

TECHNOLOGY FOR ORGANIZING CHILDREN'S CREATIVE ACTIVITIES IN PRESCHOOL EDUCATION

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DOI: 10.5958/2249-7315.2022.00146.0

ABSTRACT

The main task of aesthetic education in preschool education is the continuous development of intellectual and emotional principles in man. Through acquaintance with art, a person's creative potential is activated, and the earlier this potential is formed, the more active a person's desire to assimilate the artistic values of world culture, the higher his aesthetic consciousness.

KEYWORDS: *Art, Creativity, Personality of The Child, Preschool Education, Method.*

INTRODUCTION

The formation of an artistic image in preschool children takes place on the basis of a practical interest in developmental activities, such as drawing. Technology is focused on accomplishing the key tasks of children's artistic and creative development. It is to develop children's perception, to form ideas about the objects and events of the surrounding reality, and to understand that the drawing is a flat image of three-dimensional objects. The purpose of this is to form aesthetic attitudes and artistic and creative abilities in visual activities in preschool children.

The educator must face the following tasks:

- Identification of creative abilities and development of the child's visual abilities;
- Organization and design of exhibitions of children's works on themes, participation in both garden miniatures and city exhibitions;
- Conducting open classes for staff and parents with the consent of the administration;
- Designing parent corners to familiarize parents with the activities of the art club;
- Close cooperation with the theater studio;
- Individual work;
- Introduce children to art, artists;
- Project activities.

The main idea and principles (the main development factor used, the scientific concept of assimilation) is technology. The main idea is that artistic activity is organized as a child's entry into the universal culture at all levels - perception, performance, creativity.

LITERATURE ANALYSIS AND METHODOLOGY

The problematic sphere of culture is embodied in the person - the artist, the craftsman, the teacher. The person - the carrier of culture - forms in the child a different experience of

communication with art: perception, performance, creativity (according to the principle of experienced aesthetic experience, on the vector of "life to art").

In an environment that develops the theme, it is possible to create conditions for:

- Free experience with art materials and tools.
- Versatile and fun activities for children to explore the world artistically and aesthetically.
- Use of modern visual and handout materials to organize children's activities
- Multimedia, exhibition posters, technological maps.

Diagnosis: Twice, at the beginning and end of the school year, a diagnostic test is conducted to develop children's artistic skills. Children actively use non-traditional drawing techniques in creative activities. In the process of introducing educational technology in children, the motivational and emotional need for creativity increases significantly (from 27% to 69%), there is an initiative in the selection of materials and techniques for the work in the classroom. the development of creative skills increased: the ability to create an artistic image, independent choice of material, experimenting with it in the creation of the image (from 33% to 71%), imagination (65%). Gives good results. The game creates a developmental environment to develop children's dialogic speech.

In children:

- Develops the ability to use different types of replications (questions, messages, suggestions) that appear in the dialogue and the corresponding answers;
- The ability to follow the rules of elementary behavior is formed in communication.
- Self-confidence and a desire to learn to speak correctly;
- Developed interest in the game, the ability to participate in the game independently (individually and with peers);
- Lexical and grammatical skills of oral communication are activated;
- Free communication with adults and children;
- Improves mental processes such as thinking, memory, attention;
- Develops the ability to communicate (impressions, feelings, exchange of ideas);
- Demonstrates the ability to respond appropriately to any initiative feedback;
- Improves verbal and logical thinking.

An individual approach to monitoring the effectiveness of classes is carried out in the process of systematic organization of exhibitions within the kindergarten. Open lessons for parents and staff. Also participate in city-level competitions.

FEEDBACK AND SUGGESTIONS

All the methodological and visual aids (software, abstracts, thematic posters, technological maps for drawing, application, modeling, books of Karapuz Publishing House) are available to implement the program in sufficient quantities. The group created an environment that developed the theme: cognitive and fiction, postcards and themed albums, board games, stones, natural materials, marine life and shells.

The group includes postcards, albums, collections of arts and crafts, didactic board games to get acquainted with different art materials and tools, colors, shapes, picture genres, coloring books and albums for children's free creativity.

Using the variability of the integrated teaching method, long-term planning of the interaction of children's core activities is developed. Block themes are planned depending on the time of year and the relevant holidays. Work on the plan is done every week, lesson topics can be changed, supplemented with new materials. The tables show the different techniques, materials, additional elements, generalized methods of movement used in the lesson, the types and forms of forming an artistic image in drawing.

Thematic sessions included a lot of initial work: conversations, looking at pictures and drawings, playing different games, reading and memorizing art material, observing and studying objects, selection of visual materials and tools. For example, when working on the Cosmos thematic block, children first watch a video about illustrations, encyclopedias, planets, comets, space technology, get acquainted with the location of the Earth, and then use their impressions in practice. : can draw using the "finger painting" technique, add construction drawings from household materials, play various games.

Thus, work is done on each lexical topic. Using the acquired knowledge and skills, children improve the technique of creating a plot, composition in drawing. They experiment with a variety of visual materials, using additional appliques and decorative elements. The game scheme, created together with the children, serves as a good visual weapon and game shows, allowing you to play the plots, invent the continuation of the events, and introduce new characters.

Working with parents: presentations at group meetings, individual conversations, tips, surveys for parents, fun creative tasks for children at home. The use of books by Karapuz Publishing House has been a great help to parents when working with children at home: they can effectively use techniques such as "Masterilka", "Cutter", "I make a book myself" series, art albums "Our Vernissage".

CONCLUSION

Summarizing the results of the work done, it is impossible to completely rule out the rigidity and fear in the choice of materials and techniques in children's emotional uplift, in the classroom, in independent creative activity. Children's desire to experiment with a combination of techniques and available materials in drawing and applying is evident. Artistic activity is a leading method of aesthetic education of preschool children, the main means of artistic development of children from a very early age. Consequently, artistic activity is the substantive basis of a child's aesthetic attitude, which is a specific (artistic) system of actions aimed at perceiving, knowing, and creating an artistic image (aesthetic object) in order to explore the world aesthetically.

The preschool educator in his aesthetic development passes from the elementary visual-sensory impression to the opportunity to create an original image with appropriate expressive means. The movement from the expression of a simple image to an aesthetic generalization, from the perception of the whole image as a single one to the understanding of its inner meaning and the understanding of the typical, takes place under the influence of adults. is a social and spiritual culture for children. A modern approach to the aesthetic upbringing of the child implies the formation of an aesthetic attitude to the world and the unity of artistic development through the use of different types of fine and decorative arts in aesthetic activity.

The formation of aesthetic attitudes in the visual activity and the use of technology of artistic and creative development is one of the main content and specific tasks of artistic and aesthetic education of children in the visual activity. Thus, by applying the technology to the work of the kindergarten for artistic and aesthetic development, we can confidently say the success of this technology. The set goals and objectives are being implemented.

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