

SPECIFIC CHARACTERISTICS OF MAKING TOYS FROM CLAY AND PLASTICINE IN PRESCHOOL EDUCATIONAL ORGANIZATION

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Annotation: In this article, the importance of special toys designed for children's games, their use as a means to expand the scope of children's knowledge, to arouse interest in the things and phenomena of existence reflected in it, to develop independence, and In the joint games played with toys, the issues of children's friendly relations, coordination of their actions are highlighted.

Keywords: toy, mind, memory, perception, painting, clay, application, decorative, practical art, cut-and-paste, visual ability.

INTRODUCTION

A long time ago, a philosopher spoke about the need to teach children about the world and their country, and said: "If there is a book written in an interesting, thought-provoking and simple language, this can be easily achieved, but interesting it is easier to achieve this with a yinchak."

Making toys is of great importance in the education and upbringing of children in a preschool educational organization. It helps to develop perception, memory, figurative thinking, manual labor skills and skills, considering the features necessary for successful study at school.

It is known that making toys, like other types of visual activity, forms aesthetic taste, teaches to feel beauty and understand its diversity. "...In the family of works in the field of visual arts," said the sculptor I.Y. Ginsburg, "toy-making plays the same role as arithmetic in mathematics. It is the alphabet of the imagination of the object." It is the first form of reading the subject and describing it." Adults should know and study the young characteristics of children, create and choose toys accordingly, and teach children how to make them. A young child's perception is especially sharp.

In fact, things that are perceived with emotion in childhood are remembered throughout life. Perception of beautiful things forms in children an aesthetic feeling, respect and care for works of art. Works of art expand the child's knowledge because they provide certain information. Such works develop moral feelings in children.

Adults should know and study children's age characteristics, create and choose toys accordingly, and teach children how to make them. When talking about making toys from clay and plasticine in kindergarten, visual activity, during this activity, it is

assumed that children reflect the reality around them, create elementary toys using clay or plasticine.

Children's creation of even the simplest toy is a creative process. For example, a spherical piece of clay looks like a ball, an orange, an apple to a small child, and a stick of clay rounded until the ends come together looks like a ring or a hole. While working, the child plays with the clay in different shapes, he enjoys its softness and volume, he is happy looking at the shape he made. At the same time, the child understands the different properties of clay and plasticine, gets acquainted with the three-dimensional shape, the structure and proportions of the object, learns to accurately move his hands with his eyes, learns to take the correct aim, and develops constructive abilities.

If this type of activity is done correctly, making various toys from clay and plasticine can become a hobby of children. In the clay and plasticine toy making classes, educators are given the following tasks: to develop children's creativity, to form visual and technical skills in them, and to arouse interest in this type of activity.

The educational system in the preschool educational organization is organized with the goal of preparing children for school. Making toys from clay and plasticine, like painting, has a certain place in the system of aesthetic education and has its own characteristics.

It is known that an image is formed in the mind of a kindergarten child based on the perception of an object. When making toys, he relies on his knowledge from real life, and the child reflects not just one side of the object, but all sides, as in drawing or making appliqué. Because he no longer has to use the method of conditional expression, which is necessary in other types of visual activity.

In addition, making toys from clay and plasticine develops and improves the natural sense of stroking with two hands more than drawing and appliqué work. And the active movement of the hands leads to a more accurate release of the form. Due to this, children learn the methods of drawing faster and begin to work independently without the guidance of adults, which in turn leads to the rapid development of children's creativity.

Children's rapid acquisition of drawing methods allows them to make plot toys with two or three figures earlier than appliqué or drawing. Because, in the picture, the object in the large plan is depicted at the bottom of the page and larger. Figures made of clay or plasticine are placed on a board or clay platform in real space. All types of activity form the child's independent approach to the search for new ways of visual expression.

It can be seen that in the process of making toys from clay and plasticine, the ability to search for new things develops better when teaching children what they need. Because in this, it will be possible to correct the mistakes by directly correcting the shapes with fingers, a wooden pencil, sticking clay to the concave places, or removing

the excess clay that is giving the shape halal. In this case, the child can recreate the shape several times. This cannot be done in a picture or application. Different types of visual activity form the artistic taste of the child. If painting and appliqué affect the aesthetic education of children through the clarity of lines and the brightness of colors, the voluminous shape, softness and rhythm of the object come to the fore when making toys. Making toys from clay and plasticine is drawing as a type of activity. or teaching children to aim in space, mastering a number of mathematical concepts faster than making an application.

In a small group, children make poles for a fence, the child takes them from one place to another, collects them in a row, makes a wall around the house from them, counts how many poles he made, etc. Older kindergarten children think about where to attach the parts of a person when making a figure. In this, they directly compare and compare the parts of the figure with each other and with the whole figure, determine their size, size (length, thickness).

However, when drawing a picture, these things can be done only visually. Another feature of making toys from clay and plasticine is that it is inextricably linked with various games. The size of the figure encourages children to play with this toy. Children immediately use the things they have made and start various games during the training process.

This characteristic of children's age makes it possible to connect many topics with the game. For example, from clay and plasticine, children can make dishes and treats for their dolls, small figures for a space station, a zoo, hockey and other games. Organizing lessons in the form of a game increases children's interest in making toys from clay and plasticine, expands the opportunity to communicate with adults and peers.

CONCLUSION

In conclusion, it should be noted that researches and practical work conducted in kindergartens show that as a result of the education given to children, they can create expressive images from the age of kindergarten. Because when making various toys from clay and plasticine, they act like sculptors and use many visual tools and technical methods (express volume, movement, enrich the content using additional details), but each of them does this work in their own way. does. It depends on the level of knowledge and skills of each child. For example, the form in their work is simplified: children make a person's head in the shape of a round ball, and legs and arms in the form of a cylinder. As the child begins to describe additional details, he uses them almost indiscriminately, regardless of their level of expressiveness.

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