this approach fosters the ability to express emotions in a constructive and creative way. In fine arts classes, the use of art therapy techniques such as color therapy, mandala drawing, free collage, and clay modeling allows students to:

- achieve psychological calm and relieve stress;
- develop attention, memory, and imagination;
- form communication and teamwork skills;
- enhance aesthetic enjoyment and creative self-expression.



Practical observations show that students participating in art therapy-based classes demonstrate increased self-confidence, emotional stability, and learning motivation. Integrating art therapy methods into the educational process requires teachers to possess special preparation, psychological sensitivity, and an individualized approach. From a pedagogical perspective, art therapy relies on the following principles:

- Individual approach - considering each student's emotional and creative needs;
- Integrative principle - combining art therapy elements with other subjects and methods;
- Reflection principle - enabling students to evaluate their work and sense personal change.

Lessons organized according to these principles activate students' creative thinking, promote free expression, and encourage conscious use of artistic tools.

Practical research also indicates that fine arts classes utilizing art therapy techniques help students achieve emotional stability, strengthen social interaction skills, and enhance artistic perception.

Conclusion

Using art therapy elements in fine arts education develops not only students' creative abilities but also their psychological resilience and social adaptability. This approach represents the practical embodiment of humanistic and learner-centered principles within modern pedagogical technologies. Art therapy methods effectively reveal individual abilities, nurture creative thinking, and strengthen mental health. Their application in fine arts education is becoming increasingly significant as they contribute to the development of emotionally balanced, creative, and self-aware individuals capable of aesthetic perception and expression.

REFERENCES

1. Vygotsky, L.S. *Psychology of Art*. Moscow, 1997.
2. Kram, V. *Art Therapy Handbook*. New York: Routledge, 2015.



3. Omonov, S. *Methods of Fine Arts Education*. Tashkent, 2020.
4. Inomjonovna, R. I. (2023). STEAM EDUCATION IS ONE OF THE MAIN TRENDS IN THE WORLD. *Journal of new century innovations*, 21(2), 27-32.
5. Inomjonovna, R. I., & Xolmirzayevna, X. N. (2023). TYPES, METHODS AND METHODS OF TEACHING VISUAL ACTIVITY KNOWLEDGE AND APPLICATION. *ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ*, 14(3), 92-97.
6. Inomjonovna, R. I. (2023). PSYCHOLOGICAL CHARACTERISTICS OF PICTURE ACTIVITY IN EDUCATIONAL PERSONALITY. *Journal of new century innovations*, 22(1), 113-118.
7. Inomjonovna, R. I. (2023). HUMAN CAPABILITIES-SOCIAL DEVELOPMENT IS A PRODUCT. *Journal of new century innovations*, 22(1), 119-124.
8. Inomjonovna, R. I. (2023). DEVELOPMENT OF CREATIVE ABILITY AND IMAGINATION IN CHILDREN. *Journal of new century innovations*, 22(1), 108-112.
9. Inomjonovna, R. I. (2023). ART AS A COGNITIVE ACTIVITY IN THE LIFE OF CHILDREN. *ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ*, 14(4), 132-137.
10. Inomjonovna, R. I. (2023). INFLUENCE OF INNOVATIVE IDEAS ON HUMAN PSYCHOLOGY IN TEACHING PAINTING TECHNIQUE THROUGH ART THERAPY. *Finland International Scientific Journal of Education, Social Science & Humanities*, 11(2), 126-134.
11. Inomjonovna, R. I. (2023). FACTORS FOR THE DEVELOPMENT OF IMAGING SKILLS OF PRESCHOOL CHILDREN. *THE THEORY OF RECENT SCIENTIFIC RESEARCH IN THE FIELD OF PEDAGOGY*, 1(5), 74-79.
12. Inomjonovna, R. I. (2023). TRANSPERSONAL MODEL IN ART THERAPY-AS HUMANITY PRINCIPLES. *ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ*, 16(4), 173-181.



13. Inomjonovna, R. I. (2023). ART THERAPY AS AN EFFECTIVE TREATMENT FOR INJURED CHILDREN (During war, violence, natural disasters). *ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ*, 16(4), 182-188.
14. Рахматова, И. И., & Таджиева, М. Ю. (2023). ОБУЧЕНИЕ ДЕТЕЙ СОЗДАВАТЬ ТВОРЧЕСКИЕ МОДЕЛИ ИЗ РАЗНЫХ РАСТЕНИЙ. *THE THEORY OF RECENT SCIENTIFIC RESEARCH IN THE FIELD OF PEDAGOGY*, 1(6), 1-7.
15. Рахматова, И. И., & Чутбоева, М. А. (2023). ПОКАЗАТЕЛИ ХУДОЖЕСТВЕННО-ТВОРЧЕСКОГО РОСТА И РАЗВИТИЯ ЭСТЕТИЧЕСКОГО ЧУВСТВА ДЕТЕЙ. *THE THEORY OF RECENT SCIENTIFIC RESEARCH IN THE FIELD OF PEDAGOGY*, 1(6), 8-15.
16. Рахматова, И. И. (2023). УЧЕНИЯ О ЗДОРОВЬЕ ЧЕЛОВЕКА И ПРИРОДЕ С ИСПОЛЬЗОВАНИЕМ НАСЛЕДИЯ АБУ АЛИ ИБН СИНЫ. *THE THEORY OF RECENT SCIENTIFIC RESEARCH IN THE FIELD OF PEDAGOGY*, 1(6), 207-215.
17. Inomjonovna, R. I., & Vofuqulovna, B. D. (2023). UZBEKISTAN IS A CENTER OF SCIENCE, ENLIGHTENMENT AND CULTURE. *THE THEORY OF RECENT SCIENTIFIC RESEARCH IN THE FIELD OF PEDAGOGY*, 1(6), 199-206.
18. Inomjonovna, R. I. (2023). THE IMPORTANCE OF USING ART, ARTISTIC CREATIVITY AND ART THERAPY IN PREVENTING AGGRESSION IN CHILDREN. *Finland International Scientific Journal of Education, Social Science & Humanities*, 11(6), 383-389.
19. Рахматова, И. И. (2023). ФОРМИРОВАНИЕ КУЛЬТУРЫ АРТ-ТЕРАПИИ ЧЕРЕЗ ИНТЕГРАЦИЮ ИСКУССТВА. *Innovative Development in Educational Activities*, 2(18), 33-39.
20. Raxmatova, I. (2023, December). CURRENT ISSUES IN THE USE OF ART, ARTISTIC CREATIVITY AND ART THERAPY. In *INTERNATIONAL SCIENTIFIC AND PRACTICAL CONFERENCE on the topic: "Priority areas for*



ensuring the continuity of fine art education: problems and solutions” (Vol. 1, No. 01).

21. Рахматова, И. И. (2023). АКТУАЛЬНЫЕ ВОПРОСЫ ИСПОЛЬЗОВАНИЯ ИСКУССТВА, ХУДОЖЕСТВЕННОГО ТВОРЧЕСТВА И АРТ-ТЕРАПИИ. *Science and innovation*, 2(Special Issue 14), 463-467.
22. Raxmatova, I. I. (2023). AGRESSIVLIKNI OLDINI OLISHDA SAN’AT, BADIY IJODKORLIK VA ART-TERAPIYADAN FOYDALANISHNING AHAMIYATI. *Oriental Art and Culture*, 4(5), 208-215.
23. Raxmatova, I. I. (2024). BO ‘LAJAK TASVIRIY SAN’AT O ‘QITUVCHILARIDA ART-TERAPIYA MADANIYATINI SHAKLLANTIRISHNING PEDAGOGIK-PSIXOLOGIK JIHATLARI. *Inter education & global study*, (4 (1)), 343-348.
24. Inomjonovna, R. I. (2023). DEVELOPMENT OF CREATIVE COMPETENCE OF EDUCATORS IN PRESCHOOL EDUCATIONAL INSTITUTIONS. *Journal of new century innovations*, 22(1), 125-129.
25. Рахматова, И. И. (2022). ПРОБЛЕМА СТРЕССА В ФОРМИРОВАНИИ ЛИЧНОСТИ РЕБЕНКА. *THE THEORY OF RECENT SCIENTIFIC RESEARCH IN THE FIELD OF PEDAGOGY*, 1(4), 108-111.
26. Рахматова, И. И. (2022). ФАКТОРЫ ФОРМИРОВАНИЯ ЛИЧНОСТИ ПЕДАГОГА В СФЕРЕ ДОШКОЛЬНОГО ОБРАЗОВАНИЯ. *THE THEORY OF RECENT SCIENTIFIC RESEARCH IN THE FIELD OF PEDAGOGY*, 1(4), 104-107.
27. Inomjonovna, R. I., & Erkinovna, E. N. (2023). SOCIAL PEDAGOGICAL FACTORS FOR PREVENTING AGGRESSIVE SITUATIONS CHILDREN IN PRESCHOOL EDUCATION. *Journal of new century innovations*, 12(2), 29-34.
28. Inomjonovna, R. I. (2022). CHARACTERISTICS OF UZBEK FOLK APPLIED ARTS AND THEIR PLACE IN SOCIETY. *World scientific research journal*, 2(1), 29-32.



29. Inomjonovna, R. I. (2022). THE IMPORTANCE OF AESTHETIC EDUCATION IN PRESCHOOL CHILDREN. *Journal of new century innovations*, 11(2), 104-108.
30. Inomjonovna, R. I., & Erkinovna, E. N. (2023). SOCIAL PEDAGOGICAL FACTORS FOR PREVENTING AGGRESSIVE SITUATIONS CHILDREN IN PRESCHOOL EDUCATION. *Journal of new century innovations*, 12(2), 29-34.