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- paying attention to the dynamics of pupils' personal spiritual growth;
- organizing goodwill dialogue of objects of educational process,;
- working in close contact and interacting with schools, families, communities;
- providing and creating the atmosphere in institutions for education, humanism, love, justice and mutual understanding.

Self-knowledge is carried out on the basis of a technique of interactive training taking into account personal features of each participant in the educational process. The discipline "Self-knowledge" pays great attention to such universal values as love, moral, kindness, creates abilities and their spiritual knowledge of the nature and properties of morality. Self-knowledge is the first step of a person to the inner deep sense. Philosopher Socrates said: "To recognize the rest learn yourself", thus, "self-knowledge" can be a harmonious continuation of the Socrates' teachings of the subject [3].

As the author of the project, Sara Alpysovna, noted, "It is very important to reveal the abilities of each child and believe in them, in order they may determine and find the way to themselves, their efforts of their place in life! Creating the aura of good and love in the world, simplicity and love have to reach from heart to heart, ", i.e. each of us must arouse warmth in hearts of a child and a parent.

In accordance with age peculiarities of children, the work aimed at self-knowledge and development must be carried out not only at school, but also in a family with the help of their parents, proceed in the direction of interaction.

The study of self-knowledge develops pupils' skills of positive thinking, their responsible attitudes to their own words, thoughts and actions, control of their emotions, communication skills, effective functioning and impartiality. Only moral self-conscious people can distinguish the eternal values to temporary ones, differ the truth and the lie, apply correctly their knowledge, get success, and make other people happy. Thus, in the course of leaning process of "Self-Knowledge" pupils can:

- 1) get the knowledge of spiritual human nature, unity of life;
- 2) understand the axiological basics of self-knowledge;
- 3) learn to put into practice universal values;
- 4) apply the acquired knowledge and skills in everyday life.

Thus, self-knowledge is considered to be the subject which influence people to form their human identity, develop, realize, contribute and assess the accumulated life experience. In addition, self-knowledge is the means of communication that teach people to interact with other people around.

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THE PLACE OF ART PEDAGOGY IN THE DEVELOPMENT OF CHILDREN

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Abstract. The article deals with the types of art pedagogy and their influence on the psychological and physical development of children. Art pedagogy has an undeniable influence especially on children. Music can help to develop sentimental, intellectual and spiritual life, but also capacity to know our deep being.

Key words: arts, art pedagogy, art therapy, play therapy, music therapy, drama therapy.

МЕСТО ХУДОЖЕСТВЕННОЙ ПЕДАГОГИКИ В РАЗВИТИИ ДЕТЕЙ

Аннотация. В статье рассматриваются виды арт-педагогика и их влияние на психологическое и физическое развитие детей. Художественная педагогика оказывает неоспоримое влияние, особенно на детей. Музыка может помочь развить чувствительную, интеллектуальную и духовную жизнь, а также способность познать наше глубокое бытие.

Ключевые слова: искусство, художественная педагогика, арт-терапия, игровая терапия, музыкальная терапия, драматическая терапия.

In recent years, school curricula in Kazakhstan have shifted heavily toward common subjects as reading and math, but what about the arts? Although some may regard art education as a luxury, simple creative activities of the building blocks of child development. Learning to create and appreciate visual aesthetics may be more important than ever to the development of the next generation of children.

Art pedagogy plays a great part in the development of some efficient learning practices and of emotional self-regulation. A constant preoccupation of the contemporary educational environment consists in applying therapy practices in order to promote physical, mental and spiritual health. "Art pedagogy" is a new concept that interests more and more followers and is currently a priority for the science of education researchers. In the informational society characterized by an accelerated dynamics of life and a continuous flow of depersonalized messages, devoid of any sincerity and depth of existential commitment art has got a particular importance due to its capacity of influencing the individuals in a comprehensive and humanizing way. The range of pedagogical problems that can be solved by applying the elements of art is very broad.

Art therapy has emerged as a mental health profession in the 1940s. "Art therapy is a mental health profession in which clients use art media, the creative process and the resulting artwork to explore their feelings, emotional conflicts, self-awareness, manage behaviour and addictions, develop social skills, improve reality orientation, reduce anxiety and increase self-esteem and personal well-being".

Art therapy, especially, involves improvisation and creativity elements within drawing, painting or sculpture (fine art), with or without music, which take place within more or less controlled experiments, with an individual or specific group. The educational approach must be carried out on many levels at the same time so that the development of the skills occurs at the same time in a certain context, in a complex and effective educational unit [1].

Art therapy is practiced in mental health, rehabilitation, medical, educational, forensic, wellness, private practice and community settings with diverse client populations in individual, couples, family, and group therapy formats. Art therapy is an effective treatment for people experiencing developmental, medical, educational, and social or psychological impairment. Individuals who benefit from art therapy include those who have survived trauma resulting from combat, abuse, and natural disaster; persons with adverse physical health conditions such as cancer, traumatic brain injury, and other health disability; and persons with autism, dementia, depression, and other disorders. Art therapy helps people resolve conflicts, improve interpersonal skills, manage problematic behaviors, reduce negative stress, and achieve personal insight. Art therapy also provides an opportunity to enjoy the life-affirming pleasures of art making. Research supports the use of art therapy within a professional relationship for the therapeutic benefits gained through artistic selfexpression and reflection for individuals who experience illness, trauma, and mental health problems and those seeking personal growth.

The most common types of art therapy:

- Music therapy.
- Dance therapy.
- Drama therapy.
- Fairy tale therapy.
- Play therapy.

Music therapy—a type of expressive arts therapy that uses music to improve and maintain the physical, psychological, and social well-being of individuals—involves a broad range of activities, such as listening to music, singing, and playing a musical instrument.

This type of therapy is facilitated by a trained therapist and is often used in hospitals, rehabilitation centers, schools, correctional facilities, nursing homes, and hospices.

Music therapy can benefit many individuals. The diverse nature of music means it can be applied in the treatment of concerns both physical and psychological. In some instances, the therapeutic use of music has been able to help people in ways that other forms of therapy have not, as it can sometimes elicit responses that may not appear through more traditional forms of treatment. When people find it difficult to express themselves verbally, they may display a greater degree of interest and engagement in music therapy than they would in a more traditional form of therapy. No background in music is required for a person to benefit from this approach.

Because music can evoke positive emotions and stimulate reward centers in the brain, music therapy is often able to alleviate symptoms of mental health concerns such as: depression, mood-related concerns, anxiety, schizophrenia, substance dependency, autism, personality issues, insomnia, dementia.

Music therapy can both assess and enhance cognitive, social, emotional, and motor functioning, and studies have shown positive results among individuals who have intellectual or physical difficulties, brain injuries, or Alzheimer's. This type of therapy has also been used in the treatment of physical ailments such as cancer and hypertension.

The positive effects of music therapy are not limited to those coping with severe or long-lasting physical and psychological problems, and this therapy can benefit people in a variety of situations. Music is frequently used to reduce stress levels and pain perception among mothers in labor and has been associated with improvements in self-esteem, self-concept, verbal communication, prosocial behavior, socialization skills, group cohesion, and coping skills.

Drama therapy is the use of theatre techniques to facilitate personal growth and promote mental health. Drama therapy is used in a wide variety of settings, including hospitals, schools, mental health centers, prisons, and businesses. Drama therapy, as a form of 'expressive therapy' (also known as creative arts therapies) exists in many forms and can be applicable to individuals, couples, families, and various groups [2].

The roots of drama therapy go back as far as the ancient Greeks where theatre was a part of life, a festival for the gods and an opportunity to express social impacts of life and change. Aspects of the theatre have routinely come into play in therapy including role play, an exercise in which two people express themselves by pretending to be, for example, a mother and daughter discussing the day. Drama therapy goes a step further and allows the patient to express their emotions by not just pretending to be the characters, but actually "being" the characters and separating themselves from the actions using their emotions to drive the action.

There are several forms of drama therapy,

Role play: which explores life experiences through the creation of an imaginary environment

Using objects and materials: using the objects as a cypher to deal with problematic feelings or experiences.

Wearing masks and costumes: Depicts the self and self-image

Using play, storytelling, and fable: Searches for problems within events of issues

Creating "ritual": Acknowledging changes of life milestones

Acting in progressive stages: Developing new ways to connect to one's self and to others [3].

Play therapy is a structured, theoretically based approach to therapy that builds on the normal communicative and learning processes of children [4]. The curative powers inherent in play are used in many ways. Therapists strategically utilize play therapy to help children express what is troubling them when they do not have the verbal language to express their thoughts and feelings. In play therapy, toys are like the child's words and play is the child's language [5]. Through play, therapists may help children learn more adaptive behaviors when there are emotional or social skills deficits. The positive relationship that develops between therapist and child during play therapy sessions can provide a corrective emotional experience necessary for healing. Play therapy may also be used to promote cognitive development and provide insight about and resolution of inner conflicts or dysfunctional thinking in the child.

Initially developed in the turn of the 20th century, today play therapy refers to a large number of treatment methods, all applying the therapeutic benefits of play. Play therapy differs from regular play in that the therapist helps children to address and resolve their own problems. Play therapy builds on the natural way that children learn about themselves and their relationships in the world around them [4]. Through play therapy, children learn to communicate with others, express feelings, modify behavior, develop problem-solving skills, and learn a variety of ways of relating to others. Play provides a safe psychological distance from their problems and allows expression of thoughts and feelings appropriate to their development.

Art pedagogy has an undeniable influence especially on children. Music can help to develop sentimental, intellectual and spiritual life, but also capacity to know our deep being. Children will be more balanced during their school life, and also during their adult life. The process of diversification of educational experience is essential in addressing children. Art and music therapy offers them the advantages of a universal, non-verbal language, with immediate and strong emotional effects. Music and art therapy methods allow the development and harmonisation of all personal abilities of children with special needs, contributing to their social integration.

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