

SOCIAL SIGNIFICANCE OF THEORETICAL AND PRACTICAL BASIS OF PICTURE ACTIVITY IN PRE-SCHOOL EDUCATION

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Annotation: In this article, the subject and basic concepts of the science of teaching preschool children to visual activity, the theoretical and practical foundations of visual activity in preschool educational organizations, the issues of developing the skills of aesthetic perception of nature and its phenomena in preparing children for school education are covered.

Keywords: pictorial activity, object, painting, clay, cut-and-paste, training, morality, concept, nature, aesthetics, Corrado Ricci, Liberty Tedd, M. Bekhterev, activity, thinking, ability, system, thinking (analysis, synthesis, comparison, generalization), perception, creative development.

INTRODUCTION

In order to ensure the effective functioning of the system of preparing children for school education, it is necessary to create a pedagogical environment that ensures their comprehensive activities in kindergarten and family. Especially visual activity training has wide possibilities in this regard. Teaching children to paint has never happened overnight.

The early researchers of suitable paintings for children - Corrado Ricci, Liberty Tedd, M. Bekhterev, etc., emphasized the specific aspects of the development of children's art, and highlighted the need to teach them to paint.

The idea of teaching children painting techniques through a special system of exercises was first supported by the Italian art critic Corrado Ricci, who noted that without them even adults can remain at the level of children's knowledge. Academician Liberty Tedd, the director of the School of Art Production in Philadelphia, considered the dexterity of the hand and its mobility as an important condition for expressing the content of the image. In support of his opinion, it is worth noting that the dexterity of the hand is necessary for mastering the technique of drawing, in a broad sense, for the formation of the elements of pictorial literacy in children, and for the development of artistic skills, which can be removed from many types of activities.

With this in mind, Liberty Tedd has developed a special system of exercises for hand movements in drawing. These exercises, intended for preschool children, are performed by children. In this system of exercises, it is necessary to draw not only

geometric shapes, but also to draw natural elements and thereby develop children's interest and observation of mother nature.

This factor can be effectively used in the education of children in the conditions of Uzbekistan to understand the world by learning the basics of the painting type of applied art. After all, the artistic type of painting is created by means of stylization (artisticization) of forms on the basis of aesthetic mastering of nature. When the time comes, it should be noted that there are different views of experts regarding children's visual activity and their acquisition of the theoretical and practical foundations of visual art. According to some scientists, it is impossible for adults to interfere in children's visual activities.

They believed that the unique abilities of students may lose their influence. This teaching is called "free artistic education", and at the beginning of the 20th century, there were attempts to apply it to "Painting" (now "Fine Art") classes in the general secondary education system. A group of pedagogues, in particular, K.M. Lepilov, Ye.v. Rezigroyev, I. Beyer, approved teaching drawing techniques to children. K.M. Lepilov writes in response to scientists who are against teaching children drawing techniques: "Some people say that children are complete artists.

If we look at it from this point of view, I don't think they should be taught at all. Left to their own devices, they stand at a certain threshold and stop at the subjects and drawings that are clear and favorite for them, they do not move forward. On the other hand, they will not have graphic literacy. While developing the idea that children should be trained for something, he emphasizes that the leader should help children acquire the specific characteristics of various materials and master the skills of working with them. For example, children should be given a brush and paint, how to work with them and how to mix paint and apply it to paper, of course, an expert who knows the technique should demonstrate and explain the process.

Visual activity is carried out in an artistic and graphic way. It is carried out with appropriate tools (pencil, brush) with the help of movements and covers a number of special skills and competencies. They, like other existing skills, intend to learn and learn specific features and perform a sequence of actions.

Children should have mastered the elementary basics of using tools and materials used in this process, which describe the actions in general, and their characteristics, the specific features of the technical aspects of the visual activity. Currently, in many countries, the importance of pictorial skills and skills in order to express children's ideas about the environment is increasing, so it is recognized that it is one of the important conditions for the development of children's pictorial knowledge and creativity, and the formation of their pictorial activity skills is being taken.



The German scientist R. Müller analyzes the work of improving art education as a whole, including the possibility of developing visual activity, and concludes that for this, children should always acquire knowledge, skills, and talents in harmony. The author recognizes this harmony as the ability of children to describe what they see.

In order to create an image, it is necessary to develop visual features and observations of objects and environmental phenomena in children, to separate the important ones from objects and events, to remember the specific characteristics of this or that object. On this basis, qualities of striving to imagine what needs to be drawn are formed in children. According to R. Muller, it is not enough to develop the ability to describe the above-mentioned components. In order for the child to be able to create a certain image, he must know the techniques and materials, the artistic and technical method of using paints and the order and technique of their use.



He also says that children should learn and learn hand movements and learn to control them. Knowledge of drawing techniques and methods and being able to use them should help children to use expressive tools. Regel, one of the German pedagogic scientists, also recognized this way, which is almost a good example for studying and learning visual activity.

He considers three aspects of the problem of artistic image:

- 1) to show and imagine the whole being, reality;
- 2) to show and imagine the wholeness of the created (drawn) picture;
- 3) to correctly interpret the function of artistic and technical tools, distinguish them from each other according to their use.

Theoretical and practical foundations of visual activity in preschool educational organizations. The main task of preschool education is to prepare children for school education, as well as to form a child's personality, to develop his interest in knowledge, cultural and moral needs, basic work skills, to educate the feeling of love for science, to form the first ideas about the world in them. , is to strengthen health. In preparing children for school education, developing the skills of aesthetic perception of nature and its phenomena is also an important factor in preparing them for school education.

The modern requirements for the preschool education system require updating its pedagogical aspects, updating and improving the educational work of preschool children based on the changes taking place in the society and social demands. In this, first of all, the logical connection of the theoretical and practical foundations of the process, the provision of pedagogical conditions and educational content for the young generation to become intellectually, spiritually-morally, physically and aesthetically ready for life are important conditions for the development of society is one.



Education is a two-way process: while observing the training, it is important to evaluate the educator's educational activity, his ability to influence children, as well as children's response reactions, the quality of educational activities. has a comprehensive effect on spiritual, labor and aesthetic development.

CONCLUSION

In conclusion, it should be noted that visual activity is an activity that encourages children to work tirelessly to achieve their goals. It is necessary to grow and develop labor skills in children, not only in some children through duty, but in every child. Image activity is the main means of providing aesthetic education to children. If children perceive color, shape, its diversity, or if they reflect, they will enjoy and enjoy

the diversity of the mixture of colors. It educates them to understand works of visual art, to feel and relate to them.

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