

DEVELOPMENT OF CREATIVE ABILITIES OF PRESCHOOL CHILDREN IN VISUAL ACTIVITIES

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Abstract

The article discusses the importance of developing the creative abilities of preschool children and the use of ART pedagogical tools in visual arts classes, analysis of literature on the topic, increasing the creative abilities of children in drawing classes, interest in children's fine arts, as well as the formation of their aesthetic taste and sophistication. Based on state requirements for the development of children of primary and preschool age, an improvement is recommended, a model for the development of the creative abilities of children in the preparatory group with the help of art pedagogy.

Keywords: art pedagogy, visual activity, creativity, art, skill, drawing, form, color, image, thinking, criterion, creativity factor, creativity parameters, innovation.

Introduction

Our country is carrying out large-scale reforms to organize an innovative system of preschool education, aimed at radically improving the preschool education system, introducing effective forms and methods of teaching and upbringing, taking into account advanced foreign experiences. In the concept of development of the preschool education system of the Republic of Uzbekistan until 2030, "Creating conditions for the comprehensive intellectual, moral, aesthetic and physical development of preschool children, innovations in the preschool education system, advanced pedagogical and information and communication tasks such as "introduction of technology." The implementation of these tasks shows the need to develop programs for music education and education of preschoolers in accordance with state requirements, to improve technologies for the formation of students' creative abilities based on a competency-based approach.

ANALYSIS AND METHODOLOGY OF LITERATURE

In studies of the art of such foreign scientists as E. Seguin, J. Demore, O. Decroli, T. Collen, R. Bicker-White, D. Zubeide, B. Chrissy Ioannou, M. Morris, N. Goldman, E. Bezani Chloe studied the development of aesthetic competence in students, the development of creative thinking in children through theatrical pedagogy. Art pedagogical preparation of children for school is a very complex process that requires parents to know many things. It is advisable to begin preparing children for the fine arts from an early age. After all, the sooner children engage in purposeful activities, the faster they will gain the necessary experience.

The prospects of our independent state largely depend on the training of the teacher and his level. After our country gained independence, large-scale work was carried out to radically reform the system of lifelong education, radically improve the quality of training, and train competitive teachers in accordance with international standards. In order to develop the sphere of education and science, “further improve the system of continuous education, increase the potential of quality educational services, continue the policy of training highly qualified personnel in accordance with the modern needs of the labor market. Improving the quality and efficiency of education through the introduction of international standards for assessing the quality of education and training, the development of modern methods of acquiring knowledge, and the use of innovative technologies to improve the learning process are becoming urgent tasks today. Informatization of the education system necessitates the use of information technologies in professional activities, the development of professional skills, and the formation of a culture of correct use of information among children.

Today our young people receive a wide range of information not only in educational institutions, but also through radio, television, the press and the Internet. In the context of an ever-expanding global information space, it is impossible to one-sidedly educate our children, and not just read them, not read them, not see them, surround them with an “iron” wall.

Aesthetic education of preschool children is a process of purposeful influence on a child in order to develop his ability to see the beauty of the world around him, as well as the development of abilities for creativity, art and creation. Such upbringing, as a rule, begins from the first years of a child’s life. Aesthetic education is a fairly broad concept. It includes: the development of an aesthetic attitude towards the surrounding world, nature, everyday life, art, work, and social life. The subject of this type of education is the development in children, through the means of art, of artistic perception of the outside world. This is an integral part of the general communicative education of children. It is especially closely connected with moral education.

Introducing children to colors, shapes and materials, teaching them to perform tasks with their own hands, you can enrich the content of their knowledge and imagination, and arouse interest in the fine arts.

The ability to see and understand the beauty of the surrounding world contributes to the cultivation of a culture of feelings, the development of artistic and aesthetic education, labor and creative activity, determination, perseverance, a sense of mutual assistance, and provides the opportunity for creative self-realization of the individual. Fine arts classes are an effective means of introducing children to the study of folk traditions. Children demonstrate the acquired knowledge, skills and abilities to their peers by exhibiting their works. A number of special tasks for observation, comparison, conjecture, and fantasy serve to achieve the formation of high intelligence and spirituality through mastery. In the aesthetic education of preschoolers, everything is important: color, sound, shape, smell; such development requires a fairly large sensory culture. A child perceives beauty in the totality of smells, lines, colors, but perception only becomes aesthetic when it acquires an

emotional coloring, when some kind of attitude is manifested towards it on the part of the child. Aesthetic perception is a set of feelings and emotions, a manifestation of joy, dissatisfaction, sadness, happiness, pleasure. At the same time, the preschool teacher should only guide the child in his emotions, leaving the child freedom of choice in creativity.

Visual art is an activity that allows children to express what they think, feel and perceive on a screen of their choice, encouraging them to try to communicate and enrich their sensory activities through drawings.

Based on this goal and the content of our research, we have identified effective ideological ways of creating themes at the stage of teaching children to draw approximately as follows: preparatory ideas, theme ideas, background ideas, specific ideas, evaluative ideas-thoughts. Before drawing, the preparatory group invites children to think about various audiovisual media, works of children's literature and existing ideas, as well as observe and understand the state, movement, color, shape, similarity, and comparison of effectively analyzed objects and events. based

Their knowledge is determined by discussing, studying, observing, describing and expressing the subject or object to be drawn. As a result, it helps children understand the plot of a picture or choose an object when imagining it, and also reflects the thoughts and imagination of each child.

In order for a child's imagination to be useful and productive, it is necessary, through the process of thinking, to turn it into a creative thing, that is, into a work of fine art - a picture drawn by a creative child. In that:

- in order for a person's imagination to turn into an artistic idea, it must go through the process of thinking, and artistic activity must ensure the development of a logical and imaginative person;
- The field of art based on fine arts is more recognized than other fields.

Thinking in the field of art is usually above the level of logical thinking:

- Fine art is a step-by-step process of thinking, such as feeling, choosing and objectifying a vision, based on perception, involving the process of concretizing an approximate image to a level similar to the image being produced;
- as a result, a meaningful image is created by improving or reconstructing random and fragmentary images that come to mind thanks to the imagination of a creative child [5].

The development of children's creativity with the help of ART pedagogy is guided by the following principles:

- The first is the principle of continuity.

For example: looking at the rabbit's ears and pointing with your finger, remember the general appearance of the rabbit;

- the second principle of reasonableness.

It's like looking at a picture of a cat and imagining a tiger;

The third is the principle of accessibility. This refers to a situation where two unrelated events occur simultaneously, making it easier to relate them. For example, thunder and lightning.

Conclusions and Recommendations

Thus, the idea of organizing and creating a meaningful form is created by improving or reconstructing images of random and fragmented things or events that come to mind through the imagination, creating a figurative work of art created by the child. It is a product of a way of thinking.

To distinguish ways of thinking in more detail:

- 1) ways of thinking using audiovisual media;
- 2) methods of thinking using children's literature;
- 3) as a guide, thinking methods aimed at developing creative abilities were developed and ideological guidance was presented.

J.P. Guilford's test for determining divergence. Thinking ability is represented as follows:

Figure Drawing Test 1 (Passing Drawing Test) which is a method in which the test taker is asked to draw a specific object by drawing many circles and adding lines.

Draw a line for the 2nd world and add more lines. to make it a specific subject. This refers to the figure drawing method. In this method, circles, rectangles, triangles, trapezoids, etc. are displayed and used correctly in drawing shapes.

The 3rd decor draws the general outline of a long sword, treasure chest, etc., and then draws detailed details and decorations on it. These techniques are used to create ideas about shape [2].

As seen above, creativity is an expression of the potential problem-solving ability that everyone has and the intellectual ability to see an object or problem and approach it in a new way or produce a new result. Therefore, the development of creative abilities plays a vital role in the process of imagining new images in the process of artistic creativity. From this point of view, inventing an image in art classes in kindergarten does not reflect the material presented by the teacher, and also does not mean presenting a superficial and fragmentary association. In other words, the most important factor determining the creative aesthetic expression of children is the creativity of ideas.

The importance of a visual arts lesson plan is to reveal the purpose of the lesson, clarify the learning process, and increase its effectiveness. It is analyzed and used. Gleiger describes the content and process of developing educational materials as follows.

1. Clear definition of the goals and objectives of the group.
2. Selecting the right activity for the next process, which determines the child's behavior at the initial level.
3. Development and improvement of appropriate group activities to achieve goals aimed at developing children's creative abilities.
4. Development of criteria for assessing children's creative activity to verify goal achievement.
5. Determining the level of children's creative abilities based on assessment criteria aimed at determining the effectiveness of each type of activity.
6. Based on the results obtained, determine further educational activities organized with children using the pedagogical tool art [3].

In our opinion, today's technical and scientific growth, on the one hand, affects the lifestyle of preschool children, and on the other hand, creates new threats to human life (life in virtual existence, psychologically preferring virtual existence, virtual threats, etc.) . From this point of view, the attitude towards the development of speech and thinking of children in the family and in preschool educational organizations should actually become the main category in the formation of national and ideological immunity.

It should be noted that in our country special attention is paid to the education of preschool children; the influence of technological growth and globalization goes hand in hand with the growth of ideological and legal, so to speak, technical literacy of children. . This problem is especially relevant in the modern period, when socio-political, economic and cultural reforms are being carried out in our society, and a process of renewal is taking place.

Children, the development of media literacy requires a high level of political culture. It is advisable to start media literacy from childhood.

In the process of education, based on domestic and international experience, personal life example, planning one's activities, following the rules of a healthy lifestyle, compatibility of needs and capabilities, setting goals with anticipation of the result, pedagogical skills and techniques are important. role-playing games

As stated in scientific sources, every teacher must be a psychologist, be able to find a way to the hearts of young people, and also form a worldview in tune with the times (work on oneself in accordance with the worldview of youth). children), adhere to moral rules or be a public figure, based on the requirements of his country, must act as an individual.

Based on our observations and experience, we can say that a child begins to acquire social experience from the day he enters a preschool educational institution. This process is based on synthetic activity, during which children acquire the basics of a worldview (knowledge of all academic subjects), morality, and artistic and aesthetic activities. As you move to higher groups, learning the basics of this activity begins to acquire an analytical character. If we remember the process of conversion, active creativity, artistic literacy, music, visual arts, technology, mathematical literacy, second language learning, if all the activities of children in small groups are centered around primary education, based on this accumulated knowledge, they gradually increase their experience. In the preparatory group, they try to think freely, express their desires, express their interests, and reflect in their imagination things and events based on their ideas. As a result of active creative activity during classes, their thought process is enriched, filled, and improved based on the tool of artistic pedagogy. In fact, a lot of work remains to be done to improve the effectiveness of education in order to organize the process of developing the creative abilities of preschool children in preschool educational organizations with the help of art pedagogy in new approaches based on the type of activity of art pedagogy.

In today's knowledge-based social society, human creativity has already become the most desired word in the whole world. The concept of creativity is at the center of 21st century education and learning. A creative child has strong self-confidence and high sensitivity to

others, and many studies have noted that the personal characteristics of a creative person are manifested in the following:

- dynamic, courageous, resourceful, hardworking and independent;
- Willing to take risks and have the courage to make mistakes.
- Ready to express my thoughts and feelings.
- has a sense of humor.
- accepts and trusts your intuition.
- is interested not only in unusual problems, but also in their solutions.
- has the ability to establish new relationships and overcome traditional difficulties.
- are happy to expand the boundaries of their powers.
- knows that any reward is evaluated by solving a specific problem[6].

A high-level creative person is a great asset for the development of a peaceful country and society. A certain creative environment, support and use of artistic activities in the right direction to nurture children's creativity create the opportunity for the child to develop creative thinking and imaginative ideas.

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