

Art pedagogy in preschool education: opportunities and challenges

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Abstract. The article considers issues related to the development of a creatively active personality of a preschool child through art pedagogy. The essence, goals and objectives of art pedagogy in the context of preschool education are determined. Possible problems of art pedagogy technologies' implementation are highlighted: at the organization level of the subject-spatial environment, the readiness of children, teachers and parents. The ways and means of resolving the identified problems are also presented: systematic work with teachers and parents included in joint parent-child projects and ways of transforming the developing subject-spatial environment in preschool educational organizations is proposed. The Reggio approach is presented as one of the most successful forms of implementation: the international experience of applying this approach in preschool organizations is described. Also presented is the practice of Reggio approach implementing on line with art pedagogy in working with teachers and parents, carried out at the Southern Federal University in the form of a short-term project.

1 Introduction

In the age of digital technology, when the whole life of a person is subordinated to the introduction and use of information and nanotechnologies, we forget that in addition to all these technical innovations, a person still needs the harmony of life that must be present in the world and govern this world. Harmony for a person is a balance of feelings, emotions, physical forces and social events. Mankind is so mired in the inventions of the latest technical and information products that it completely forgot about the spiritual component. Without art and beauty, the world is faceless. This trend extends to modern preschoolers, who from an early age strive to teach accounting, writing, studying economics, but completely forgetting what the child really needs. In modern socio-cultural conditions, when there is a continuous process of reforming the entire education system, preschool education has also gained significant changes. Work in the field of preschool education is currently being built on the basis of recently adopted regulatory documents. So, the transformations associated with the introduction of the Federal State Educational Standard for Preschool Education (order No. 1155 of 10/17/2013) have fundamentally changed

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pedagogical views on the traditional process of development an aesthetic attitude of the child around the world into various types of creative activities [1]. A creatively thinking person is able to quickly solve the tasks assigned to him, more effectively overcome difficulties, set new goals, provide himself with greater freedom of choice and Corollary. It is possible to educate a creative person in preschool age using the modern field of scientific knowledge - art pedagogy. The field of art pedagogy is the use of various types of arts in pedagogical and correctional work, as well as the adaptation and socialization of a person through artistic, aesthetic and creative activities. Art pedagogy arose at the intersection of two areas of pedagogical and art history. The essence of art pedagogy is as follows [2]:

firstly, in the process of training and education, there is an expansion of human's ideas about art and its types;

secondly, the mastery of practical skills is in various types of artistic activity;

thirdly, there is expansion of the socio-cultural experience of human by means of various types of arts;

fourth, there is correction of various psychological and social problems.

The use of art pedagogy is an opportunity to create a harmonious emotional world of the child, the development of his creative potential. Thus, art pedagogy builds up various ways of a child entering the surrounding world, the world of images and sounds, the world of values and traditions, thanks to the variety of types of art used.

The purpose of art pedagogy is to influence the feelings, emotions, moral qualities of the child, by various means of art.

It should be noted the fact that today, in pedagogical science, the concept of "art pedagogy" does not have an exact definition. But the pedagogical scientific community, seeking innovative technologies in the education system, is increasingly using the tools and technologies of art pedagogy in its practical and research activities. Researchers and practitioners create in the educational space a system of cultural and moral standards based on the synthesis of psychology, pedagogy, art history, cultural studies, which has a developing and educational potential. Art pedagogy combines artistic development and aesthetic education, and gives the educational process new perspectives for development, i.e. help a person find himself, understand the harmony and beauty of the world, as well as the development of value orientations. Like any branch of pedagogy, art pedagogy has its goals, which are as follows, the introduction of human into the world of art and the foundations' development of moral culture. Art pedagogy solves the following tasks:

- building new technologies in the learning process;
- development of socio-cultural experience of the child;
- remedial work by means of art;
- transfer of cultural heritage.

Since time immemorial, art has been one of the main means of familiarizing oneself with values, transferring socio-cultural experience, traditions. Thanks to the use of various types of arts in the educational process, self-development and self-expression of the person, the disclosure of its creative potential, occurs. Art gives an impetus to the realization of the internal potential of the individual, contributes to its harmonious development.

2 Problems of using art pedagogy in preschool education

However, it is worth noting that in modern conditions for the implementation of the tasks of preschool education, the use of art pedagogy as one of the educational resources that ensure the successful individual development of the child and contribute to his positive socialization encounters a number of difficulties. In our opinion, the existing problems can be divided into four categories based on the subject-object construction of the educational process.

The problem of professional teachers' readiness of preschool educational organizations is associated with a number of reasons of a targeted, substantive and technological nature. Organizing the educational process on the basis of a certain educational program, teachers often use either localization or status differentiation of the tasks for children creative development through art pedagogy. Localization of goal-setting is carried out, as a rule, when implementing partial programs of preschool education in the format of providing additional educational services. But additional education does not apply to all children; therefore, the possibilities of art pedagogy become dosed. With the status of tasks differentiation by the majority of educators, priority is given to the tasks of cognitive development, which is due to the modern needs of society, and the tasks of developing the personality of a preschooler through art pedagogy occupy a secondary place. In a substantial aspect, art pedagogy is perceived by many educators as a form of organization or one of the educational technologies that can be used as an alternative to the system of classes in kindergarten in artistic and aesthetic activities of children. Of course, such opportunities for art pedagogy are in demand and extremely interesting in the educational process, but the content of art pedagogy is focused on the world of feelings, values, cultural ways and means of expression and building social relations, and not just on the development of certain technical skills. Technological reasons that cause difficulties in the use of art pedagogy in the activities of modern preschool educational organizations are associated with the insufficient use of various means of artistic and aesthetic activity by teachers and their possession of various visual techniques. The activities of experienced teachers are dominated by stereotypes and patterns of visual activity, standards and typical forms as an indispensable component and an indicator of the effectiveness of children's work. Teachers of the younger generation have a desire to search for means and methods of creative activity, but lack of special skills necessary for the effective use of non-traditional techniques.

The problem of the parents' attitude to the use of art pedagogy for the development and upbringing of children is associated with existing attitudes and parental positions. Modern parents strive for their children to be healthy, successful, and smart. The creative development of the child is welcomed and supported by many parents, but is not a priority in the age of information technology and social claims. Most parents perceive the activities within the framework of art pedagogy as entertainment, an additional leisure activity for the child, and a convenient pastime. In the hierarchy of significant and promising achievements of children, parents do not put their creative manifestations as leaders, unless, in their opinion, the child has certain abilities, the development of which will contribute to breakthrough results. In general, the parental position can be characterized as neutral with respect to the use of art pedagogy, if this does not require any costs from the side of the parents. Parents do not have enough information, and some do not know about the possibilities of art pedagogy in the education of children. According to parents, these issues do not relate to their functions, but are the task of educators. Such a common opinion creates a situation of one-sided work and one-plane provision of the trajectory for the child's personal development.

The problem associated with the development of children in pre-school childhood through art pedagogy is due to the existing contradiction between the needs of the modern child and the opportunities that are presented in his living and educational space. Understanding education as a territory of opportunities provides the basis for creating conditions that will contribute to the child's conscious choice of means and methods of satisfying his needs, building a model of successful social interaction, and forming his own style of self-expression. Thanks to the existing access to information sources, modern children have many examples of various forms and methods of external manifestations, self-presentation, which are not always positive. What example to take as a model, which

will bring the desired result and social recognition, will be positively appreciated and accepted by adults - these difficult questions of children's philosophy arise for every child and he tries to find the answer. Art pedagogy presents a unique opportunity for a preschooler to get acquainted with reference samples, join cultural experience, create something of their own and feel their creative powers, and show individual abilities in a certain kind of artistic and aesthetic activity. The child's activity in the framework of art pedagogy does not imply a consumer position, a position of obligation, which is now becoming characteristic for preschoolers. The creative position of children in the process of activity, dialogue, author's intention and implementation within the framework of art pedagogy contributes to the development of the foundations for a personal culture, the development of the role for creator and viewer, the determination of value guidelines.

The problem of creating the necessary conditions, in particular a developing subject-spatial environment, is associated not only with filling this environment with the necessary equipment and materials, but with understanding and realizing the potential capabilities of the environment to stimulate and enhance the creative manifestations of children. The issues of realizing the educational potential of the space, which, according to the recommendations of the Federal State Educational Standard for Preschool Education, should be meaningful, transformable, multifunctional, varied, accessible and safe, are important for each preschool educational organization [5]. In most kindergartens, the subject-spatial environment does not have a developing effect, is represented by a zonal design, is not mobile enough, and slightly verifies. And the determining factors in solving this problem, in our opinion, are not issues of material and technical support and financing, which are undoubtedly important, but professional competence and pedagogical design.

The identified problems of art pedagogy in preschool education determine the need to develop ways and means of resolving them.

3 The possibilities of art pedagogy

Ensuring the professional readiness of teachers to effectively use the capabilities of art pedagogy can be carried out both in traditional forms and in innovative ones. The traditional forms of teacher training - professional retraining programs, continuing education programs, and short-term thematic programs - allow you to expand educators' views, introduce them to modern achievements of pedagogical science, and best practices. Of course, this is important and necessary, but, in our opinion, such programs often have a formalized style. Programs of continuing professional education will be more productive and in demand if their content and implementation technology are consistent with the requests of preschool educational organizations and take into account educational realities. Such programs should be focused on the development or updating of certain professional competencies of teachers, which determine the effective use of art pedagogy resources to solve modern problems of preschool education using modern methods of professional activity. The motivation and interest of teachers in the possibilities of art pedagogy can be activated by their participation in conferences, thematic workshops, master-classes, and trainings. The experience of contact with art pedagogy can be a factor in professional incentives to master the specifics of such an educational resource. In our opinion, joint educational projects can be an innovative form of increasing the professional readiness of teachers. The initiative of projects may come from preschool educational organizations, and the implementation may be carried out by project groups, which may include not only teachers of a particular preschool educational institution, but also scientists, students, social partners, parents, children. This format of scientific and educational cooperation will intensify efforts and opportunities in the implementation of the project, ensure the quality

of the development and implementation of the project in the educational process in the social sphere.

Interaction with parents is one of the traditional and core activities of preschool educational organizations. Attracting parents to consider and solve important educational problems is carried out in various formats. The use of the possibilities of art pedagogy for the development of children, in our opinion, will be effective provided that the parents themselves are actively involved in creative activity. Therefore, the priority form of work will be master classes, creative workshops, various creative tasks and exercises, family projects based on the use of art pedagogy. For example, the mini-project “The Color of Our Family” or the creative task “Historical Family Portrait”. Active forms of work determine the meaningful communication of children with parents, parents with teachers, stimulate creative activity, and contribute to the positive nature of social creativity. Parents have the opportunity to enrich their children's experience with vivid impressions, backed up by creative products of joint activities that can act as carriers of the childhood subculture and family traditions.

The use of art pedagogy in working with children allows teachers and parents not only to organize pastime, but also to create favorable conditions for individual development, manifestation of abilities, social advancement. The acquaintance of children with various techniques of artistic and aesthetic activity, for example, the Ebru technique, quilling, creates situations of discovering new opportunities in the use of familiar means and materials. The child feels himself a creator, the creator of something unusual and beautiful. The development of imagination, the accumulation of experience in creative activity, the use of various materials, and development of ways and means of self-expression is ensured by the inclusion of the child in various types of artistic and aesthetic activities, taking into account his interests. Of course, support and interest from parents and competent support from teachers are important. A positive assessment and acceptance by the surrounding adults of the child's creative manifestations is a factor in social recognition.

The transformation of the developing subject-spatial environment in preschool educational organizations, in our opinion, is associated with pedagogical design, which allows us to rationally use existing resources and take into account specific opportunities for predicting the achievement of results. The subject-spatial environment as an important condition for life support can be filled with signs and symbols that will allow the child to make discoveries every day. Creative manifestations of children can be stimulated by environmental elements, for example, a mood panel or an incomplete image in a game route. Exhibitions and expositions of children's works in the format of a joint collage create the effect of turning individual products of creative activity into something new and unexpected. Placement in space changes the quality of the demonstration, which contributes to the development of creativity in children, allows them to feel like creators of the world. The use of art pedagogy in the modernization of the subject-spatial environment in preschool educational organizations contributes to the development of initial design skills among preschoolers.

4 Reggio approach in line with art pedagogy

One of the most promising pedagogical systems that implement the ideas of art pedagogy is the Reggio approach. Unlike most other systems, this one was not named after its author, but by the name of the city in northern Italy - Reggio Emilia, where this system was created, successfully implemented and began its journey to win hearts and minds around the world. The creator of Reggio pedagogy can be considered a psychologist and teacher Loris Malaguzzi. The key idea of L. Malaguzzi, which formed the basis of Reggio pedagogy, is that every child is born capable and open to any knowledge and experience.

The task of an adult - a teacher and a parent - is to inspire the study of this world, to help find yourself and reveal your abilities. L. Malaguzzi believed that children from birth “speak” hundreds of languages - painting, modeling, dramatization, dance and much more - and the task of adults is not to drown out all these languages and give them only one - speech, but to learn how to combine them and find in them, ultimately yourself, your way.

It is possible to support these “one hundred languages” that L. Malaguzzi speaks of if the appropriate conditions are created. The first and foremost of them is the freedom of expression of the child. In Reggio pedagogy, children themselves choose what to do. The task of an adult is to help them in the implementation of these ideas. At the same time, help should not be intrusive, it is necessary to follow the child, creating a space for the development of independence and initiative. And this is the second important condition of this pedagogical approach - the creation of a special creative space.

Both Teresa Strong-Wilson and Julia Ellis write that space is the third teacher of the child. Attention is drawn to how everything around can be thoughtfully organized; in Reggio pedagogy, the role of the environment is rethought - it acts as a key source of educational provocation, motivates children to learn and search creatively [6]. Another important aspect, associated in many respects with the idea of creative space, is the orientation that ideas need to be made visible. Any creative and cognitive process should end with some result that can be seen. What is called a prototype in design thinking technologies? But with all the significance of the environmental factor and the content of education, the main role in the implementation of the Reggio approach is still given to people - children, teachers and parents. Moreover, parents in the Reggio approach act as full-fledged participants in the educational process, partners who build a learning strategy together with children and teachers. And this, according to Rebecca S. New, is one of the significant features that allow talking about Reggio Emilia as a theory of cultural activity, implemented in practice [7].

But it is worth noting that some authors insist that the freedom of participants' interaction in the educational process cannot be unlimited: preschool institutions act in accordance with the rules and norms, the main elements of which are established from the outside. Therefore, it cannot function as if teachers, parents and children have no restrictions except those with which they have decided and with whom they agree [8]. In addition, the implementation of the Reggio approach with all its obvious advantages can be associated with a number of difficulties. First of all, these are the difficulties associated with the unavailability of teachers: looking at their practice “from a different angle”, teachers' commitment to an approach in which the prescribed results related to the subject matter prevails is revealed. This approach influenced how teachers interpret key aspects of Reggio's philosophy, and exacerbated their difficulties with the “support” of child-led learning [9].

5 The practice of preparing teachers and parents for the implementation of the Reggio approach

Based on the studied literature and the practice of introducing the Reggio approach as part of the art-pedagogical direction of the preschool educational organization activities, a short-term project was implemented to train preschool teachers and parents. The project was implemented on the basis of the Preschool Education Department, Academy of Psychology and Pedagogy, Southern Federal University in April-June 2019. The project participants were part-time students of the program "Preschool education" (working teachers of preschool educational organizations) and parents of students of the children's development center "Inspiration" of the Southern Federal University. As part of the project, teachers and parents were invited to participate in art sessions, implemented on the principles of Reggio

pedagogy. A free creative environment was organized and creative provocations were prepared: in the center of the space there was a table with a large number of various materials (ribbons, threads, beads, colored cardboard, clippings from magazines, etc.), and on the interactive board there was a slide show with a demonstration of reproductions of famous works of art made using non-traditional materials. Participants were asked to choose one of the reproductions of paintings (made in the usual technique and presented in the albums) and make the same picture, but using non-traditional materials. Work took place in pairs and groups. After the participants presented the resulting work, a reflection took place: was it easy to work, what emotions, thoughts were during the work and after it was completed, was it possible to realize the plan. All participants in a short-term project noted a high interest in both the proposed form of work and the effectiveness of the space organization and the activities nature to unlock creative potential. The desire to use similar technologies in their teaching practice was noted. It seems to us that such a practice of attracting adults to the forms of work used in Reggio pedagogy can be a significant impetus in the development of art pedagogy in the system of preschool education.

6 Conclusion

The relevance of the selected problems is justified by the fact that in the modern conditions of a developed information society, the issues of individual development of the child's personality, its positive socialization, protection and preservation of the child's emotional health are especially important. To achieve this goal, the teacher of a preschool educational organization chooses the most suitable technology for himself, one of which is art - pedagogical technology. Art pedagogy is an innovative phenomenon in pedagogy, which has a practice-oriented direction, where the personal development of the child, his upbringing and education is realized by means of art. The methods and techniques of art pedagogy presented in the article draw attention to the feelings of the child, help him express and know himself, gain experience in communication and work in a team, develop his communication skills, creative abilities and imagination, and help relieve emotional stress. Active forms of work of teachers with parents: for example, the mini-project "The Color of Our Family", the creative task "Historical Family Portrait", determine the meaningful communication of children with parents, parents with teachers, stimulate creative activity, and contribute to the positive nature of social creativity.

The article presents the work experience of foreign authors implementing the ideas of art pedagogy, which is the Reggio approach: the international experience of applying this approach to preschool educational organizations is described. Also presented is the practice of implementing the Reggio approach in line with art pedagogy carried out at the Academy of Psychology and Pedagogy, Southern Federal University in the form of a short-term project to train preschool teachers and parents.

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