



ACTIVATION OF THE DEVELOPMENT OF PRESCHOOL CHILDREN IN CREATIVE ART ACTIVITIES

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ABOUT ARTICLE

Key words: Independent activity, educator, children, task, training, education, communication, creative activity.

Received: 06.06.2023

Accepted: 11.06.2023

Published: 16.06.2023

Abstract: Taking into account the implementation of educational requirements, since 2018, independent activities of children in the Development Centers have been organized in the Preschool educational organizations of the Republic of Uzbekistan under the State program "Ilk Kadam". We will dwell on the issue of the visual activity of children, the purpose of which is to identify the socio-pedagogical conditions that ensure the development of the child's personality in the process of engaging in visual activity.

INTRODUCTION

At present, the role of the social environment in the development of the personality of a preschool child has increased, in the development of social experience by him through communication with adults and peers in the process of familiarization with art and artistic creativity.

There is a need to expand the contacts of preschoolers with the outside world, to identify means, methods and techniques of influence aimed at humanizing the pedagogical process. For teachers and parents, it becomes important to understand the mental state of the child, to create a positive emotional climate.

Literature analysis. As an example of a theoretical base, one can take the philosophical ideas of A. Camus, P. Natorp, J.-J. Russo, L.N. Tolstoy about the influence of the environment on human development, the formation of his creative abilities. They developed the ideas of Aristotle, Democritus, Epicurus and others about the natural inclinations of people that the environment could develop; about human freedom.

Relationships in the social environment are built in the process of activity. It is in it that the human "I" manifests itself. When mastering social experience in activity, a person is included in the process of experiencing its essential aspects. This was reflected in the studies of R. Whittington, L. S. Vygotsky, A.V. Zaporozhets, A.N. Leontiev, A. Maslow, A.V. Petrovsky, N.N. Poddiakova, B. A. Sukhomlinsky.

An analysis of the literature shows that the possibilities of the social environment influencing the activation of the development of preschool children in creative visual activity were not the subject of special study. As well as the system of social relations, reflecting the relationship of the individual in the group of peers and family society, the perception of various spheres of the surrounding reality.

Research methodology. Taking into account the implementation of the above requirements, since 2018, independent activities of children in the Development Centers have been organized in the Preschool educational organizations of the Republic of Uzbekistan under the State program "Ilk Kadam". We will focus on the issue of the visual activity of children, the purpose of which is to identify the socio-pedagogical conditions that ensure the development of the child's personality in the process of engaging in visual activity.

Analyzes and results. For many years there was a pragmatic approach to visual activity, acquaintance with art. Classes were not associated with versatile social development, education of self-identity in children, that is, finding out what "I myself", "My group", "My family" are. The transition to a developmental model of education, the use of individually oriented learning helps to raise a child as an independent, responsible, critically thinking person who can find his place in a large or small team. The spatial and temporal coexistence of various activities provides an opportunity for children to unite according to their interests, to be active in planning future work and free to choose. This also creates a variety of motivation for the child's creative visual activity, expands the possibilities for using the results of his creativity, allows you to build training and education on an integrative basis, develop the emotional sphere.

Under these conditions, the problem of visual activity associated with the development of social experience by the child acquires special significance.

Work in Development Centers in preschool educational institutions is defined by us as a social and pedagogical factor in the development of the personality of a preschooler as a visual activity specially organized by adults and arising on the initiative of the child, including him in the development of the environment.

Effective development of the personality of a preschooler in the process of visual activity in an open social environment is possible if:

- the socio-pedagogical potential of the microcommunity is taken into account;
- visual activity includes the formation of primary needs and prerequisites for the development of artistic culture by a preschooler and contributes to the development of his value orientations in the perception of the world around him;
- socio-pedagogical conditions are aimed at developing the child's emotional sphere and self-realization of his abilities;
- social pedagogue, preschool teacher, parents interact and receive methodological assistance in working with children.

Working with children in the Development Centers of the preschool educational institution determined the need to solve the following tasks.

- To explore the originality of the visual activity of children as a socio-pedagogical factor in the development of personality.
- Determine the conditions for introducing children to the origins of spiritual culture in the social environment.
- To substantiate the levels of the child's creative manifestations in visual activity, in interpersonal relations, in the development of social experience by him.

- Develop guidelines for educators, social educators on the development of the personality of a preschooler in the process of visual activity.

Visual activity as a socio-pedagogical factor in the development of the personality of a child of preschool age is characterized by the specifics of content and structure. This is a system of interpersonal relations that includes the child in the process of creative productive activity in a certain social environment, reflecting the perception of the surrounding world, the development of social experience, emotional reflection and amplification by visual and expressive means. It is possible to effectively develop the visual activity of a preschooler under the condition of constant enrichment of the child's social experience, pedagogical support for his emotional well-being based on the integration of the educational and educational opportunities of the society of a preschool institution based on the developed educational potential of the family. The effectiveness of personality development in visual activity in a social environment increases if the following approaches are prioritized in its assessment: tracking the stages of a child's development in visual activity and personal interaction of participants in this process; artistic and aesthetic education of preschoolers corresponds to the age-related characteristics of the mental development of the individual and enriching it with the means of visual activity; the presence of an open social environment that includes a preschooler in the system of interpersonal relations and knowledge of the world in the process of active, creative visual activity.

In order to solve the tasks, the following effective methods can be used:

- design method;
- experimental work;
- study and analysis of literature;
- comparative analysis of domestic and foreign experience of social and artistic education of preschool children;
- study of normative documents;
- direct observation of the relationship between children and adults;
- didactic games with problem solving and situations;
- joint artistic activity with the family (holidays, classes, entertainment), providing social assistance to the family, transferring the family from the category of "helping" to develop the personality to the category of "forming" the personality of the child, diagnosis and correction, analysis of questionnaires, diary entries.

Conclusions. As a result of the application in practice of the above methods and technologies, it can be concluded that the effectiveness of the development of the personality of a preschooler is revealed as a result of the systematic enrichment of the social experience of the child and the reflection of this experience in creative visual activity; it is expedient to carry out a theoretical and methodical generalization of the accumulated experience of work in a preschool organization. The potential possibilities of the social environment are analyzed, the directions and functions of visual activity as a socio-pedagogical factor in the development of the creative personality of a preschooler are formulated and substantiated. The socio-pedagogical conditions that ensure the development of the child's personality in the micro-society in the process of engaging in fine arts are determined.

The practical significance of the activities of children at the Centers of preschool education lies in the development of scientific and methodological recommendations for the organization of visual activity in the process of mastering social experience; implementation of the Ilk Kadam program and methodological materials for preschool teachers and university teachers.

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