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PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS OF THE INTEGRATION OF FINE ARTS INTO THE TRAINING PROGRAM FOR SOCIAL EDUCATORS

Annotation. Art education plays a crucial role in shaping the character and skills of students. This study identifies and analyzes nine key issues of art education: morality, accessibility, technological development, multiculturalism, creativity, artistic values, sustainability, evaluation, and the role of teachers. Each issue is analyzed along with appropriate problem-solving strategies, including the integration of moral values into the art curriculum, inclusive programs to address access gaps, and the use of technology in art education. In addition, the article highlights the importance of a multicultural curriculum, a holistic approach to art teaching, and creative process-based assessment. The role of teachers as facilitators and mentors to support inclusive and creative art learning is described. The methods used in this study include literature review and content analysis of various relevant sources. The results show that when appropriate strategies are implemented, art education can become more relevant and sustainable, providing a meaningful educational experience for all students. This article is expected to help art educators develop more effective approaches to providing a sustainable and meaningful art education experience.

Keywords: art education, morality, accessibility, technology, multiculturalism, creativity, sustainable development, assessment, the role of the teacher.

Introduction

Art serves not only as a means of self-expression, but also as a tool for developing various aspects of personality and cognitive abilities [1]. In an educational context, art can help students develop creativity, critical thinking skills, empathy, and self-understanding. Art education also plays a role in enriching students' aesthetic experience, which is essential for developing their emotional and social intelligence. However, art education also faces various challenges and challenges that require special attention. Issues such as morality, access to art education, technological development, multiculturalism, creativity, the value of art in holistic learning, sustainability, evaluation of art education, and the role of teachers are becoming increasingly relevant. Each of these issues presents its own challenges that require specific strategies to address them.

Art education plays a crucial role in instilling moral and ethical values in students. Art can be a means of teaching honesty, decency, empathy, tolerance and other noble values [2]. However, the problem lies in the fact that art teachers must be able to develop curricula that effectively integrate moral and ethical elements into artistic activities[3]. For example, by evaluating significant works of art, discussing moral dilemmas, or creating works that reflect positive values. Regarding access to quality art education, gaps remain due to economic factors, geographical location, disability, gender, and social background. Efforts are needed to expand the reach of art education, for example through scholarship programs, inclusive education, or the use of technology for distance learning. Digital technologies open up new opportunities in art education, but they also create challenges. Teachers need to master digital literacy and effectively integrate technology into the learning process. However, on the other



hand, it is necessary to be aware of the negative impact of technology, such as plagiarism or a decrease in the tactile experience of creating works. In addition, art education plays a role in fostering understanding and recognition of cultural diversity. Students need to be introduced to art from various traditions and cultural contexts in order to develop a global perspective and understanding of differences[4]. An authentic, inclusive and empathetic approach is needed to represent this diversity. The development of creativity is one of the main goals of art education. However, art education often focuses on mastering techniques rather than encouraging the exploration of ideas or creative problem solving. Teachers need to develop curricula that stimulate imagination, curiosity, and the courage to take risks. Recent research has shown that, despite the increased attention to art education in recent years, its implementation remains limited. A study by Apu Bania and Sri Balin Hazarika highlights that although the education system constantly focuses on the importance of art education through both formal and informal methods, its implementation at the school level often proves inadequate[5]. The study showed that art teachers should undergo regular professional development programs, and schools should provide adequate art materials to support art education among students. In addition, a study by Gillis and Krull found that the shift to distance learning during the COVID-19 pandemic has exacerbated inequalities in access to art education. Students in remote areas and from low-income families faced significant difficulties in accessing art materials and tools necessary for distance learning. The gap between recent research and the empirical and theoretical aspects of this research lies in the lack of a holistic and sustainable approach to solving the problems of art education. Many studies focus on only one or two aspects, such as technology or multiculturalism, without considering the interrelationship of these issues. Dorroti's research highlights the importance of integrating technology into art education, but does not address the question of how issues of morality and multiculturalism can be interrelated and affect learning outcomes. Another study by N. Preik demonstrates how art promotes creativity, critical thinking skills, and empathy, which provides a stronger foundation for the arguments presented in this article. This study showed that students participating in art programs consistently demonstrated improvements in critical thinking and empathy skills compared to students not participating in art programs. The purpose of this article is to identify and analyze nine key issues in art education and propose appropriate strategies to address these issues. It is assumed that an integrated and sustainable approach will make art education more inclusive, creative and relevant for all students. As a result of the discussion, the authors hope to develop more effective approaches to providing meaningful and sustainable experiences in the field of art education. The novelty of this research lies in its holistic approach, which integrates various aspects and problems of art education and offers practical solutions that can be implemented in modern educational contexts.

Method

This study uses a qualitative approach using the case study method to answer questions about paradigms and issues in art education, as well as strategies for developing relevant and sustainable approaches. The case study method was chosen because it allows researchers to explore and understand the context and complexity of issues in art education through in-depth analysis. Case studies provide flexibility in exploring different data sources and points of view, as well as allowing for in-depth exploration of phenomena in their real-world context. This approach is more appropriate than ethnography or phenomenology because it focuses on analyzing specific cases in art education that can serve as concrete examples for developing strategies. The sample of this study included art teachers and students from several secondary



schools and art education institutions in Medan. The study participants were selected purposefully to obtain diverse and representative points of view. The selection criteria for the sample included: art teachers (with at least 5 years of art teaching experience, actively involved in the development of art curricula and with academic qualifications in art education related to issues and strategies of art education), students (students enrolled in art programs in secondary schools, showing interest and actively participating in artistic activity, and representing various socio-economic strata of the population). The total number of participants in the target sample was 30 people, with a balanced distribution between urban and rural areas. This distribution was designed to ensure adequate diversity and representativeness of the various conditions.

The methods of in-depth interviews, included observation, and document analysis were used to collect the data. The research tool was developed based on existing literature and adapted to the local context. In-depth interviews were conducted with art teachers to understand their views on issues and strategies in art education. Included surveillance was conducted in art lessons to directly observe the learning process and student interaction. The observation data were systematically recorded in field logs and analyzed using thematic analysis methods. The analysis of the documents was carried out on curricula, lesson plans and policies related to art education, in order to obtain a comprehensive overview of existing approaches and problems. These documents have been reviewed to identify relevant policies, practices, and issues. The data obtained was then analyzed using thematic analysis methods. The analysis process included several stages: encoding the data, identifying key topics, and interpreting the results. The data was encoded manually to ensure that every detail of the data was efficiently captured and analyzed. The main topics identified included issues such as morality, access to art education, technological development, multiculturalism, creativity, and sustainable development. The interpretation of the results was carried out by comparing these results with the existing literature and the local research context.

Results

Identification of problems in art education

Based on the results of in-depth interviews and observations of the participants, nine key issues in the field of art education were identified: morality, access to art education, technological development, multiculturalism, creativity, the value of art in holistic learning, sustainability, evaluation of art education and the role of teachers.

Thematic analysis

The results of the thematic analysis revealed several key themes related to these issues. Below is a summary of the results on each topic, as well as direct quotes from faculty and students confirming these findings.

Morality: The question of morality in art education encompasses the moral and ethical values taught through art. Teachers emphasize the importance of integrating these values into everyday artistic activities. "Students can learn about empathy and ethics through their work." (Teacher A) **Access to art education:** Most teachers and students identified limited access to art education as one of the main problems. This is especially true in remote areas where art facilities and resources are extremely limited. "It is very difficult to get the necessary art materials in our area. This reduces the motivation of students to participate in artistic activities." (Teacher B)

Technological developments: Technology is considered an important tool for expanding access and improving the quality of art education. However, effective use of technology remains a challenge due to the lack of adequate infrastructure and training.



"Technology can be a bridge to overcome limitations, but unfortunately not all schools have good internet access." (Student A)

Multiculturalism: Art education is considered a powerful platform for promoting multiculturalism. However, there is a gap in the integration of local cultures into the art curriculum. "We want to learn more about the art of different cultures, but our curriculum is still very much focused on Western art." (Student B)

Creation: Creativity is recognized as an essential component of art education. Teachers emphasize the importance of providing students with a space for exploration and free expression within the framework of artistic activities. "Students should be given freedom of expression. This is the key to developing their creative abilities." (Teacher C)

The value of art in holistic learning: Art education is considered as the most important factor in the holistic development of students. Teachers emphasize that art promotes the development of social and emotional skills that are not always studied in other subjects. "Art helps students understand and manage their emotions, which is not always taught in other subjects." (Teacher D.)

Sustainable development: Sustainable development is an important issue in art education, especially in the context of the use of environmentally friendly materials and resources. "We use recycled materials for art projects, but more needs to be done to make art more environmentally friendly." (Teacher E)

Assessment of art education: Assessment methods in art education are still a subject of debate. The teachers expressed the opinion that the assessment should pay more attention to the creative process, not just the final result. "An art assessment should take into account the creative process of students, not just the final product they create." (Teacher F)

The role of the teacher: Art teachers play a key role in inspiring and guiding students. However, many teachers feel that they lack the support and training to perform this role effectively. "Better support and training for fine arts teachers is essential so that we can teach more effectively." (Teacher G)

Discussion

The results of this study show that art education has great potential in shaping the character and skills of students, but there are various problems and challenges that need to be addressed. Issues such as morality, access to art education, technological development, multiculturalism, creativity, the value of art in holistic learning, sustainable development, the evaluation of art education, and the role of teachers require special attention and appropriate implementation strategies. These findings support the hypothesis that art education should be managed holistically in order to achieve the desired results in developing students' character and skills.

Morality in art education

Art education has significant potential to instill moral values in students. Kaufmann suggests that art education can promote the development of honesty, decency, and empathy among students through artistic activities focused on social and cultural issues [5]. Moreover, N.Midtani emphasizes that moral education in art can also include the inculcation of values such as tolerance, discipline, cooperation and patience, which are important components of shaping the character of students [6]. These moral values can be learned through various artistic activities systematically designed to develop students' moral and ethical abilities. The introduction of moral values into art education can be achieved through several strategies. First, the integration of moral values into the curriculum, which implies the development of a comprehensive curriculum that integrates moral values into all aspects of art education. For



example, in teaching fine arts, students can be guided to understand the importance of honesty in self-expression and respect for the work of others. A well-designed curriculum can cover various aspects of morality such as honesty, decency, social awareness, humility, generosity, patience, fortitude, social justice, wisdom, critical thinking, respect, tolerance, empathy, and compassion. Secondly, teacher training is an essential component of introducing moral values into art education. Specialized training programs are needed for educators to integrate moral values into art education. This training may include teaching methods that emphasize moral and ethical values. Teachers with sufficient competence in these areas can serve as an example for students in applying moral values in everyday life. Thirdly, involving students in art projects dealing with social issues can be an effective means of developing empathy and social awareness. Art projects that address topics such as the environment or humanism can increase students' sensitivity to social issues and encourage them to make a positive contribution to society.

Access to art education is a crucial issue that needs to be addressed in order to ensure that all students have equal opportunities to explore and develop their artistic potential. Unequal access to art education can be caused by various factors, including geographical, economic, and cultural factors. According to a study by Stephanie Cook of Brigham Young University, students living in remote areas or from low-income families often do not have adequate access to art education [6]. This leads to gaps in the development of skills and understanding of art. In addition, Edita Musnietkiene emphasized the importance of inclusivity in art education, noting that all students, regardless of their background, should have equal access to art activities [7].

Strategies for expanding access to art education include several approaches. First, inclusive programs aimed at eliminating inequalities in access to art education are an important step. These programs may include the provision of adequate art facilities in schools in remote areas and financial support for students from low-income families. For example, the Government may collaborate with private institutions and non-governmental organizations to finance art projects in underprivileged communities. Secondly, the use of technology can become an effective tool for expanding access to art education. Online learning platforms and digital resources can be used to provide art materials and education to students anywhere. The use of technology in art education can help overcome geographical barriers and provide greater access for students who may not have the opportunity to study art in person. Third, forming partnerships with local communities, art institutions, and artists can help expand access to art education. These partnerships may include artist residency programs, community workshops, and collaboration with local art centers to provide greater learning opportunities for students.

Technology and art development

Technological progress has brought significant changes in various fields, including art education. Technology offers new tools and platforms that can be used for artistic expression and creative learning. According to Miralai, the use of artificial intelligence (AI) and augmented reality (AR) tools in art education has opened up new opportunities for creative research and interactive learning [7]. This study shows that these technologies can increase student engagement and enrich their learning experience by providing new tools and platforms for artistic expression. In addition, R. William emphasizes the importance of digital and post-digital media in art education [8]. This study shows that digital media not only expands the range of tools available to students, but also changes the way they understand and interact with art.



Implementation strategies to address this issue include several approaches. First, the integration of technology into the arts curriculum is a crucial step in harnessing the potential of technology in education. A well-designed curriculum may include the use of digital art software, graphic design applications, online collaboration platforms, AI, and augmented reality. In this way, students can learn how to use advanced technology to create and evaluate their work. Using technology in art education can improve students' technical and creative skills. Secondly, teacher training and professional development are important, as teachers play a key role in integrating technology into art education. This training may include the use of Available digital art software, online learning platforms, augmented reality applications and artificial intelligence tools, as well as teaching methods that integrate these technologies into art lessons. With proper training, teachers can effectively help students use technology for creative expression. Third, the use of new media for artistic expression opens up many new possibilities, such as digital art, animation, and interactive installations. Students can be taught to use these technologies as tools to express their ideas and emotions. For example, art projects involving the creation of animated videos or interactive art installations can provide an immersive learning experience and motivate students to further develop their creativity.

Multiculturalism and diversity

Art education has great potential to teach the values of multiculturalism and diversity. As an alternative to multicultural education, art education can melt the frozen spirit of awareness of differences and diversity of socio-cultural phenomena. R. Jones emphasized that art and cultural education in schools can strengthen multicultural literacy [8]. Art education, due to its multilingual, multidimensional and multicultural nature, can play a leading role in strengthening multicultural literacy. This multicultural literacy is crucial for reducing and countering the problems of intolerance, which have the potential to become sociocultural threats. Strategies for introducing multiculturalism and diversity issues into art education include several approaches. First, the integration of a multicultural curriculum is a crucial step in teaching multiculturalism. This program should be designed to reflect cultural diversity through a selection of artworks from different ethnic and geographical regions. For example, students can study traditional arts from different countries, such as batik from Indonesia, calligraphy from the Middle East, or origami from Japan. A multicultural curriculum can help students develop respect and understanding for cultural differences. Secondly, teacher training in multicultural education is important because teachers play a crucial role in conveying the values of multiculturalism through art education. This training may include teaching methods that emphasize inclusivity and respect for cultural diversity. Well-trained teachers can be effective intermediaries in creating a learning environment that respects and values differences. Thirdly, collaborative art projects based on cultural traditions can help students understand and appreciate diversity. For example, an art project that combines elements of different ethnic groups can create works that reflect the spirit of unity and inclusivity. Such projects may include art exhibitions featuring works of art from different cultures, multicultural art festivals, or art performances involving the local community.

Creativity and critical thinking

Art education plays a fundamental role in developing students' creative abilities and critical thinking. The empirical study by Egana-Delsole [9] provides convincing evidence of the positive impact of participation in the school art curriculum on academic achievement, creativity and creative behavior of students. These results confirm the important role of art education in the development of higher-order cognitive abilities. The implementation of a comprehensive strategy to integrate the development of creativity and critical thinking into art



education includes several interrelated pedagogical approaches. The project approach offers an effective platform for the simultaneous development of both skills. Through carefully designed art projects, students have the opportunity to explore ideas. An innovative approach allows you to solve complex problems and create original works. This process not only stimulates creativity, but also promotes the development of critical thinking about the context and meaning of the created works of art. Educators can create art spaces equipped with a variety of materials and tools, and provide enough time for students to develop ideas without the pressure of achieving prescribed results. This approach helps students discover an authentic artistic style and voice. The integration of critical thinking techniques such as art analysis, group discussions, and art criticism is an important component of developing students' evaluative and analytical skills. With the help of educators, students can participate in the analysis of canonical works of art, in-depth discussions about meaning and context, as well as critical evaluation of their work and the work of their peers. This process develops the ability to objectively evaluate information, question assumptions, and make decisions based on in-depth analysis.

The Value of Art in holistic learning

Art education in the context of holistic learning is of fundamental importance for the comprehensive development of students' potential. The holistic learning paradigm emphasizes multidimensional development encompassing the intellectual, emotional, social, and spiritual aspects of students. Art, due to its ability to stimulate cognition, feelings and imagination, plays an integral role in the realization of holistic learning. The holistic concept of art education recognizes the relationship between physical, mental, spiritual, and emotional dimensions and emphasizes the importance of experiential learning in art education. Akanawa suggests that holistic art education aims to promote students' self-realization by connecting them with the social context, the natural environment, and universal human values such as empathy and harmony [9]. This paradigm also emphasizes individual and collective responsibility and respect for existence.

The implementation of holistic art education can be achieved through several strategies. First, integrating art into the curriculum is a crucial step in strengthening a holistic approach to learning. Art can be used as a means to teach concepts in mathematics, natural sciences, history, and linguistics. This integrative approach not only increases the relevance and attractiveness of learning, but also promotes the development of critical and creative thinking among students. Examples include the use of visual art projects to illustrate geometric concepts or the use of theatrical productions to reconstruct historical events. Secondly, an interdisciplinary approach in art education allows students to identify the interrelationships between disciplines. This can be achieved through collaborative projects that combine several subject areas, such as creating murals that incorporate historical, scientific, and literary elements. This approach promotes a more comprehensive and contextual understanding of educational materials and encourages holistic thinking. Thirdly, art education plays an important role in the development of students' emotional and social intelligence. Artistic activities such as theater productions, music, and dance can foster empathy, collaboration, and communication skills. Participating in the creative process allows students to express emotions constructively and understand different points of view. Sustainable development and the environment

Sustainable development and environmental protection are important issues that are becoming increasingly important in art education. Art education can play a key role in raising awareness of environmental issues and promoting sustainable practices. According to P.



Omar, art Education for Sustainable Development (AESD) can raise students' awareness of the importance of sustainable development through art projects dedicated to these issues. environmental issues. This study shows that education in the field of sustainable development (ESD) not only improves students' technical skills, but also influences their empathy and awareness of environmental issues. Sustainable Development Education (ESD) aims to introduce a holistic and interdisciplinary approach that can ensure the presence of sustainable development in all aspects of life. Through creative expression, sustainable development can manifest itself in various forms around the world, helping students understand the impact of their actions and develop new solutions to environmental problems. The introduction of sustainable development-oriented art education can be implemented through several strategies. First, integrating the principles of sustainable development into the art curriculum is a crucial step. The art curriculum should include the principles of sustainability and environmental awareness in all aspects. For example, art projects can use recycled or environmentally friendly materials. This not only reduces the environmental impact, but also teaches students the importance of sustainable practices. Using recycled materials in art projects can boost students' creativity by encouraging them to think outside the box. Secondly, involving students in art projects dealing with environmental issues can help raise their awareness of environmental issues. For example, students can create a mural depicting the importance of conserving water resources, or sculpt a sculpture from plastic waste to draw attention to the problem of plastic pollution. Third, inviting students to collaborate with the local community on art projects that support sustainable development can strengthen the bond between the school and the community. For example, students can collaborate with an environmental organization to organize an art exhibition dedicated to environmental protection. Such cooperation not only increases environmental awareness, but also strengthens the sense of community and social responsibility among students.

Assessment of art education

Assessment in art education is a complex and multidimensional process that requires a holistic approach to take into account various aspects of student learning. Groenendijk et al. (2020) emphasized that assessment in art education should include a variety of methods to measure students' technical skills, creativity, and artistic expression [10]. The study emphasized the importance of using visual headings as a self-assessment tool that allows students to evaluate their work according to predefined criteria.

Effective assessment implementation in the field of art should integrate formative and final assessments. Formative assessments such as mutual criticism and self-assessment play a crucial role in helping students understand their creative process and identify areas for improvement. At the same time, the final grades, which include portfolios and art exhibitions, provide a comprehensive overview of students' overall development and achievements. Strategies for implementing assessment in art education include several key approaches. Firstly, the emphasis on the creative process is fundamental, while evaluating not only the final product, but also the stages that students go through when creating a work of art, including idea generation, experimentation, reflection and refinement. This approach helps students understand the importance of experimentation and failure as integral parts of artistic learning. Secondly, the use of a portfolio as an effective assessment tool to collect evidence of student development over a period of time. Portfolios allow teachers to analyze a series of works reflecting students' creative path, including sketches, initial concepts, and self-reflection, providing a more complete picture of students' artistic abilities and development. Thirdly, it is extremely important to involve students in the process of introspection by



keeping a diary or writing a thought essay. Describe your experience in the process of creating works of art, the difficulties they faced, and the lessons learned. Self-reflection encourages students to critically reflect on their artistic practice and increases self-awareness. Fourth, the introduction of joint assessment, in which students provide each other with feedback, can improve their understanding of assessment criteria and develop critical thinking skills. This process also promotes communication and collaboration between students, enhancing the quality of art and contributing to a supportive learning culture.

The role of the teacher

The role of teachers in art education is a fundamental aspect crucial to the formation and development of students' artistic skills and character. According to an article published by the organization "Teachers of Tomorrow" (2023), the main duties of an art teacher include developing educational activities appropriate to the level of students' abilities, stimulating enthusiasm and talent, familiarization with artistic techniques, as well as criticism and evaluation of students' work [11]. In addition, art teachers are also responsible for monitoring student development and providing progress reports to parents. A study conducted by Yang (2024) revealed a significant predictive relationship between the professional qualities of art teachers, their creative style and professional development. These results highlight the importance of a deep understanding of the factors influencing the career development of art teachers, which can contribute to the development of more effective support measures. Continuous professional development is an important aspect for art teachers.

The implementation of strategies in art education includes several key aspects. First, art teachers should act as organizers of inclusive learning, creating a learning environment that values the diversity of students' backgrounds, abilities, and interests. This includes developing a flexible and adaptive curriculum and providing accessible materials and techniques to all students. Secondly, the teacher's role as a mentor and guide is crucial in helping students develop artistic skills and explore their creative identity. Effective mentoring involves providing constructive feedback and helping students set and achieve artistic goals. Third, the integration of technology into art teaching is becoming increasingly important in the digital age. Art teachers need to use technology to access new resources, creative tools, and collaboration platforms that can expand the field of art teaching and increase student engagement. Fourth, effective communication with parents and colleagues about student success is an essential aspect of art education. This includes providing progress reports, discussing student needs and concerns, and collaborating with other teachers to integrate the arts into the broader curriculum.

Thus, this study offers a comprehensive and sustainable approach to solving the problems of art education, consistent with the results of other relevant research. This approach is expected to help art educators develop more effective strategies to ensure a meaningful and sustainable art education experience.

The results obtained have important practical and theoretical significance. In practice, it is imperative to expand access to art education and resources in all regions, as well as to improve the training of art teachers in the use of technology and the integration of multicultural values and principles of sustainable development. Theoretically, these results support the theory that art education can play an important role in the holistic development of students, encompassing cognitive, social and emotional aspects. These results also point to new directions for future research aimed at exploring effective implementation strategies in various educational contexts. This study has a number of limitations that need to be considered. First, it used a qualitative approach, the results of which may not be applicable to the entire



population. The limited sample size, which includes only a few schools in urban and rural areas, also limits the ability to generalize the results to a broader context. In addition, the study used interviews and observations, which can be influenced by the subjectivity of both the researcher and the respondents. Based on the results and limitations of this study, several directions for future research can be suggested. First, a quantitative study can be conducted with a larger and more diverse sample to test the results in a broader context. In addition, further research could focus on developing and evaluating the practical strategies proposed in this study to determine their effectiveness in improving art education. Research could also explore more deeply the role of technology in art education, including how it can be used to address issues of intercultural access and integration.

Conclusion

By examining nine key issues of art education, this study highlights the need for an integrated and sustainable approach to creating a meaningful and inclusive art education experience for all students. The issues identified include: morality, access to art education, technological development, multiculturalism, creativity, the value of art in holistic learning, sustainability, and evaluation. Each issue presents unique challenges and opportunities that require appropriate implementation strategies. The results of this study show that: Integrating moral values into the art curriculum can help students develop honesty, decency, empathy, and other moral values. Unequal access to art education, especially in remote areas, requires inclusive education programs, the use of technology, and partnerships with local communities to improve access. Technologies such as AI and augmented reality can increase engagement and enhance the art learning experience, but require adequate infrastructure and training. Art education can become a platform for celebrating cultural diversity and fostering intercultural literacy. A project-based art education that provides a space for exploration can foster students' creativity and critical thinking. Holistic art education helps develop students' intellectual, emotional, social, and spiritual skills. Arts education focused on sustainable development can increase students' environmental awareness and encourage sustainable practices. An assessment that focuses on the creative process and uses a portfolio and self-reflection can provide a more complete picture of student development. Art teachers, acting as intermediaries, mentors, and inspirers, play a crucial role in effective and inclusive art education.

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БЕЙНЕЛЕУ ӨНЕРІН ӘЛЕУМЕТТІК ПЕДАГОГТАРДЫ ДАЯРЛАУ
БАҒДАРЛАМАСЫНА ИНТЕГРАЦИЯЛАУДЫҢ ПСИХОЛОГИЯЛЫҚ-
ПЕДАГОГИКАЛЫҚ АСПЕКТІЛЕРІ

Аңдатпа. Көркемдік білім оқушылардың мінезі мен дағдыларын қалыптастыруда шешуші рөл атқарады. Бұл зерттеуде көркемдік білім берудің тоғыз негізгі мәселесі анықталды және талданды: мораль, қол жетімділік, Технологиялық даму, көпмәдениеттілік, шығармашылық, көркемдік құндылықтар, тұрақтылық, бағалау және мұғалімдердің рөлі. Әрбір мәселе проблемаларды шешудің тиісті стратегияларымен бірге талданады, соның ішінде моральдық құндылықтарды өнер оқу бағдарламасына біріктіру, қол жетімділік олқылықтарын жоюға арналған инклюзивті бағдарламалар және өнерді оқытуда технологияны пайдалану. Сонымен қатар, мақалада көпмәдениетті оқу бағдарламасының, өнерді оқытуға біртұтас көзқарастың және шығармашылық процеске негізделген бағалаудың маңыздылығы көрсетілген. Инклюзивті және шығармашылық өнерді оқытуды қолдау үшін мұғалімдердің фасилитаторлар мен тәлімгерлер ретіндегі рөлі сипатталған. Бұл зерттеуде қолданылатын әдістерге әдебиеттерге шолу және әртүрлі тиісті дереккөздердің мазмұнын талдау кіреді. Нәтижелер сәйкес стратегияларды енгізу арқылы көркемдік білім беру барлық оқушылар үшін маңызды білім беру тәжірибесін қамтамасыз ете отырып, өзекті және тұрақты бола алатынын көрсетеді. Бұл мақала өнер мұғалімдеріне көркемдік білім берудің тұрақты және мағыналы тәжірибесін қамтамасыз етудің тиімді тәсілдерін жасауға көмектеседі деп күтілуде.

Кілт сөздер: көркемдік білім, адамгершілік, қол жетімділік, технология, көпмәдениеттілік, шығармашылық, тұрақты даму, бағалау, мұғалімнің рөлі.

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ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ АСПЕКТЫ ИНТЕГРАЦИИ
ИЗОБРАЗИТЕЛЬНОГО ИСКУССТВА В ПРОГРАММУ ПОДГОТОВКИ
СОЦИАЛЬНЫХ ПЕДАГОГОВ

Аннотация. Художественное образование играет решающую роль в формировании характера и навыков учащихся. В данном исследовании определены и проанализированы девять ключевых проблем художественного образования: мораль, доступность, технологическое развитие, мультикультурализм, креативность, художественные ценности, устойчивость, оценка и роль учителей. Каждая проблема анализируется вместе с соответствующими стратегиями решения проблем, включая интеграцию моральных ценностей в учебную программу по искусству, инклюзивные программы для устранения пробелов в доступе и использование технологий в обучении искусству. Кроме того, в статье подчеркивается важность мультикультурной учебной программы, целостного подхода к преподаванию искусства и оценки, основанной на творческом процессе. Описана роль учителей как фасилитаторов и наставников для поддержки инклюзивного и творческого обучения искусству. Методы, использованные в этом исследовании, включают обзор литературы и контент-анализ различных соответствующих источников. Результаты показывают, что при внедрении соответствующих стратегий художественное образование может стать более актуальным и устойчивым, обеспечивая значимый образовательный опыт для всех учащихся. Ожидается, что эта статья поможет преподавателям искусства разработать более эффективные подходы к обеспечению устойчивого и значимого опыта художественного образования.

Ключевые слова: художественное образование, мораль, доступность, технологии, мультикультурализм, творчество, устойчивое развитие, оценка, роль учителя.