

Development of Artistic and Aesthetic Abilities of Preschool Children

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Abstract: In this article, the use of the technology of artistic and aesthetic education of preschool children, active methods of regularly providing aesthetic experience to the young generation in a purposeful manner and thereby ensuring its aesthetic development, the importance of forming elements of aesthetic worldview during the educational process of preschool children and beyond, effective methods of its implementation are highlighted.

The theoretical-pedagogical foundations of aesthetic education of preschool children, teaching them to artistic and creative activities, and the organizational-methodical recommendations developed in connection with its practical application are intended for pedagogues, educators and Methodist teachers practicing in this field.

Key words: Education, aesthetic education, technology, artistic and creative activity, beauty, spiritual experience, worldview.



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Introduction. Throughout the entire history of development, man always strives for beauty, captures it and creates it. Beauty is a special part of spiritual experience. The objective existence of beauty directs the theory of aesthetic (refinement) education, the development of active methods of providing aesthetic experience to the young generation in a purposeful manner and thereby ensuring its aesthetic development.

Children's acquisition of knowledge, skills, skills, attitude to educational activities is improved in accordance with the requirements of the "First Step" state curriculum. A comprehensive approach to child education is based on the unity of educational and educational tasks, the interrelationship of all the organizers of the educational process, the interdependence of educational and play activities in different age groups, the organization of the environment of educational and educational content. It is carried out in connection with the pedagogical process.[2]

Aesthetic education is the education of aesthetic feeling, aesthetic taste, development of their creative abilities, formation of aesthetic culture.

The content of aesthetic education includes education of knowledge, skills and abilities, aesthetic feeling, interest, aesthetic need, desire, aesthetic taste and opinions, realized through the aesthetic activity of the child.

These are done in the following ways:

- education of aesthetic attitude towards the surrounding existence by getting acquainted with social and natural events in household activities during play and work;
- providing aesthetic education through works of art, i.e. artistic education.

The tasks of aesthetic (refined) education are determined based on the children's age capabilities. Aesthetic education faces the following tasks:

1. To teach children to understand the beauty in life, in reality, to love nature in people's behavior in life, and to see socially understandable beauties in marriage, in the cocktail of creativity. Cultivating aesthetic sense, aesthetic taste, aesthetic culture in them. Aesthetic education is related to labor education, it makes children happy, they feel that their strength and capabilities are growing while doing some useful work, making something necessary. "Without the joy of beauty, there is no joy of work," wrote V. A. Sukhomlinsky, "but beauty in these is not what the child acquires, but primarily what he creates." The joy of work is the joy of life."
2. Forming the aesthetic consciousness of children to understand and love works of art in various processes of their artistic creativity, to be able to distinguish beauty from ugliness, sadness from joy: introducing them to sensory standards by distinguishing colors, shapes, and sounds.
3. Children are taught to act more actively and express themselves in different areas of art: singing, playing, reading poetry, telling stories. Through these, the development of aiming, visual memory, ability to move hands quickly, and emotional sensitivity that shows an enthusiastic mood.[1]

Solving the tasks of aesthetic education is inextricably linked with the formation of such qualities as initiative, ability to foresee certain results, striving for them, and the ability to dream in children.

The mentioned tasks of aesthetic upbringing of children require each other and are interconnected with each other. The content and methodology of aesthetic education of preschool children is developed on the basis of defined tasks for different age groups.

Research object and used methods

Preschool education organizations, elementary, middle, high school and school preparation groups, activity centers were taken as the object of the research. Activities of development centers and game technologies were used to cover the research topic.

The obtained results and their analysis

Aesthetic education is a complex system of human needs, in which human emotions, skills, knowledge, norms, skills are closely connected with each other. For example, aesthetic feelings mean that a person's life activity is lively, while standards mean a means of measuring creativity and activity; and knowledge determines a person's outlook, confidence, directions of aesthetic assessment, tastes, views. Aesthetic relations direct people, different views in their activities, to a certain goal.

In the system of aesthetic education, we can see art as a basis: music, architecture, sculpture, painting, dance, cinema, theater and other types of artistic creativity. Plato and Hegel gave us the reason for this. Based on their views, it became an axiom that art as a science is the main content of aesthetics, and beauty is the main aesthetic phenomenon. Art contains great opportunities for personal development. A.V. As Lunacharsky noted, a person learns to fully understand beauty only when he himself participates in its creative creation in art, work, and social life.

In the fundamental reform of the preschool education system in Uzbekistan, it is necessary to organize all forms of the educational process in the most convenient and effective way, to direct

them towards the goals of personal development, to form a worldview and ability in the students, and to inculcate in them a tendency to activities necessary for society. is a throw.

The role of art as an important element of aesthetic education is also present in pedagogy. Plato focuses on the education and upbringing of a free person as a composite part of aesthetic education; Scheller says: through aesthetic education, the pedagogical goal can be realized, it means bringing a person to perfection, developing him and sowing the seeds of true human feelings within him.[3]

In order to develop the thinking ability of children, it is ensured that the imagination is directed on the basis of a certain goal in all types of artistic ability. Children's independent creative activities are carried out at entertainment events, excursions and walks, various games. It is necessary to create the necessary conditions for children to freely demonstrate their artistic and creative skills and abilities. In guiding such independent activities of children, the educator should approach individually. In this way, the educator learns the unique abilities and possibilities of children.

Among children, the passion for building, singing, painting, and music awakens very early. But this does not give children the right to determine what kind of specialist they will be in the future. But educators and parents should pay attention to children's interests. They should carefully observe the child and see the first buds of talent in music, painting, construction and other areas. The formation of abilities in a child depends on adults taking care of these buds, growing them, and guiding them properly.[3]

The aesthetics and ethics characteristic of the pedagogic system can be easily applied in the upbringing of children in the same family, in schools. However, in order to create a real aesthetic of life, educators and parents need to be highly cultured and spiritual. The principles of aesthetic education are as follows:

The importance of the principle of social direction in the aesthetic education of children is great, and it determines the ideological direction of the entire educational work. In it, it is emphasized that our goal of humanizing the society should also be defined specific tasks to be solved in the process of education. Based on these principles, aesthetic education and its tools should serve to form a socially active person.

The principle of consistency of the elements of advanced culture in the aesthetic education of the young generation implies the connection of the aesthetic culture of the people, modern art with the best traditions of the past and advanced theories of aesthetic education.

The principle of complexity. This principle is of great importance in the system of aesthetic education. In the process of influencing a child, various types of art interact. It is based on this that it is necessary to make strong connections in introducing children to various types of art. Each of them strengthens the influence of the other with the characteristics and uniqueness of their images. Any type of aesthetic education should become a component.

The principle of generality and obligation requires aesthetic upbringing and artistic education of the entire population at all ages, not only those who have brilliantly used skills. The task of providing general secondary and vocational education to the young generation, which is currently being solved by our state, requires the need to raise aesthetic education to a higher level in terms of quality, because aesthetic education helps to solve educational, labor and moral tasks more successfully. .

The unity of the principle of teaching children and forming their independent artistic creation implies a strong interaction between teaching the young generation and forming their creativity. These processes cannot be considered in isolation, because creativity is formed in the process of

education, knowledge, skills and abilities, and education becomes more effective due to the use of creative skills.

The above-mentioned principles are strongly interconnected and guide the construction of the pedagogical process.

Children's knowledge of beauty is developed in the process of aesthetic formation of the surrounding reality in all its diversity, as well as the art that reflects the most concentrated beauty. At preschool organizations, children get acquainted with graphics, painting, sculpture, visual arts, literature and music, each of which has its own genre.

Preschool children also master the most important aesthetic aspects and features of the world around us. In the pre-school age, children are also taught about music, the diversity of its topics, the genre and structure of some works, musical expression tools, and musical instruments. Children also get to know folk songs and dances.

The environment of beauty helps children to develop in all aspects and develop their aesthetic feelings. The main tools of aesthetic education are:

- environment, nature, aesthetics of life affecting children;
- impressions from the surroundings;
- nature, works of art;
- visual activities of children;
- holidays, entertainment events;
- education aimed at a specific goal and carried out in a planned manner.

One of the important tools of aesthetic education is art. It develops a person's worldview, moral beliefs, and spiritual views. Therefore, pedagogues should not only choose works of art for children that reflect the important events of the life of our society, educate children ideologically and have an aesthetic effect on them, but also connect the aesthetic activities of children.

Children cannot take anything from the beautiful things around them, on the contrary, they should be taught to feel, appreciate and appreciate their beauty. The teacher draws the children's attention to the cleanliness of the floor, well-placed furniture, beautiful dishes, and flowers. The main thing is that everything should be able to arouse children's aesthetic pleasure.

In order to give aesthetic pleasure to children in MTT, it is necessary to give them an understanding of every beauty they see. These are lacking in the development of children's emotions. The most important thing is the example set by adults. If the teacher himself is happy with this beauty, the interest of the children will surely increase and he will be able to create aesthetic experiences in them.

Children ask the educator questions about nature, and the educator says that they observe nature while walking: "We walk and observe trees, leaves, and sidewalks." When they come to the most beautiful and magical place of the garden, the children stop and observe the quiet surroundings: "We learned why it is called golden autumn. Seeing that the leaves are golden, the children cannot hide their excitement. When it is windy, the leaves fall to the ground and the sidewalks look like carpets.[7]

The children go for a walk around the MTT and the teacher says to the children: "Now we will go around the MTT with you, observe the surroundings."

Nature is one of the main tools in education. It is worth noting that beauty is around us, it is necessary to teach children to see this beauty and enjoy it. Man turns this beauty and wonder of nature into the beauty of life, the beauty and wonder of art.

The surrounding beauty will delight any child. During the walk, the teacher draws the children's attention to the diversity of nature, develops love and care for it, and teaches to preserve it. All this educates children's aesthetic feelings, they see the work of adults and are convinced that beauty is created due to human labor.[7]

The educator helps children discover the world of nature, helps them to feel the beauty of nature, even in a drop of dew on a bud, and in the harmony of one grass with another.

A nature corner will be organized at MTT. Observing and taking care of animals, poultry, birds and plants in it forms the aesthetic perception, the right attitude towards them, the desire to create beauty and encourages active activity. Children get aesthetic pleasure from their work on the MTT playground especially in the summer. Eating the fruits of one's labor gives a child a special aesthetic pleasure.

Conclusion. In short, a person's personality is formed and developed throughout his life. Aesthetic education is an important part of raising children to become well-rounded people in all aspects, and it is carried out in close connection with mental, moral and physical education.

Aesthetic education is so important today that tactfulness in work, production, daily practical activities has become a vital need for every person. Children understand existence and the world through games and artistic activities. The organization of artistic and aesthetic education of children at the level of today's requirements depends to a large extent on the potential and professional skills of pedagogues.

The educator of the preschool educational organization is responsible for fulfilling the high tasks assigned to him, effectively using all the available opportunities in educating a fully mature, well-rounded person.

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