The Development of Children of Preschool Age in the Visual Arts with the Application Method

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Abstract: Visual activities for pre-school children are about developing thought, analysis, synthesis, comparison and generalisation. This article discusses the topic of artistic and aesthetic development of preschool children in the fine arts classes in preschool educational institutions.

Keywords: preschoolers, development, children's creativity, visual activity, application, personality, thinking, imagination, attention, memory, perseverance, accuracy, composition.

The preschool age is one of the crucial stages in which the foundations of an artistic and aesthetic, creative attitude towards reality are laid. This period, as defined by Lev Vigotski, is "the first stage in the system of continuous art education, the aim of which is to reveal to the fullest extent the child's enormous creative potential". [1].

Contemporary achievements in theory and practice in the field of art and aesthetic education reflect various directions of development of aesthetic perception of reality, ability of artistic vision of the world, familiarization with the world of art and development of artistic and creative abilities in preschool children.

The development of visual activities in preschool educational institutions is of great importance. This is not a period that should be missed in a child's development because it is a time of multifaceted personal development, where the foundation is laid for later human development. It is important to develop creativity from an early preschool age, because creative skills are born into a person and if they are not developed, the interest in artistic activities will gradually fade.

In all fine arts activities, it is important to develop children's activity and independence. The preschooler should be encouraged to remember what they saw interesting around them during the walk and what they liked; they should be taught to compare objects; they should analyse their experiences, what similar things they have already drawn or sculpted and how they did it; they should call the child to show the others how to represent this or that object.

Children's visual art is the most basic among young preschool children. It provides the basis for full and meaningful communication between children and adults and has a positive effect on children's emotional state, distracting them from sadness, fears and unhappy events [2].

Aesthetic development is carried out through art. Its content should therefore cover familiarisation and exposure of preschool children to different types of art - literature, music, visual arts. In our case, application in art classes is the leading method of aesthetic education and development for preschool children. It is versatile as it can be practised by young children and adults alike.

One of the main learning objectives for preschool children is to help them convey their impressions of the world around them when depicting concrete objects and phenomena. In turn, the successful development of children's visual art depends on a number of conditions: firstly, the purposeful learning impact of the teacher organising the children's activities;
secondly, the systematic and consistent development of perception, the perceptions on which the image is based;

thirdly, the teaching of visual skills.

Fine arts activities must be closely linked to all aspects of educational work in the preschool: learning about the environment, games, children's literature, music lessons, etc., in the course of which children acquire a variety of impressions and knowledge.

Visual activities for preschool children are about developing thought, analysis, synthesis, comparison and generalization. It helps to develop speech, fine motor skills, spatial thinking, imagination, attention, memory, diligence and accuracy. Expanding the reserves of cognition, observation and comparison has a positive effect on a child's overall intellectual development.

The development of all abilities in preschool children is based on direct experience of objects and phenomena. The most important thing is to develop all types of perception in the child, including the acquisition of size, shape, volume, movement, etc.

The creation of an aesthetic and developmental environment is important for the development of children's creativity. The aesthetic design of the lessons is important, as is the careful selection of lesson materials, visual aids, toys, objects, etc.

Aesthetic education for preschool children takes place through the development of their sense of beauty, form, color, brightness and saturation of colors. The driving force behind this multifaceted development is children's interest.

The preschooler's ability to convey the world around him or her in visual art is limited. Everything a child perceives can serve as a theme for his or her creativity. The educator must awaken a desire to create because this is the child's inner need, it arises independently and is characterized by great sincerity. It is important to try to awaken in every child the belief in his or her creative abilities, individuality, uniqueness, the belief that he or she has come into this world to create goodness and beauty and to bring joy to people.

The quality of the lesson is helped by the imaginative and emotional explanations given by the teacher and by the activation of the children in the lesson: the children are not only encouraged to explain the task, but also to ask them to remember what and how they did it before and what else they could model, cut out or draw. These techniques encourage the child to be active and independent. In the lessons, in order to avoid mechanical copying from the children, there is almost no use of the pattern created by the educator. This makes the child feel like an inventor of something new, thus enhancing the child's creative thinking.

References


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