

TEACHING SCULPTURE AND ITS CHARACTERISTICS TO CHILDREN IN PRESCHOOL EDUCATION PEDAGOGICAL FUNDAMENTALS

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Annotation: In this article, the educational work in the preschool education organization serves for the all-round development of children, the formation of various abilities, the connection of all types of activities, children's observation, curiosity, thinking, imagination, aesthetic sense, artistic taste, and at the same time moral qualities, the desire and ability to work, the issues of the development of the sense of finishing the work started and overcoming difficulties are highlighted.

Keywords: construction, preschool age, materials and equipment, construction worker, scissors and heads excursion, painting, clay, building materials.

INTRODUCTION

After children learn to make balls, cylinders, discs, they learn to make objects made of several parts. For example: from an airplane, a snowman, a balloon or discs to a tower, a bear, a doll, a rabbit, etc. This subject will have no more than 2 or 3 parts. For example: an airplane from 3 parts, a snowman from a large and a small balloon, etc. It expands the knowledge and skills children have acquired in 3 quarters. During the summer, children make all kinds of fruits and vegetables and acquire the necessary skills and abilities. In this group, the educator widely uses the information-receptive method and the reproductive method. Together with the children, they carefully examine balloons, balls, fruits, pencils and other objects. The most important thing is that they should see these objects by hand. For this reason, the teacher offers a game for the children to play before the lessons. In the same way, they hold objects made up of 3-4 parts and get acquainted with it in every way. When looking at these subjects, the educator first draws attention to the parts of the subject and the shape of each part. At the same time, it is attracted to the large and small parts.

In the first lessons, the educator shows and explains how to make 3 objects out of clay. The teacher showed and explained that it is necessary to be clear and understandable with the children, or before making the object, the technical methods of making it can be practiced in the air. Showing and explaining should not exceed 3-4 minutes. If the technical method of making is familiar to the children, it can be offered to the children themselves in order to develop their independence.

In the second small group, teaching how to make things from clay. Children of the second subgroup are much more ready for clay works. They will become familiar

with clay and its properties in the clay works of the council. They share simple technical methods of making things from clay. But at the same time, in this group, children still do not have determination in realizing their hand movements and thoughts. Skilled technical skills in working with clay are not sufficiently developed. Therefore, educators in this group work on strengthening the visual learning and skills acquired by children. In this group, the tasks of teaching children to work with clay are given for 1 and a half years. These tasks can include the following: instilling in children a desire to make things out of clay, and in this connection, developing their aesthetic sense, teaching them to focus on the shape and size of the object while working with clay, and such children are taught to make simple objects such as sticks and pens, in the process of making these objects, children learn to work with both palms and fingers. Then, children gradually move to the next stage, in which children learn to create another by changing the object they are familiar with. For example: bending a stick, forming a ring or forming a loop, when making familiar objects, children move from working with the palms of their hands to working with their fingers, and at the same time they learn the rules of working with clay: the table and their own not to dirty his clothes, to roll up his sleeves when working with clay, to work on a blackboard, to wash his hands after work, etc.

After children learn to make ring and stick-shaped objects, they begin to learn to make circular objects, that is, they are taught to move a piece of clay between the palms of their hands in a circular or circular motion. For example: ball, apple, orange, cherry, ball. Children learn to make disk-shaped objects, which means first rolling the clay into a ball between the palms and then flattening it between the palms.

Teaching how to make an article from clay in the middle group. Children in the middle group differ in terms of development from the poor group. In the 5th year of life, children develop both physiologically, that is, physically, and psychologically. They are able to distinguish the features of the structure of objects, listen to what the educator explains and shows, but the work they do is not significantly different from the lower group. Children still do not follow the proportions in their work, do not tightly connect the parts, clearly describe the shape of the object, because the children have not yet mastered all the methods of representation and will not have a clear idea about the object.



In this group, the educator continues to work on arousing children's interest in clay training, training the coordination of hand movements, and increasing their activity. Deepening the children's imagination about the shape of the object, working on the correct representation of its details. For example: a person's head is round, his face has eyes, nose, mouth, etc. Compared to the sheep group, greater and greater importance is given to the more accurate visualization or perception of the object, its composition, the observance of symmetry, the correct representation of proportions, etc. in this group. At the same time, in this group, the educator works more on the independent application of methods and types of working with clay.

There is also a growing demand for the use of technical methods of working with clay: children are able to firmly glue parts with their fingers and tips, pinch out glued parts, small parts, etc. Children make circular and longitudinal movements of a piece of clay and pinch it with their fingertip, that is, in 1 and a half years, children mainly work repeatedly. In the second half of the year, children learn to make vegetables and fruits from a whole piece of clay, as well as figures made of several parts. They make dolls, cats, rabbits, teddy bears, Santa Claus. In the second small group, they made one ball, and in the middle group, they made three big and small balls, as well as adding hands and other details. Children are taught to stretch small pieces of clay, to make indentations with their fingers, to fold, and to firmly stick the attached part.

Children learn how to play the game by making chicks and birds. In this process, children learn to compare objects, their parts, shape and size. For example: before making clay, the body of the fish can be made into an oval shape, then one side of the fish is slightly elongated and rounded, the head of the fish, the opposite side is elongated and flattened, and its tail is pinched. they issue Also, children learn to divide a piece of clay into several pieces

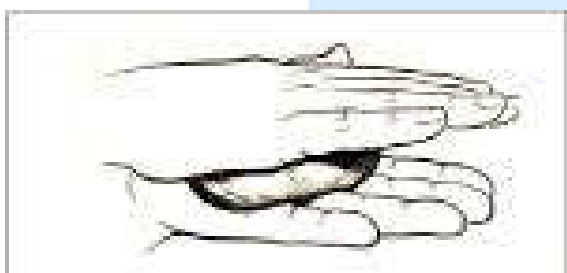
In order for children to master the aforementioned program of working with clay, the educator uses various methods and methods. The teacher offers to look around the objects in a group or on a walk. During observation and examination of the object, children are attracted to the basic shape of the decoration object, its parts, structure, and proportion to each other. For example: when showing this, his body is attracted to the shape of his head, the plane of his tail, the upright position of his head and body, etc.

At the same time, the educator explains that the body conditions change as a result of the children's attention to the object and the movement of animals and birds. In this group, the teacher moves and examines the object and shows it with the movements of the fingers, and children should be strictly required to do the same, which affects sensorial education.

Sculpture and its features. There are two types of sculpture, and they are divided into bust and mahogat statues. Bust is the body of the upper part from the chest, and mahobatlai is the body of the whole part. There are baself and gorelf styles of sculpture. Repetition of one type of statue is called rhythm.

Children learn to accurately describe the shape of objects and their proportions. Compared to the older group, this group works more by the method of drawing a piece of clay. They also make extensive use of the stack. They perform various operations with it. The training program of clay works in the preparatory group is diverse and complex. Children learn to see and feel the shapes of objects. In this group, children should be able to freely and widely use the technical methods of imaging independently.

Also, children widely use the sculptural method of painting. The educator increases the creative activity of children, creates ample conditions for them to work independently, teaches them to find their own themes and to think up their own visual methods. The teacher invites children to make objects of character and shape from clay. For example: vegetables, fruits. If a large group is taught to make different vegetables and fruits out of clay, a more complex task is assigned to the preparatory group. For example: objects belonging to the same group of different shapes, two varieties of apples with cream and antonovka, and several varieties of cucumbers.



CONCLUSION

In conclusion, it should be noted that the educational work in the preschool education organization serves for the comprehensive development of children and the formation of various abilities. The connection of all types of activities creates an opportunity for children to develop their observation, curiosity, thinking, imagination, aesthetic sense, artistic taste, as well as moral qualities, the desire to work and the ability to finish the work started, to overcome difficulties. . It is necessary to talk with children during art classes to arouse their interest in drawing and making things out of clay. Superficial requirements that are not related to the ongoing process extinguish children's creative emotions. It is desirable to conduct the educational process in such a way that children do not notice it.

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