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**APPLICATION OF ART METHODS IN THE SYSTEM
OF ART SERVICES IN KAZAKHSTAN**

The article deals with the problem of application of art methods in various art services. The authors, analyzing the features of art-pedagogical and art-therapeutic services, come to the conclusion that art therapy does not focus on targeted learning and mastering the skills and abilities in any kind of artistic activity, and in art-pedagogy (developing at the junction of pedagogy and art) – the emphasis is not only on the development of artistic culture and help in finding an approach to the successful mastery of practical skills in various types of artistic activity, but also in the introduction to universal values through their own internal experience, through personal emotional experience, through personal participation in the creative process.

According to the authors, the use of elements of art therapy in prevention contributes to the strengthening of protective factors in relation to the possible involvement in a negative environment, including suicidal. In accordance with this, they believe that the more widely represented in society forms of support to the population, created on the basis of art methods, the stronger the anti-suicide barrier.

Summing up the experience of existing centers and services practicing art pedagogy and art therapy with different categories of people, ATORS reveal the specifics of the problem of overcoming communication barriers, maladaptation, assistance to children with special educational needs, etc.

The analysis of the state of art-pedagogical and art-therapeutic services in Kazakhstan, conducted with the help of a survey of students of schools and universities, allows them to draw a conclusion about the lack of representation of this sphere of psychological services. Art therapy in contrast to art-pedagogical activity is more widely represented in the market of educational and psychological services, but due to certain circumstances (high cost, weak advertising, etc.) young people do not use them. The authors are convinced that the prevention of suicidal behavior of Kazakh youth is not related to art activities, although the content of the analyzed services may well meet the requirements of suicide prevention.

In conclusion, the authors come to the conclusion that in the Republic of Kazakhstan art therapeutic and art pedagogical services are in the initial stage.

Key words: art education, art therapy, art techniques, art educational services, art therapy services.

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Қазақстанда арт-қызметтер жүйесінде арт-әдістерді қолдану

Мақалада әр түрлі арт-қызметтерде арт-әдістерді қолдану мәселесі қарастырылады. Авторлар арт-педагогикалық және арт-терапевтік қызметтердің ерекшеліктерін талдай отырып, арт-терапияда көркем қызметтің қандай да бір түрінде мақсатқа бағытталған оқыту мен дағдыларды меңгеруге, ал арт-педагогикада (педагогика мен өнер тоғысында дамып келе жатқан) – басты назар көркем мәдениетті дамытуға ғана емес, көркемдік қызметтің әр түрлі түрлерінде практикалық білімдерді табысты меңгеруге, сонымен қатар өзінің ішкі тәжірибесі арқылы, жеке эмоционалдық қобалжуы арқылы, шығармашылық үдеріске жеке қатысу арқылы жалпыадамзаттық құндылықтарға қатыстыруға да назар аударылады деген қорытындыға келеді.

Автордың пікірінше, профилактикада арт-терапия элементтерін пайдалану теріс, оның ішінде суицидке бағытталған ортаға ену мүмкіндіктеріне қатысты қорғаныс факторларының күшеюіне ықпал етеді. Осыған сәйкес, олар қоғамда арт-әдістердің негізінде құрылған халыққа қолдау көрсету нысандары кеңірек болған сайын, соғұрлым өзіне-өзі қол жұмсауға қарсы тосқауыл (барьер) соғұрлым күшті деп санайды.

Әр түрлі санаттағы адамдармен арт-педагогика мен арт-терапияны тәжірибелерінде қолданатын орталықтар мен қызметтердің тәжірибесін жинақтап, авторлар коммуникативтік барьерлерді жеңу, дезадаптация (бейімделе алмау), ерекше білім беру қажеттіліктері бар балаларға көмек көрсету және т.б. мәселелерін шешу үшін арт-әдістерді қолдану ерекшелігін анықтайды: Мектептер мен жоғары оқу орындарынан сауалнама алу арқылы жүргізілген, Қазақстандағы арт-педагогикалық және арт-терапевтік қызметтердің жай-күйін талдау, авторларға психологиялық қызмет көрсетудің осы саласының жеткіліксіз екендігі туралы қорытынды жасауға мүмкіндік береді. Арт-терапия арт-педагогикалық қызметке қарағанда білім беру және психологиялық қызметтер нарығында кеңінен ұсынылған, бірақ белгілі бір жағдайларға байланысты (қымбат, жарнамалау және т.б.) жастар оларды пайдаланбайды. Автор қазақстандық жастардың өзіне-өзі қол жұмсауын алдын алу жұмыстары арт-қызметпен байланысты емес, алайда талданған қызметтердің мазмұны өзіне-өзі қол жұмсауды алдын алу талаптарына толық жауап бере алатынына сенімді.

Қорытындылай келе, автор Қазақстан Республикасында арт-терапиялық және арт-педагогикалық қызметтердің дамуы бастапқы кезеңде тұр деген тұжырымға келеді.

Түйін сөздер: арт-педагогика, арт-терапия, арт-әдістер, арт-педагогикалық қызметтер, арт-терапиялық қызметтер.

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Применение арт-методов в системе арт-услуг в Казахстане

В статье рассматривается применение арт-методов в арт-услугах. Авторы, анализируя особенности арт-педагогических и арт-терапевтических услуг, приходят к выводу, что в арт-терапии не делается акцент на целенаправленном обучении и овладении навыками и умениями в каком-либо виде художественной деятельности, а в арт-педагогике (развивающейся на стыке педагогики и искусства) – акцент делается не только на развитии художественной культуры и помощи в нахождении подхода к успешному овладению практическими умениями в различных видах художественной деятельности, но и в приобщении к общечеловеческим ценностям через собственный внутренний опыт, через личное эмоциональное переживание, через личное участие в творческом процессе.

По мнению авторов, использование элементов арт-терапии в профилактике способствует усилению защитных факторов по отношению к возможному вовлечению в негативную среду, в том числе суицидально направленную. В соответствии с этим они считают, что чем шире в обществе представлены формы поддержки населению, созданные на основе арт-методов, тем сильнее антисуицидальный барьер.

Суммировав опыт существующих центров и служб, практикующих арт-педагогика и арт-терапию с различными категориями людей, авторы выявляют специфику применения арт-методов: для решения проблем преодоления коммуникативных барьеров, дезадаптации, помощи детям с особыми образовательными потребностями и т.п.

Анализ состояния арт-педагогических и арт-терапевтических услуг в Казахстане, проведенный с помощью опроса обучающихся школ и вузов, позволяет им сделать вывод о недостаточной представленности данной сферы психологического обслуживания. Арт-терапия, в отличие от арт-педагогической деятельности, шире представлена на рынке образовательных и психологических услуг, но в силу определенных обстоятельств (дороговизна, слабое рекламирование и т.д.) молодежь не пользуется ими. Авторы убеждаются, что профилактика суицидального поведения казахстанской молодежи никак не связана с арт-деятельностью, хотя и содержание проанализированных услуг вполне может отвечать требованиям суицидальной профилактики.

В заключение, авторы делают вывод, что в Республике Казахстан арт-терапевтические и арт-педагогические услуги находятся в начальной стадии развития.

Ключевые слова: арт-педагогика, арт-терапия, арт-методы, арт-педагогические услуги, арт-терапевтические услуги.

Introduction

Recently in our country the field of practical psychological activity connected with application of art methods, both in the field of psychotherapy, and in training and education in mass educational institutions considerably extended. The increasing popularity of these methods is due to the presence of a number of its advantages over other traditional and innovative methods of teaching and education of schoolchildren.

Art methods focus on non-verbal interaction, thus providing new resources for the work of a teacher or teacher (class teacher) with those children and adolescents, whose verbal capabilities are limited due to the influence of various factors. That is, these methods provide the possibility of contact with the child, teenager “bypassing speech” and are based on different types of visual, plastic, audio communication – art therapy, dance-motor therapy, music therapy. Art-pedagogical process created by the use of these methods activates the unconscious of the student and allows the art teacher to access it.

Art methods are methods of art pedagogy, which is a special direction in pedagogy, where the education, development and upbringing of the child’s personality is carried out by means of art in any taught subject. These methods, in contrast to the methods of the traditional education system, interpret the direct creative interaction of the teacher, student and parents. It is valuable here that the teacher, children and parents are carriers of culture, and art pedagogy allows you to work productively with different categories of students: from gifted to deviant.

Thus, art methods are a synthesis of art pedagogy and art therapy methods.

It is well known that the specificity and condition of certain types of services determines the state of “painful” problems of society and the possibility of their solution. In modern society, the art industry is becoming popular—a kind of sphere of art services and an important sector of the art market, including the production, sale of works of art and services in the field of culture, which has its consumer audience. In our article we will focus on art services as forms of support to the population, ways to prevent the involvement of the individual in a negative environment, based on art methods and art techniques. I. e. we can say that from the whole range of art services we will be interested in art therapeutic and art pedagogical services. Art therapy services in developed countries and in recent years in our country are finding wider application. These services are very

effective and indispensable tool in the provision of psychological assistance to children with various mental disorders or with disorders in development. With the child is easier to communicate through play and drawing, to this conviction comes most psychotherapists of the past and present (M.E. Burno, 1989 [1]; K. Rudestam, 1999 [2]; A.E. Medvedev, I.Yu. Levchenko, L.N. Komissarova, T. A. Dobrovol'skaya, 2001 [3]; A. Ellis, 2002: 13-21 [4]; L.D. Lebedev, 2003 [5]; S.M. Walsh, S. Weiss, 2003: 924-930 [6]; M.S. Valdes Odriozola, 2005: 120-127 [7]; A.I. Kopytin, 2010 [8] and others [9]). In addition, similar services are provided to children, adolescents and even adults, incapable of speech communication – i.e., those who have congenital diseases, organic brain lesions, etc.; in these cases, the figure becomes the primary means of communication with the client. Over time, popularized art therapy and art-educational services, introduced not only in special but also in mass education, in additional education system (N.Yu. Sergeeva, 2010 [10], A.V. Grishin, 2004 [11], V.L. Kokarenko, 2005 [12]). Also in parallel developed the diagnostic aspect of the art of service: professionals identify children and adolescents from “risk groups” – are prone to committing socially dangerous acts, suicides, etc. (E.R. Kuz'mina, 2001 [13]; A.I. Kopytin, 2002 [14]; J. Oster, 2009 [15]).

Then widespread art-educational services implemented by more than narrow specialists, development and implementation of preventive or remedial programs, most often these services are paid and realized by the famous masters of art therapy at the individual level (A.S. Galanov, 2005 [16]; M.V. Kiselyov, 2006 [17]; E.V. Tararina, 2013 [18], etc.).

Became popular services on art therapy for various trainings – for example, communication, formation of vital skills, the development of tolerance, creativity and other qualities of the person (A. G. Greesov, 2004: 74-79 [19], D. S. Khomyakov. 2006 [20]; I.P. Novik, 2008: 55-56 [21]; V. A. Rusov, 2011: 73-78 [22], etc.).

The study synthesis of the literature (A.I. Kopytin. 2002 [23]), [24] has allowed establishing that the original art therapy began to be used in the activities of psychiatric hospitals (as a form or type of employment of patients), respectively services emerged as an additional means to divert the mentally ill from aggression on others and on themselves. Then in these same institutions art therapy began to take the form of psychotherapeutic and sociotherapeutic support and rehabilitation of patients with different mental disorders, including drug and alcohol addiction. Art therapy was supplemented

psihofarmakoterapia, physical therapy and other treatments. Appropriately, during these years, art therapy services have acquired a deep psychotherapeutic orientation (Heigl-Evers A., Heigl F., U. Ott, W. Rüger, 2001 [25], A.E. Beregulín, 2001: 122-124 [26], O. A. Ions, 2004: 29-33 [27], etc.). In the following years in different countries of the world have intensified the use of art therapy for people with psychosomatic diseases at different stages of their treatment and rehabilitation.

In addition, art therapy is used as a means of psychological assistance to people with cancer and other serious diseases (I. Samakhova, 2001: 118-125 [28]; K. Malchiodi, 2004 [29]; A.A. Motskuvéne, 2008 [30], etc.). Appropriately in this area there is the growth of the art of therapeutic services, from 2003-2004, which lasts to this day with more pronounced dynamics.

Art therapy is also becoming an increasingly important means of psychological and social assistance to the elderly and the elderly (O. A. Shelest, 2003: 46-64 [31], L. P. Vorontsova, 2012: 43-46 [32], etc.). Art therapy allows them to realize their creative potential, to counteract the negative changes in the social, mental and physical spheres. Also art therapy and art-pedagogic services organized in gerontological centers, homes for the elderly etc. institutions for such clients, helping them live more active and fulfilling life, to overcome loneliness, to cope with old age and limited movement to convey his experience.

Significant potential art therapy has in working with different disadvantaged groups of the population: those who are experiencing stress because of lack of work, trying to adapt to the new conditions (refugees, repatriate), returned from places of detention or in correctional institutions, etc. (N. M. Kruzhillin, 2001: 47-49 [33]; A. A. Lebedev, 2008: 105-132 [34]).

Since 2005-2006, gaining momentum, the direction of art therapy for the organization of a harmonized life outside of the mental disorders or problems with the emotional sphere (S. P. Zorin, 2006: 54-57 [35] etc.), and in recent years strengthened the group art-services as a form of psychological support in maintaining health in overcoming professional deformation of the specialists (N.E. Purnis, 2008 [36]; T. A. Kharitonchik, 2012: 95-103 [37], etc.).

As you can see General characteristics of art therapy and art teaching services, demonstrates the dynamic growth of this sector, from 2003-2005, but the prevention of involvement in a negative environment, suicidal issues are not the main task of specialists.

Art methods in education and including in various types of art-pedagogical services are considered by us earlier in the manual «Art methods in education» (A.B. Aitbayeva, G.A. Kassen, 2017 [38]).

Purpose of article: identification of the art-pedagogical and art-therapeutic services status through the survey of students and site analysis.

Materials and methods

The main research method was questionnaires based on open and half-open questions.

For example, here are a few questions from the compiled questionnaire: highlight the countries whose sites can provide comprehensive information about offered art services; distribute them by art services presentation on the sites in percentages; indicate specific centers and services known to you in Almaty city that work using methods of art therapy; determine the level of joint your participation in art-therapy and indicate the reasons for choosing this or other art services; highlight known to you art services provided by individuals — famous psychologists, psychotherapists, etc. There was conducted a site analysis for recheck the data.

Results of the survey to identify the state of art-pedagogical and art-therapeutic services

In August-September 2018, we re-conducted a survey to identify the state of art pedagogical and art therapeutic services in Almaty. The initial mini-study was conducted in 2015.

In particular, a random sample of students aged 16-22 years (100 people) was surveyed. 50 people were interviewed orally (school and University students), 50 people were interviewed online (in contact).

The first question was about obtaining reliable information about art services on the sites (figure 1), respondents needed to identify countries whose sites can provide comprehensive information about the art services provided. The question was somewhat subjective, because it was necessary to distribute the country on the representation of art services on the sites as a percentage. Because. three countries were more accessible on the Internet, the respondents appropriately distributed Russia, Ukraine and Kazakhstan by decreasing dynamics, motivating the answers by the fact that many art services in Russia are wider, more colorful and more detailed than in Kazakhstan. According to respondents, Ukraine is distinguished by a large number of individual art therapists who actively advertise their activities, and Centers and services are presented without specifying addresses, sites require subscription, but it is unclear how you can subscribe to representatives of other countries.

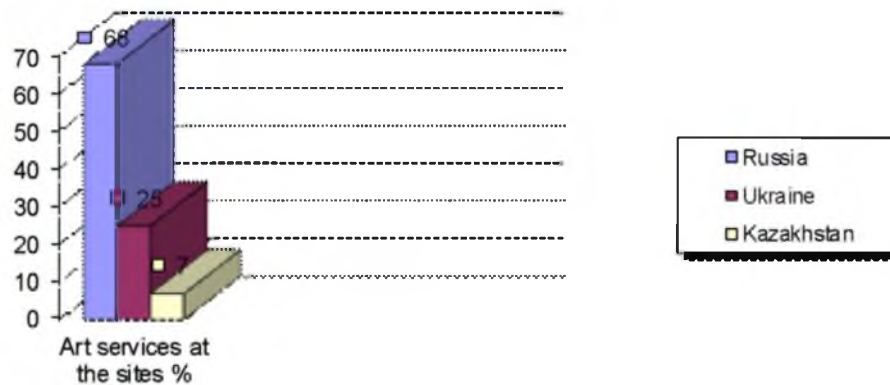


Figure 1 – The allocation of countries to the representation of the art services at the sites

The next question related to the identification of specific well-known centers and centers to the respondent in Almaty city, which work using art-therapy methods. Here the opinions of the partners came together in five centers, but they were all signified by reference (“hear from friends that the art-therapy

was used”, “saw a glimpse at their site”, “heard from relatives, who lost a lot of money”) – Figure 2. That is, although there are some answers, but none of the respondents did not use these organizations services and they also cannot judge how much they are effective.

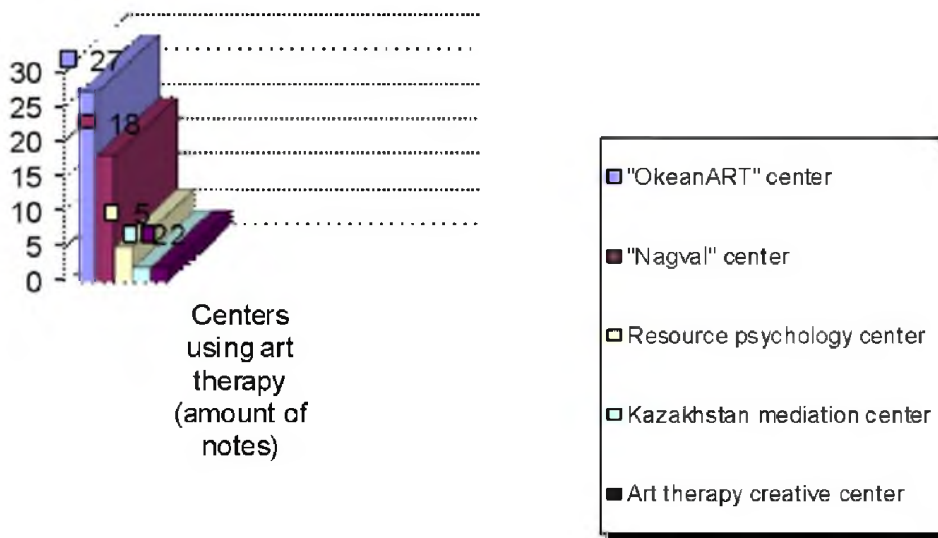


Figure 2 – Indirect known centers in Almaty practicing art therapy.

With this, two of mentioned centers are located in Astana city, which emphasizes the problem of population ignorance of the art services. Therefore, the next question regarding the providing quality of the art services disappears. We present the results of the answer to the previous question.

The above results (Figure 3) indicate the presence of objective reasons for the refusal of art services (financial situation, lack of adequate advertising, little known about method and art therapist to a wide range of consumers, lack of development of this service, etc.).

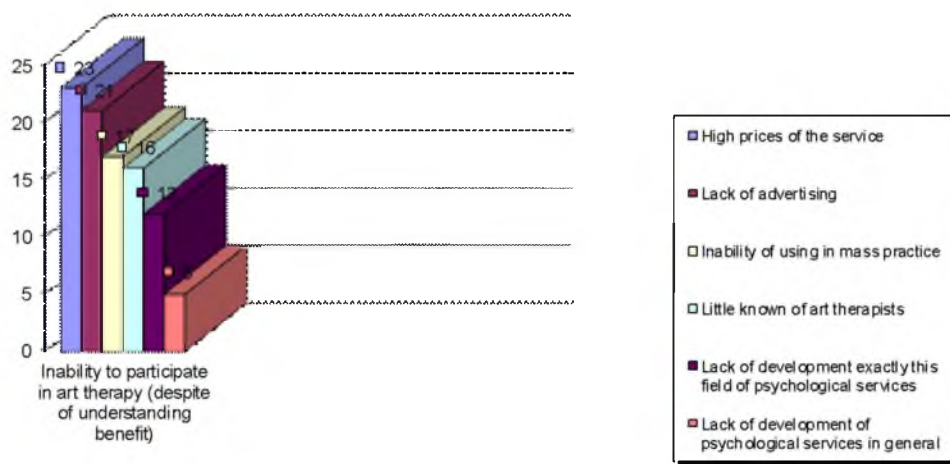


Figure 3 – The reasons of respondents inability to participate in art therapy

Art services would be chosen by the respondents, as they are: the most optimal, because it is “silent”; can be implemented; give the possibility to reveal the hidden potential; increase the creative potential due to its positive energy, etc. That is, despite the fact that the majority of respondents know about the art-methods benefit for personal growth, the revelation of potential, enhancement of energy, much of them do not participate in art therapy for various reasons,

but they would not have refused if these services were cheaper, everywhere advertised, etc.

The fourth question referred to the art-services provided by certain individuals – well-known psychologists and psychotherapists. Most of the respondents found it difficult to identify specialists, some of the students mentioned the Shymkent artist Bakhtybek Talkambayev, whose pictures fit in their art-therapy understanding.

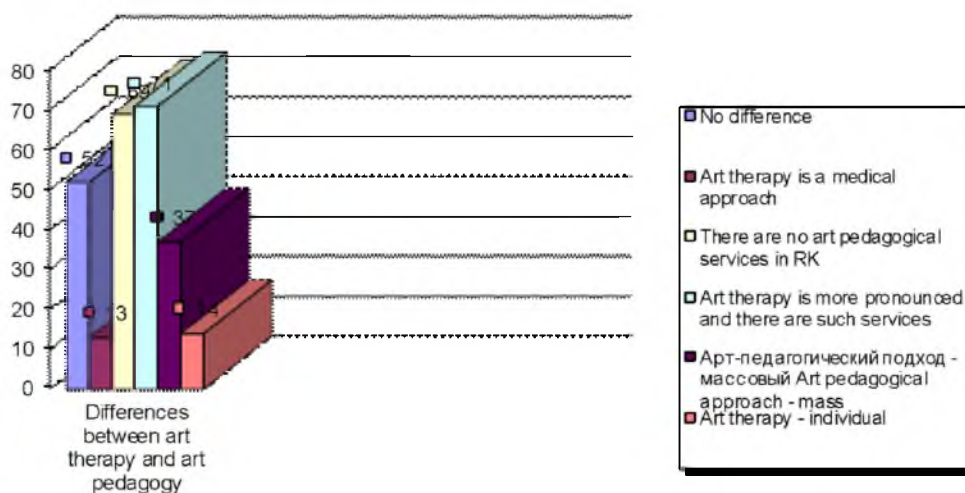


Figure 4 – Art therapy or art pedagogy: % of respondents noting differences and availability of services in the Republic of Kazakhstan

In responses to this question, the questionnaires often mention Kuzubova Maria, the head of the Kazakhstan Branch of the Psychological Sciences International Academy, doctor of Psychological Sciences, psychologist, academician of

Psychological Sciences International Academy, in particular, there is noted the certification program on integrative art-therapy developed by her. By the way, it is noted that the program is expensive and not every student can afford to pass it in full.

The last question was directed to the identification of the differences between art pedagogy and art therapy and the corresponding distribution of known services in two categories.

How we see, analysis of the art pedagogical and art therapy services condition in Kazakhstan, which carried out with the help of schools and universities training, leads to the conclusion about lack representation of this sphere of psychological services. Art-therapy, in contrast to art-pedagogical activity, has a wider range of educational and psychological services on the market, but because of certain circumstances (high prices, poor advertising, etc.), young people do not use it.

That is, the prevention of suicidal behavior among Kazakh youth is not connected with art-activity, although the content of the analyzed services is fully capable of meeting the requirements of suicidal prevention.

Application of art methods in the Republic of Kazakhstan in various types of art services

Conducted by site review of the functions and content of activities of practitioner services and centres of development and correction allows us to conclude that most of them use the experience of the best world art teaching and art therapy schools, moreover – they copy without changes to programs and courses of Russian art therapists, or in the best case, adapt their programs to fit our realities.

At the initiative of the Kazakhstan branch of the Psychological Sciences International Academy in Astana, Almaty, Atyrau was launched the certification program in integrative art therapy.

It is noted that integrative Art therapy program for anyone who wants to graduate therapy the healing art of influence, learn to use the power of art in his inner world. Individual goals – the prevention of suicidal behavior, the authors do not set, but the topics of the modules is conducive to the empowerment of the individual in the field of positive thinking and self-understanding, which in our opinion is veiled protects the person from injuries, leading to self-destruction and suicide.

There are also unique methods of artists. So, for example patented author's technique of Art therapy for each (Figures that heal) Bahtybek Talkambaev (patent No. 2256, No. 2257). The technique is based on ancient knowledge and verified his 20 years of experience of the artist, his paintings represent improvised ornamental and sign systems that emerge in the process of communication with nature, the process and study of ancient culture. These compositions are not only his mysterious message to

the person, but also a kind of communication channel and communication with the energy of nature, which gives strength and health. In 2013, Moscow hosted the workshops of Bahtybek Talkambaev. Children from 4 years and adults communicated with the master, drawing and discovering new horizons.

The method of mandalas therapy artist Zhazira Dzhanabaeva – Director of the Studio of fine and applied art “Blue turtle” is used in work with adults who have experienced a personal drama, and with children with autism, cerebral palsy or received a serious psychological trauma. Mistress of Sagila Abisheva with art teaching ideas brings respect to decorative-applied art of the Kazakh people. Treatment creativity widely presented on the websites of Kazakhstan and dealt with by all and Sundry.

Similar work, but on a broader profile are service Centers and Astana and Almaty: the Center of Art therapy “OceanArt” the Republican Association of Art therapists of Kazakhstan (author's program “Art therapy”); the Center of psychology “NAGVAL” (“Using art methods in practical psychology. Types, methods and characteristics of” the course “Fundamentals of practical psychology”); the resource Centre psychology (teaching Art therapy courses for the program: figure — method of diagnosis and therapy; the therapy – a method of psychological correction and psychotherapy; doll therapy is a method of working with fears and intrapersonal correction; sand therapy is a method of psychotherapy intrapersonal and interpersonal conflicts), etc.

Do not have clear programs, but claim to use individual and group art therapy the following organizations: Art therapy center “insight”, Training Agency “Renaissance”, the Centre of classical homeopathy and psychological support “BRANT” (Gestalt therapy and art therapy in homeopathy), a child development “Dobrusha” center (individual lessons), too Open world, Open University Facilitation and many others.

Also in Almaty so many announcements certified training in art therapy. In particular, such training in Kazakh language holds the Eurasian Institute of practical psychology and psychotherapy, Center of the art support and advice, service, assistance in crisis situations, the Crisis Centre “Friends”, etc.

Discussion:

Conducted by site review of the functions and content of activities of practicing services and centers of development and correction allows us to conclude that most of them use the experience of the best world

art teaching and art therapy schools, moreover – they copy without changes to programs and courses of Russian art therapists, or in the best case, adapt their programs to fit our realities. At the initiative of the Kazakhstan branch of the Psychological Sciences International Academy in Astana, Almaty, Atyrau was launched the certification program in integrative art therapy. It is noted that integrative Art therapy program for anyone who wants to graduate therapy the healing art of influence, learn to use the power of art in his inner world. Individual goals – the prevention of suicidal behavior, the authors do not set, but the topics of the modules is conducive to the empowerment of the individual in the field of positive thinking and self-understanding, which in our opinion is veiled protects the person from injuries, leading to self-destruction and suicide.

The program is conducted by M. Kuzubov, the Doctor of Psychological Sciences, psychologists, the head of the Kazakh Department of the Small Academy of Psychological Sciences. At first the participants go through the techniques on themselves in each training, after that examine the mechanism of work.

Certificates of the Small Academy of Psychological Sciences are included in the list for obtaining an European certificate of psychotherapy.

It is worth noting advanced experience of the Republic of Kazakhstan in the development of art pedagogical and art therapy services.

In 2011, in the First President of the Republic of Kazakhstan Museum within the framework of the annual art therapy seminar “Living stones” for the children with disabilities in the development was held the opening of the 2-day creative laboratory was named “Bakitty balalyk shak”.

There also was conducted “The art therapy by music and dancing” seminar in Almaty for practicing art therapy and art pedagogy specialists. The seminar was initiated by the British Council in Kazakhstan and the Kyrgyz Republic with the support of the social fund “Asia-Art+” on the basis of the International College of Continuing Education. It was attended by 25 specialists from the Almaty city and the areas of Kazakhstan representing SED and successful developing art-therapy methods on their own fields.

There was presentation of art therapy office for cancer patients in Semey. This project was made by the first President of the Republic of Kazakhstan Foundation charity – the Leader of Nation. Literally last year, the Ministry of Health of the Republic of Kazakhstan developed a new program for development oncology services for 2012–2016,

which is aimed to increase the expecting duration and quality of life by reducing mortality because of cancer. One of the tasks is the creation a modern rehabilitation and palliative care for cancer patients system.

However, we have identified despite the fact there is an interest among specialists, including in mass education, to apply the art therapy and art pedagogy methods, there are also some art-therapeutic and art-pedagogical services requests and supporting of various population categories (children, adolescents, crisis dwellers, disabled people, etc.), still noticeable lack of specialists who know this kind of aid and support directions mechanisms and can apply the art-methods in practice. In particular, the individual states of the northern, central and eastern regions (Kokshetau, Petropavlovsk, Pavlodar, Karaganda, Ust-Kamenogorsk), and also the capital – Astana and Almaty represented wider range of art-services: from art-therapy in correctional services, working with people with limited abilities, to art-pedagogical services in art-studios and developing children’s centers. Then, as the southern and western regions are less represented in both aspects, the art therapeutic services are limited by working with deranged and disability people (at medical centers).

Conclusion

In modern research, a very important aspect stands out: art pedagogy allows you to work with different categories of students. Art pedagogy goes beyond working with children who have problems, but at the same time does not duplicate the sphere of art education and aesthetic education. That is, the content of the concept of “art pedagogy” should not include only special artistic training of children with problems, and should not be reduced to teaching drawing skills the meaning of art pedagogical activity, and should be added to the formation of the foundations of artistic culture and social adaptation of the individual by means of art.

According to this, art-pedagogical methods in the system of General secondary and additional education have become increasingly used, and sometimes these methods are based on the methods of art therapy.

There are significant opportunities for the introduction of art therapy not only in mass and specialized schools, but also in preschool educational institutions, institutions of additional education, as well as in higher education, including as one of the methods of psychological support for students.

As we can see, the services of art therapists and art teachers are developing, there is a certain potential, these are artists, art critics, psychotherapists, and just masters of their craft. But there is a need to put all this on a scientific track. Therefore, we came to the conclusion that in the Republic of Kazakhstan art therapeutic and art pedagogical services are in the initial stage.

We have revealed that despite the fact that there

is interest among specialists, including in mass education, to the use of art therapy and art pedagogy, as well as there are requests for art therapy and art pedagogical services and support for various categories of the population (children, adolescents, “crisis”, the disabled, etc.), there is still a shortage of specialists who know the mechanisms of these areas of assistance and support, who are able to apply art methods in practice.

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