



THE ROLE AND SIGNIFICANCE OF FINE ARTS IN PRESCHOOL EDUCATION.

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Annotations: This article describes the role of fine arts in preschool educational organizations and visual activities in the development of children's creativity.

Key words: visual activity, applique, plasticine, gouache, colored pencil, charcoal stick, synthesis, painting, graphics, sculpture, decorative art, creative development, illustration, folk decorative art

From the speech of President Sh. Mirziyoyev at the ceremony dedicated to the 25th anniversary of the adoption of the Constitution of the Republic of Uzbekistan. (Additional from 12/07/2017) “Now children are experimenting with brushes, watercolors, paints, mixing red with yellow and yellow with blue. » Notable point: After the training, the children will be tasked with preparing an album about “Rainbow”. In the same speech: “It is both a duty and an obligation for us to carry out such huge reforms in the field of preschool education. No matter how difficult it may be, we must complete this historic task, and we will definitely accomplish it together.”

It is necessary to plan and take into account visual activities in preschool educational organizations. Visual arts are activities that encourage children to work tirelessly to achieve their goals. Visual activity is the basis of aesthetic education of children. Distinguishing the size, color, shape and placement of each object in space is part of this aesthetic sense. Distinguishing the size, color, shape and placement of each object in space is part of this aesthetic sense. The development of an aesthetic sense in children is associated with a deeper perception of color, rhythm and proportions.

The topics given in the program of teaching methods for visual arts are formed on the basis of the curriculum of professional retraining courses for teachers of preschool educational organizations, as well as teaching students methods of teaching visual arts, professional skills, educational skills; methodological activities develop competencies related to

The main principle of planning work on visual activities in a preschool educational institution is to consider visual activities as one of the most important departments of educational work.

When planning work on visual activities for a certain time, it is necessary to take into account the educational work that will be carried out during this period in other types of activities. When planning visual activity training, it is necessary to take into account the interdependence of visual activity training. Each type of visual activity solves its own problems, but in any case they must be carried out in one direction, with the goal (environment, life, depiction of various, unique forms) being combined.

Types of visual arts - drawing, working with clay, appliqué - have their own artistic techniques. When planning work on visual arts, the teacher must strictly monitor the number of each type of activity. In addition to the above, when planning a lesson in fine arts, the teacher must take into account the appropriateness of the materials used in the lesson.



For example, when working with clay - clay or plasticine, when drawing - gouache, colored pencil, charcoal stick, etc. Also, when choosing program content for teaching, the teacher should think more about giving or teaching knowledge and skills by drawing or making this object from clay, and not about what objects to draw. When planning voluntary activities, educators should consider teaching methods that help children develop independence and creativity. When planning work, the teacher draws up a work plan taking into account all the tasks set by the program for a particular group.

It is also advisable to draw up an independent plan for visual activities for one month. At the same time, the teacher also takes into account the relationship between visual arts activities. Only in this way will children be able to acquire certain knowledge, skills and abilities. In addition, as a result of the interconnection of types of visual activity, new ways of artistic exploration of the environment appear; children become familiar with different ways of figuratively depicting the environment.

The preschool educational institution's visual arts program and the school's fine arts program provide for the education in children of an aesthetic attitude towards the environment, the development of creative abilities and artistic images. The activities of preschool educational institutions solve problems necessary for successful learning at school. In the process of drawing, applique, and clay products, children develop such aspects of thinking as analysis, synthesis, repetition, and clarification. Also in these processes, children learn to work in a team, to subordinate their actions to the actions of friends

Art classes in kindergarten develop the skills and abilities necessary in children's educational activities. Such qualifications and skills include: listening and remembering a task, completing it within a certain time, planning and evaluating your work, bringing work started to completion, finding and correcting errors and shortcomings, keeping materials, working tools and workplace in order, and others included.

Research conducted by teachers shows that such a system of teaching in kindergarten has a great impact on preparing children for school. Also, the processes of studying the visual arts of schoolchildren by psychologists E.A. Labunsky and others show that the structure of fine arts lessons at school, based on the knowledge, skills and abilities acquired in kindergarten, will be organized taking them into account.

In preschool educational institutions, children mainly do practical work, get acquainted with works of art in the process of telling stories, looking at pictures, looking at illustrations in books. At school, students are introduced to the types of fine arts - painting, graphics, sculpture and decorative arts. The preschool educational institution conducts various visual arts classes. For example, classes in drawing, meaningful decorative works and clay applications. In preschool educational institutions, all types of activities are given great importance.

At school, in fine arts classes, pictorial (depending on the nature) and decorative views are taught. At the same time, the educational subject of painting acquires special significance due to the nature of the subject. Hands-on activities in clay appliqué, construction and fabrication are included in the school's crafts. An analysis of the elementary school fine arts program shows that, in addition to the introduction of subject-based, drawing-based learning tasks in a more complex form, some repetitions of the kindergarten program were introduced

In 1st grade, children learn to identify objects that have a structure such as a circle, square, rectangle, oval, and the task set for them in kindergarten is to master drawing techniques. Drawing on the topic is carried out as a continuation of the meaningful drawing carried out at



the preschool educational institution. Children observe and examine the events and objects around them, then draw them from their memories. Students establish meaningful connections between objects and describe distant objects in miniature.

In the school of decorative painting, tasks related to technical design are set, that is, together with depicting the structure of the pattern sequentially, using auxiliary lines and using elements of folk applied and decorative art at one's discretion. , and having learned about art, they learn through lectures and discussions. The methodology for teaching children fine arts is carried out taking into account the characteristics of children. There is a close connection between the labor characteristics of children of senior preschool age and younger schoolchildren.

Therefore, there are great similarities between the methods of teaching one and the other. Showing some element of a teacher's image at school and explaining it in the process is close to showing the teacher's working methods. The sequence of work at school appears orderly. If the structure of the object being described is simple, it will be removed after the procedure is explained. If an object that has a complex structure is described, then it will be described sequentially as the teacher shows it on the board.

The teacher lightly marks the general outline of the object with the tip of a pencil, and also shows its width and height. Then the student compares the nature with the contour drawing of the object, identifies its parts, shape, and corrects it. Display and analysis in workflow. Showing some element of a teacher's image at school and explaining it in the process is close to showing the teacher's working methods.

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For display and analysis in the process of work, he uses a collection of pictures, color pictures from children's books, as well as individual pictures of an educational nature. Each drawing lesson begins with a conversation from the teacher and an explanation of how to start drawing. Moving on to the practical implementation of the work, the teacher systematically reminds the children of the rules and methods of drawing.

The requirements for work or drawing for children of older kindergarten age and younger schoolchildren are very close to each other. When analyzing children's works, it is necessary to pay attention to the proportions of the subject, construction, connection of parts, color and compositional structure. Thus, the successful solution of educational problems in the primary grades is organically carried out by visual activities carried out in kindergarten.

Children are prepared for school in a preschool educational institution. In a preschool educational institution, much attention is paid to drawing based on observations in a large group, since this is the first stage of preparing children for drawing from life. This item develops visual memory in children; sometimes the item helps children correctly imagine it in real life. Children learn to control their character and hand strength, and freely use a pencil and brush during group creative activities.

Interdependent improvement of competencies in areas of development that ensure the comprehensive development of the child, as well as his smooth transition to the next stage, which is school education, and his readiness for it, primary education is necessary for the

formation of competencies in lim. The child's competencies are determined in the following areas of

- physical development and formation of a healthy lifestyle
- social-emotional development
- speaking, communication, reading and writing skills.
- development of the cognitive process
- creative development
- shows interest in art and culture;
- appreciates national traditions and perceives them as part of everyday life;
- independently expresses his preference for a certain type of art;
- uses the acquired knowledge and skills to create and implement creative plans in various life situations;
- understands the role of human creativity in changing the world

The main task of teaching visual arts is to help children imagine the surrounding existence. It lies in the development of observation, cultivating a sense of aesthetic beauty and teaching methods of description. At the same time, the main task of visual activity is the formation of creative activity, for example, the creation in children of various ideas about various objects using visual materials suitable for a certain age.

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