

THEORETICAL APPROACHES TO ART PEDAGOGY: INTEGRATIVE, PERSON-CENTERED, ACTIVITY- BASED, COGNITIVE, AND COMPETENCY-BASED APPROACHES

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Abstract

This article provides a scientific and theoretical analysis of the main theoretical approaches to art pedagogy: integrative, person-centered, activity-based, cognitive, and competency-based approaches. The role of each approach within the art-pedagogical process, its impact on personal development, and its potential for enhancing educational effectiveness are substantiated. The research results demonstrate that art pedagogy is a multi-component and systemic pedagogical discipline.

Keywords: Art pedagogy, integrative approach, person-centered education, activity-based approach, cognitive development, competence-based approach.

Introduction

Modern pedagogy theory education process person development to direct main priority task as determines . This in process art pedagogy education , art and psychology mutual integration based on formed innovative pedagogical direction as confession Art pedagogy is being efficiency his/her different theoretical approaches relied on without done in the increase manifestation It will be .

Today on the day integrativeness, individual orientation, activity groundedness, cognitive and Competency is the art of pedagogy. methodological the foundation organization This will approaches art tools through of the students intellectual, emotional and creative potential to develop service does.

Article The purpose of art- pedagogy main theoretical approaches scientific in terms of analysis to do and their education in the process instead based on from giving consists of.

Methodology

Research methodology complex and systematic to the approach was based on. Research in the process following from methods used :

- **Theoretical analysis** – art-pedagogy and modern pedagogical approaches related scientific literature study ;
- **Comparison method** – different approaches art-pedagogical in process place and features comparison ;



- **Systematic analysis** – approaches between mutual dependency to determine ;
- **Generalization** – theoretical conclusions are based on a single scientific to the concept to bring

Results

Research results of art- pedagogy effective activity one how many theoretical approaches awakening based on done increase showed.

Integrative approach art- pedagogy main from the principles one be, it is art, pedagogy and psychology of sciences each other harmony provides. This approach through education process whole system as organization the student 's cognitive, emotional and creative activity one in total develops.

This approach art- pedagogical in process individual characteristics and interests of the student and needs in consideration to take in mind Art activity through person's internal world opens , reveals itself manifestation to grow and reflection process activates.

To the activity based approach

To the activity based in approach student education process active subject as Art - pedagogical training painting , staging , musical improvisation such as activity types through knowledge practical activity in the process is occupied .

Cognitive approach

Cognitive approach art- pedagogical in process to know processes to develop Art images through of the students perception , thought , memory and imagination such as cognitive processes This is knowledge deep and conscious to master opportunity creates . Competency approach art- pedagogical education real -life results in situations to use readiness with connects . Art activity through communicative , social , aesthetic and creative competencies is formed .

Discussion

Analyses this shows that art pedagogy separately one to the approach not , maybe one how many theoretical approaches to the harmony relies on . Integrativeness this approaches each other to fill provides , to the person orientation and to activity validity education process to the center the student puts . Cognitive and competency-based approaches and art- pedagogy not only aesthetic , maybe intellectual and practical importance This situation is a consequence of art- pedagogy . modern education paradigm instead strengthens .

Conclusion

Conclusion as in other words , art- pedagogy theoretical approaches his/her scientific and methodological basis organization Integrative , individual directed , activity- oriented based , cognitive and competency-based approaches harmony art - pedagogical of the process efficiency provides . This approaches education to practice current to grow modern pedagogical to goals in reaching important factor is considered .



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