

THE ROLE OF ART-PEDAGOGY IN THE DEVELOPMENT OF CHILDREN'S CREATIVITY AND ARTISTIC CULTURE

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Annotation: In this article, the development of creative abilities of preschool children from the first years is recognized as one of the modern approaches to improving the quality of preschool education, and the development of creativity of preschool children with the help of art pedagogy is described as a pedagogical problem, and the issues of art pedagogy in the development of children's creativity and artistic culture are highlighted.

Keywords: art pedagogy, innovation, intellectual, skill, ability, perspective, creativity, ability

INTRODUCTION

In the concept of development of the preschool education system of the Republic of Uzbekistan until 2030, priority tasks such as "creating conditions for the intellectual, moral, aesthetic and physical development of preschool children in all aspects, introducing innovations, advanced pedagogical and information and communication technologies into the preschool education system" are defined. After Uzbekistan gained independence, attention was paid to all areas of education, including preschool education and upbringing. The Law of the Republic of Uzbekistan on "Pre-School Education and Training" and normative legal documents defining the long-term and short-term perspective of the preschool education system were adopted and legal foundations were created. Art pedagogy is one of the branches dealing with determining children's abilities and opportunities through modern fine arts and their proper formation. It is known that his field of activity consists in the application of various types of art in pedagogical and correctional work, education of a well-rounded person, translation of universal and national spiritual values, and adaptation of a person through artistic activity. It appeared and is developing at the intersection of pedagogy and art.

The content of art pedagogy is in a person in the process of education and upbringing (including in the case of developmental disabilities) artistic is to develop culture and help him find an approach to successfully acquire practical skills in various artistic activities. It should be said that today in Uzbekistan, the concept of "art pedagogy" has not yet received a sufficiently complete and clear definition as a special direction in modern pedagogy. But, nevertheless, teachers of additional education, creatively thinking teachers and educators, university teachers and others began to use

certain methods, methods and technologies of art pedagogy more and more in their practice.



Nowadays, developing children's creative abilities from an early age is noted as one of the modern approaches to improving the quality of preschool education. This defines the implementation of effective technologies for developing children's creative abilities in the socio-cultural environment, improving their creative activity and initiative skills, without intellectual stress, as an urgent task. The principles of education and upbringing are fundamental, clearly expressed requirements that guide the pedagogical thinking and actions of educators. They are based on the understanding of the nature of pedagogical processes and the generalization of real pedagogical experience. The principles of education and training provide an opportunity to determine the regular relations in the pedagogical process and, based on them, to determine the content, methodology and technology of the organization and implementation of education, to achieve the desired result in pedagogical activity.

Factors include: the goals and tasks of education, the age of children, their individual characteristics, the level of preparation, the content and specific characteristics of science, and the skills of the teacher.

In art pedagogy, they are shown in tune.

- aesthetic attitude to the environment using different types of art formation of a child with developmental problems;
- art of children with various developmental disabilities formation of culture, moral and aesthetic qualities;
- a certain artistic expression characteristic of different types of art of the child acquire tools and use them to express one's feelings, outlook, creative ideas;
- persons with disabilities using various types of art provide and meet individual needs for teaching and learning;
- various types of artistic and creative activities with children and

organization of corrective and corrective development work based on possible participation in forms (artistic and speech, music, visual arts and craft theater).

The following are the methods of education and upbringing in artistic pedagogy defined by:

- children's age, individual characteristics and capabilities;
- their interests and inclinations;
- level of preparation;
- characteristics and level of studies in their development;
- the goals and tasks of children's artistic development;
- characteristics of exposure to each art form;
- forms of artistic activity organization;
- volume and quality of artistic information;
- mastering the teacher's skills, special pedagogical technologies degree;

Methods of artistic pedagogy in didactics, artistic pedagogy based on recognized approaches to their classification, in which such methods for each category of pupils with special educational needs the need to choose the composition is taken into account.

Thus, art pedagogy, art pedagogy methods and styles are the same should be harmoniously combined with one another. This is one of the educators methods in their optimal combination, taking into account the situation requires very careful selection. Selection and creation of methods and methods of teaching and upbringing in art pedagogy, on the one hand, should maximally help artistic and aesthetic development. On the other hand, meeting and correcting special educational needs of children is one of the characteristics of pedagogical work.

The main technology of art pedagogy is play and improvisation (creativity, creativity), this is the basis for the use of art pedagogy technologies in the field of socio-cultural pedagogy. Pedagogical improvisation is an initiative of the teacher due to unplanned situations caused by internal or external factors unexpected actions. The success of improvisation is the design of forms and is determined by the prospects of the results of the provision. The game (a method of stimulating artistic activity, it serves as an excellent tool for activating involuntary memorization processes in children, increasing their interest in the environment, various artistic activities can do).

Visual activity. Drawing greatly contributes to the emotional development of children, forms the motivation-need aspect of their effective activity. Drawing, like a game, covers the "rights of a child among adults". The child wants to control himself and his things, and drawing, like a game, allows him to do it, at least imaginatively. He describes only his own life on paper. In art pedagogy, we should try to combine the joy of the drawing process and the result.

Drawing techniques in art pedagogy:

Drawing on wet paper. As a rule, watercolors can be used before school age or introduction at school age is recommended. On the other hand, children paint they really like to mix it up and do their own experiments. The technique of drawing on wet paper is suitable for this. Drawing on glass. It is appropriate to work with gouache. This technique is used to correct the child's excitement, self-doubt, social fear. Activates children, from our experience we can say that even preschool children are interested in drawing on glass

CONCLUSION

In short, it's time to reconsider the methods and forms of introducing art to preschool children and to change the traditional practice of organizing this work in preschool educational organizations. It is necessary to pay special attention to bringing out the creative potential of the child, encouraging him to express himself through artistic activities, forming him as a well-rounded person.

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