

METHODS AND TECHNIQUES FOR TEACHING PRESCHOOL CHILDREN TO VISUAL ARTS*Nematova Shirinoy Nizomiddinovna**Bukhara State Pedagogical Institute**Teacher of the Department of Preschool Education*

Abstract: This article discusses the importance of teaching preschool children to visual arts, the role of visual arts in a child's life, methods and techniques for teaching visual arts, practical methods, oral methods, conversational teaching methods, and the development of aesthetic perception in children.

Keywords: Teaching methods, demonstration methods and teaching methods, use of nature, use of pictures, analysis of children's work, oral methods and teaching methods, conversational teaching method, practical methods, fiction.

Visual activity is the main means of providing aesthetic education to children. Distinguishing the size, shape, color, and location of each object in space are parts of this aesthetic perception. The development of aesthetic perception in children is associated with a deeper perception of color, rhythm, and proportion. When children perceive or reflect the diversity of color, shape, and its combination, they will enjoy and benefit from the diversity of color combinations.

The development of aesthetic perception in children teaches them to give an aesthetic assessment of the subject and some of its qualities. It educates them to understand works of fine art, to develop feelings and attitudes towards them. Visual activity plays an important role in the development of artistic creativity in children. The artistic and creative growth of children is the acquisition of the necessary skills for figurative thinking, aesthetic perception and image creation. For example, a walk in nature, an excursion in the fall.

Through the aesthetic feeling that arises when observing objects and things or the environment, educators can cultivate qualities such as a fair assessment of the work of people around them and love for their homeland. The main task of artistic and moral education is to help children do their work more beautifully and well, to create something that others like and that makes them happy when they see it.

Teaching methods - according to the definition accepted in pedagogy, are defined as the only way chosen to solve the problem posed. They are the methods of teaching the entire activity of the child and the educator in the lesson - a separate auxiliary tool, which does not determine the nature of the activity in the lesson, it has a narrow meaning in education. Some methods do not determine the general direction of the lesson, but are manifested as a method. For example: at the beginning of the lesson, a poem (story) is read to arouse children's interest in the task,

while in other lessons, the poem serves the educator, that is, it is used to organize the beginning of the lesson.

In the preschool educational organization, children's independent work plays a large role, but this independent work does not include children's solving complex problem problems, because such complex problems require a long time. The remaining methods are more difficult for preschool children, because almost all of them are related to solving problem problems. The main group of methods that are specific to preschool educational institutions is game methods, and these games can be used in various methods.

Descriptive There are the following methods of teaching activity :

1. Demonstration method and teaching methods.
2. Use of nature.
3. Use of images.
4. Analysis of children's work.
5. Oral methods and teaching methods.
6. Conversational teaching method.
7. Practical methods.
8. Using images from fiction.

Demonstration method and teaching methods . Observation method Descriptive constitutes the general basis of the educational system for children . Because it serves as an important factor in studying , knowing and reflecting the environment . The more children develop the skills of observation, establishing contact with the surrounding world , distinguishing between generality and individuality, the more the development of children's creative abilities will depend.

But observation alone does not fully enable one to describe what one sees. It is necessary to teach children important methods of description and ways to use various description materials .

Demonstrative methods and teaching methods include the use of nature, reproductions of paintings, models, and other visual aids, examining individual objects, demonstrating methods of illustration by the educator, and showing and evaluating the work completed by children at the end of the lesson.

Use of nature . Illustration In the activity , the use of nature is understood as the depiction of an object and phenomenon by observing it . . When working using nature , the appearance of the object is depicted from a certain point of view, taking into account the position of nature in relation to the eye of the person drawing . This feature of depicting from nature contributes to the development of a special perception during the lesson .

is the child's perception , an object depicted on a plane (picture, applique) is perceived only from one side. When making and constructing objects from clay, children should be able to turn the object and analyze the volume and shape at different angles.

look at some of the features of using nature when working with preschool children .

Using nature in exercises first of all facilitates the work of memory for children, the child can analyze and describe nature without having to look at the object. In exercises, an object should be chosen as nature, its shape should be simple, its parts and pictures should be clearly shown. When introducing children to nature, the educator should analyze its parts sequentially, correctly placing words in their places. For example: if children have to describe a tree branch in a large group , they should describe the spatial position (verticality) of the branch, whether its

branches grow to the left or right, whether it has many leaves or few leaves, whether it is dark green or light green.

Nature facilitates the work of memory, because the process of depiction is combined with perception, helping to correctly understand and convey the shape, structure, and color of an object. Regardless of the abilities of preschool children aged 4-5, there is a specific difference in the way children analyze the depicted object and work with this nature, compared to the work of a school student or artist with nature.

For preschool children, the drawing should be simple in shape, with clear lines. For example: children draw a car from the side, a doll from the front, and they cannot convey its size. If there are many children in the group, 2-3 identical objects are placed so that they look the same to everyone. The educator examines the object together with the children, facilitating the analysis process and directing it with his words and actions. This process requires a certain culture of perception, developed analytical thinking. Such skills begin to develop in children at the age of 5-6.

At this age, children try to compare their work with nature. For example, when depicting spruce branches in nature in a large group, children place the branch in space (vertically or obliquely) and draw the number of branches on the branch, their sizes on the left and right sides, in dark or light colors. As nature, you can use branches, leaves, flowers, fruits and vegetables, toys, animals, transport, and people depicted in the picture. It is impossible to use live birds and animals as nature. Their movements and sounds distract children from drawing, prevent children from perceiving the subject in the right position, and focus their attention on one point.

Thus, the method of using nature encompasses the entire content of the lesson. The first analysis of the subject consists of comparing the shape, structure, and color of the depicted object with nature, and evaluating the children's work by comparing it with nature.

The method of using nature can also serve as a method. For example: when drawing on a voluntary topic, doing clay work, applique, or building, the child asks the educator for help, and the educator can place that toy in front of the child.

Thus, the use of nature as a teaching method embodies the entire process of depiction:

- primary analysis of the subject;
- comparing the image to nature;
- compare the shape, condition, and color of the result;
- by comparing the resulting drawing and nature.

Examining objects in the lesson. In small and medium groups, individual objects are often shown at the beginning of the lesson. In order to focus the children's attention on the task and to activate their imagination, the children are shown a ball, ribbon, shovel, etc. During the rest of the lesson, the children draw based on their imagination. They cannot compare their drawings with the objects they have seen and do not refer back to their perception of the objects.

In a large group, there is also an opportunity to examine objects. For example, before drawing or making an object on the theme of the fairy tale "The Three Bears", the educator invites children to examine a toy bear, determine the main features of the shape of the object and the proportions of individual parts, and then observe the changes in these individual parts in relation to the rotation of the object. Children depict the exact episode of the fairy tale they choose in the drawing, in a position appropriate to this episode.

Using examples. Using examples is more related to the teaching method. To develop the general aesthetic taste of children, it is necessary to show them beautiful objects. For example: carpets, vases, embroidery, etc.

In decorative drawing classes, children not only reflect the objects they see and redraw the patterns on them, but also learn to independently reflect the patterns, adjust the bright colors and shapes. Therefore, at the initial stage, children draw the elements of the pattern from the sample, and later change the position and color of the elements.

After children have acquired a certain skill, several different models can be presented to the children. In some classes, the teacher places a model and the children look at it, get acquainted with it, and work independently without the teacher's instructions. When drawing a picture with a subject or making an object, the model is placed not for copying, but to determine the perception of the depicted object.

Using pictures. Pictures serve mainly to determine children's perceptions of the environment and to explain methods and tools.

Studies by educators and psychologists show that children as young as 2 years old understand a picture as a representation of an object. However, understanding the relationship between the characters in the picture, that is, their actions, occurs later, at the age of 4-5. For example, a 2-year-old child says that the animals in the picture are "standing", while a 4-5-year-old child says that they are "talking", "walking", "coming", etc.

Children's observations are often short-term (for example, observing animals in an urban environment). Therefore, the use of pictures helps to re-perceive and identify the main features that are characteristic of the next image. Pictures are needed in such situations: when the desired object is not at hand, or when it is not, they serve to introduce some methods of drawing on a flat surface. For example, the educator shows children a picture to explain a distant object.

In real life, children perceive distant objects as being on a line, and in the picture, the teacher shows and explains that the objects are moving away, and from the age of 6, pictures can be used for this purpose. Looking at the picture, the child understands that the earth is not drawn with a single line, but with a wide strip of land, that objects that are moving away are higher, and those that are closer are lower and are located at the edge of the paper. If the picture is left in front of the children during the lesson, the children will get used to copying without realizing it. At this age, children should draw pictures not by copying, but by creativity. Sometimes during the lesson, it is necessary to show the picture to the children to identify some parts. Then the picture is taken away, because the children begin to copy.

The use of pictures is mainly used to clarify the child's ideas about the environment and explain the methods of description. However, it is impossible to put pictures in front of the child from the beginning to the end of the lesson, because he will immediately switch to mechanically copying this picture. He is not interested in why some situations are depicted in this way, why not differently, which leads to the child's imagination being limited. However, the child should learn to correctly determine the spatial location of objects by describing them on the basis of these pictures.

For example, when depicting a natural landscape, it is taught that the houses in the foreground should be larger, the trees in the background should be smaller than the houses, and the mountains further away should be even smaller.

Sometimes during classes, some children have difficulty describing something. For this, the educator can show the child a picture of the object that has already been drawn. After the child has identified some details with the help of the educator, the educator should slowly remove the picture without noticing, because as we mentioned above, the child will move on to copying.

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