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DEVELOPING STUDENTS' CREATIVE THINKING AND EMOTIONAL-INTELLECTUAL COMPETENCIES THROUGH ART-PEDAGOGICAL TECHNOLOGIES

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Abstract: The article analyzes the essence and classification of art-pedagogical technologies and their impact on the development of the student's personality. Art-based teaching methods are considered an important means of developing creative thinking, emotional stability, and communication skills. The significance of art-pedagogical technologies in the higher education process and their integration with innovative pedagogical approaches are also highlighted.

Keywords: Art pedagogy, creative thinking, aesthetic development, emotional-intellectual stability, communication skills, digital-art technologies.

Art pedagogy is increasingly developing as an important pedagogical field that ensures the creative, aesthetic, and emotional-intellectual development of the individual within the modern education system. At the center of this approach is the use of all forms of art — visual arts, music, theatre, rhythmic movement, and design — as the principal means of the educational process. This field of study derives its foundations from the concepts of scholars such as E. B. Vaize, L. S. Vygotsky, and B. M. Nemensky concerning the psychological and pedagogical impact of art. In particular, Vygotsky's The Psychology of Art, as well as Nemensky's works on aesthetic education, have become scientific foundations of art pedagogy.

Art-pedagogical technologies have developed on the basis of these scientific foundations and constitute a set of methodological systems aimed at activating students' emotional perception, imagination, and aesthetic thinking. These technologies are primarily based on the principle of emotional-intellectual integration, combining emotional experience with its conscious understanding through art. Research by A. Luria and H. Gardner on cognitive development demonstrates that sensorimotor experience and the system of multiple intelligences are directly associated with art and accelerate the thinking processes of pupils or students. Therefore, art-based tasks are considered highly effective in developing divergent thinking, associative thinking, and imaginative perception.

Several scientific-methodological models play an important role in implementing art-pedagogical technologies in practice. For example, B. M. Nemensky's "visual-perceptual model" implies that students learn art not only through drawing or creating, but also through the processes of perceiving, interpreting, and evaluating it. The "learning through experience" model proposed by J. Dewey, in turn, regards art as a process of active action and expression and engages learners in independent creative activity. In addition, H. Gardner's theory of multiple intelligences provides a scientific basis for applying art-pedagogical technologies in accordance with individual types of intelligence. Likewise, the art-therapeutic approach of E. Kramer and A. Hill serves to mobilize students' internal resources, strengthen emotional stability, and enhance psychological well-being.

The application of art-pedagogical technologies in the educational process produces a number of positive outcomes. Scientific studies indicate that art-based teaching significantly develops students' creative thinking, increases their motivation, and strengthens their ability to think independently and

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express themselves. At the same time, elements of drama pedagogy, visual art, music-pedagogical technologies, and art therapy are effective in developing communication skills, fostering group cooperation, and establishing emotional-intellectual culture. Modern pedagogical technologies make it possible to enrich the educational process through visual, interactive, and multimedia tools. This is particularly relevant in the history of visual arts, as direct observation and visual analysis of works of art help strengthen students' knowledge. [7]

In the context of modern digital education, art-pedagogical technologies are expanding further and encompass contemporary areas such as digital art — 3D modeling, digital graphic design, and work based on visual multimedia. This creates new didactic opportunities through the integration of art and technology. The introduction of AR/VR technologies into education further contributes to the development of aesthetics, visual perception, and spatial imagination.

Art-pedagogical technologies are a modern pedagogical approach that has a strong impact on not only aesthetic education but also the intellectual, social, communicative, and emotional development of the individual in the educational process. Their scientific and methodological foundations are based on the psychological impact of art, the laws of aesthetic development, the theory of multiple intelligences, and the principles of experiential learning, thereby contributing to the comprehensive development of the student's personality.

The modern educational process requires not only expanding students' knowledge but also developing their personal-aesthetic worldview, creative thinking, and emotional-intellectual stability. From this perspective, art-pedagogical technologies represent one of the relevant areas of modern pedagogy. Art pedagogy is a scientific-pedagogical approach aimed at organizing the learning process through various forms of art — visual arts, music, theatre, plastic arts, design, and multimedia tools — whose theoretical foundations have been addressed in the research of thinkers such as L. S. Vygotsky, B. M. Nemensky, J. Dewey, and H. Gardner.

The purpose of this article is to reveal the theoretical and methodological foundations of art-pedagogical technologies and to scientifically analyze their classification, practical manifestations, and role in the development of the student's personality.

The theoretical foundation of art pedagogy is primarily associated with research into the psychological and aesthetic impact of art. In L. S. Vygotsky's work The Psychology of Art, it is emphasized that the influence of art on the individual occurs through emotional perception, semantic interpretation, and aesthetic feelings. According to him, art is capable of transforming a person's inner experiences and forming new psychological states [3]. The concept of aesthetic education proposed by B. M. Nemensky defines the didactic foundation of art pedagogy. According to this concept, when the stages of perception — interpretation — creation — evaluation are consistently implemented in the process of teaching through art, the student develops as an aesthetically mature, creatively active, and independent individual. [4] J. Dewey interpreted art as "experience" and placed active human action and practical activity at the center of education. From this perspective, art-pedagogical technologies ensure that students acquire knowledge through direct participation in the process of creation. As he stated, "Learning is a process of experience that takes place through activity"; from this perspective, in art and pedagogical activity, students acquire knowledge through practical and creative activity. [1] H. Gardner's theory of multiple intelligences is also one of the methodological foundations of the art-pedagogical approach, and the role of art in the development of visual-spatial, musical-rhythmic, interpersonal, and intrapersonal intelligences has been scientifically established. Gardner developed the theory of multiple intelligences: visual-spatial, musical-rhythmic, interpersonal and intrapersonal, kinesthetic, linguistic,

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mathematical-logical, and naturalistic intelligences. Art pedagogy is used as a principal means of developing these types of intelligence in an integrated manner. [2]

The Essence and Classification of Art-Pedagogical Technologies

When discussing the essence and classification of art-pedagogical technologies, it is natural to ask what art-pedagogical technologies are. They constitute a set of teaching methods, techniques, forms of educational activity, and interactive creative processes organized on the basis of art. Their main purpose is to develop aesthetic perception, enhance creative thinking, and strengthen emotional stability among students.

The main types of art-pedagogical technologies are widely used and include the following.

Visual-art technologies include visual arts, color psychology, collage, montage, graphic images, mandalas, and original compositions, which develop students' spatial thinking, imagination, and aesthetic perception. Through this direction, students enrich their visual imagination and acquire the ability to create complex images. In pedagogical and psychological processes, this concept is also used under the term "isotherapy." Isotherapy is one of the most widespread and commonly applied forms of art therapy. Treatment and the resolution of various problems through visual art are popular and accessible to many people. [5]

Music-pedagogical technologies include rhythm, music listening, improvisation, and methods of creating images through sound, which develop emotional perception, stabilize attention, and form sensorimotor thinking. Music helps students regulate emotional states, reduce stress, and express themselves.

Drama-pedagogical technologies, including role-playing scenes, pantomime, dramatization, and improvisation, help students freely express themselves and develop communication abilities and a culture of teamwork. Drama pedagogy is an effective means of developing not only creative but also social competencies.

Art-therapy elements include color therapy, sand therapy, mandala therapy, and clay therapy. These increase students' psychological stability, reduce stress, and ensure emotional balance. These technologies stimulate emotional-intellectual development and create psychological comfort in the pedagogical process.

The essence of digital-art technologies lies in the use of digital painting, graphic design, 3D modeling, animation, and AR/VR tools to strengthen the digital literacy and creative competence of modern students. They are of significant importance in organizing an interactive and motivating educational process.

The impact of art-pedagogical technologies on student development is highly significant, and scientific research demonstrates that art-pedagogical technologies develop students' personalities in several areas.

First and foremost, students' creative thinking develops. Art-based tasks enhance divergent thinking, the ability to generate new ideas, and creative approaches. Mardonov's (2021) research established that art-based educational activities increase students' creativity index. In addition, emotional-intellectual stability increases. Students learn to regulate and express their emotions. The art-therapeutic approach of Kramer and Hill confirms the effectiveness of this process.

Through art-pedagogical technologies, students develop communication and social competencies. Through drama and collaborative creative projects, students develop skills in listening to one another, working cooperatively, and exchanging ideas. This improves their professional and personal communication skills. Motivation increases. Since the artistic process is inherently engaging, art-

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pedagogical technologies increase students' intrinsic motivation toward learning. Increased motivation, in turn, strengthens the effectiveness of the educational process.

It should be emphasized that as a result of the influence of art-pedagogical technologies, academic performance improves. Aesthetic activity ensures the coordinated functioning of the right and left hemispheres of the brain, activates thinking processes, and develops problem-solving abilities (Gardner, 2011).

The role of art-pedagogical technologies in higher education is currently increasing significantly. In higher education, art-pedagogical technologies are important in developing students' professional competencies. Particularly in the fields of pedagogy, psychology, design, art studies, and primary education, art technologies develop students' creative competence, aesthetic culture, and communication skills. The use of multimedia, AR/VR, and digital-art technologies makes the educational process interactive, motivating, and innovative. At the same time, art-pedagogical technologies enable teachers to identify, support, and develop students' individual abilities.

In conclusion, art-pedagogical technologies constitute an important pedagogical system that defines the creative and aesthetic orientation of modern education. Their theoretical foundations are based on the psychological impact of art, the principles of aesthetic education, experiential learning, and the theory of multiple intelligences.

The visual-art, drama-pedagogical, music-pedagogical, art-therapeutic, and digital-art technologies applied in practice have a significant impact on students' creative, emotional, communicative, and intellectual development. Therefore, art pedagogy is recognized not only as an approach for art education but also as a modern technology that enriches the educational process and promotes the comprehensive development of the individual across all areas of education.

Art-pedagogical technologies are considered an effective means of ensuring the comprehensive development of the student's personality in modern education. They not only develop creative thinking, emotional-intellectual stability, and communication skills but also improve academic performance and make the educational process more motivating. Therefore, the broad application of art-based pedagogical approaches in higher education institutions is regarded as a relevant and promising direction.

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