



Level Of Competence in The Development of Children's Visual Abilities and Creativity in Preschool Education

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ABSTRACT

The world's leading international organizations and developed countries have jointly adopted the concept of education until 2030, paying special attention to the education system. The concept states that "the educational process is an activity that determines the main driving force, source and strategy of development of any country." In order to organize quality education at the level of world standards, on the basis of modern requirements, students need to be formed as physically healthy, spiritually and intellectually developed, independent individuals, to reveal their creative abilities, to be ready for reading, systematic education and nurturing a passion for the process.

Keywords:

Level of competence, development, children's visual ability, creativity, preschool education

The global education system aims to create conditions for the full intellectual, moral, aesthetic and physical development of preschool children. In this sense, it is important to critically analyze the results of research, experiments on various problems of preschool education [1]. Particularly noteworthy is the experience of countries with similar aspects of the education system, including the content of Russian education in the curriculum and state standards and directions of various levels, as well as governing bodies - outside the education system and organizations subordinate to the education system. Like the Republic of Uzbekistan, the Russian Federation is the first stage of the system of continuing education in preschool education. The preschool education system in Russia is constantly evolving, constantly updating, changing and improving.

According to psychologists, by the age of 7, a person acquires 70% of knowledge, and the remaining 30% for the rest of his life [2]. Therefore, in a number of developed countries, including Japan, pre-school education is given priority, in particular, the development of

children's mental and physical abilities, fostering independence and internal discipline skills, teaching them to respond appropriately to social events. 'tibor is focused. There is also a strong emphasis on speaking and using words correctly. Stories, books, music, sports, painting, etc., stimulate an individual's interest in creative activities. Kindergarten is not a general education in South Korea. Parents send their children to private preschools. Classes in these organizations are conducted in Korean, English, and in some cases only in English. Kindergarten accepts children from 3 to 5 years old. Kindergartens mainly teach music, drawing and arithmetic. Korean kindergartens place great emphasis on developing children's independence.

Further improvement of the system of preschool education, strengthening the material and technical base, expanding the network of preschool educational institutions, providing qualified teachers, radically improving the level of preparation of children for school education, modernizing the educational process In order to implement educational programs and technologies, to

create conditions for the full intellectual, moral, aesthetic and physical development of children, the President of the Republic of Uzbekistan on December 29, 2016 "On measures to further improve the system of preschool education in 2017-2021 Resolution No. PQ-2707 "On measures" was adopted. Among the main goals, objectives and directions of the "Program for further improvement of the system of preschool education for 2017-2021" approved by this resolution, taking into account the best foreign experience, children are provided with comprehensive intellectual, moral, creating conditions for aesthetic and physical development. Also, the Decree of the President of the Republic of Uzbekistan No. PF-5198 of September 30, 2017 on measures to radically improve the management of the preschool education system, approval of the Concept of development of the preschool education system of the Republic of Uzbekistan until 2030 [3]. As noted in the Resolution No. PQ-4312 of May 8, 2019, the field of preschool education is the first link in the system of continuing education, which is the education of a comprehensively healthy and harmoniously developed child's personality. and plays a vital role in school preparation.

The pre-school education system of the continuing education system of our country is the first and most important aspect of the physical, spiritual, mental, moral and aesthetic upbringing of children. Therefore, it is the pre-school age that is recognized as a key element in shaping children's worldviews. Preschool education "Visual Activity" is very important in solving the problem of aesthetic education of children. Because art is an art in its own right. All kinds of artistic activities open up a wide range of opportunities for children to learn about beauty and develop an emotional and aesthetic attitude to being. Each type of art activity that preschoolers engage in has its own special impact in addition to the overall aesthetic impact. Preschool educational activities include "Drawing", "Application", "Creating constructions" and "Plasticine, clay". Each of these allows children to reflect on the world around them. Modern pedagogical and psychological research proves the need for

"Visual Activity" for the aesthetic and mental development of preschool children.

Brief analysis of used literature and normative-legal documents: Improving the system of preschool education, which is an important part of the system of continuing education, through the introduction of modern educational programs and technologies in the educational process Research is being conducted to improve the work done in the field in order to radically improve the quality of comprehensive intellectual, spiritual, aesthetic and physical development of children and their preparation for school. In particular, in the research work of A.Sulaymonov, TLChabrova, M.Abdullayeva, M.Abdakimova, F.Kadirova, K.Akilova, M.Khalilova DTSobirova, EANAneyshvili, GGKorneeva, Sh.Munavvarov and other scientists of the Republic. found

In the Commonwealth, scientists such as LV Vetlugina, GV Labunskaya, TS Komarova, AO Glebova, NP Sakulina, EA Flerina, TG Kazakova, NB Khalezova can serve as a methodological resource for scientific research in this area.

Resolution of the President of the Republic of Uzbekistan dated December 29, 2016 No PP-2707 "On measures to further improve the system of preschool education in 2017-2021", President of the Republic of Uzbekistan dated December 30, 2017 As stated in the Decree No. PF-5198 of September 8, 2019 on the approval of the Concept of development of the system of preschool education of the Republic of Uzbekistan until 2030, PQ-4312, the field of preschool education is the first link in the system of continuing education, which plays an important role in the education and preparation for school of a comprehensively healthy and harmoniously developed child's personality.

The theoretical and practical significance of the results of the study is that the specific aspects and aspects of the development of children's visual abilities and creativity in preschool education are scientifically based, as well as the formation of children's visual abilities and creativity as a psychological and pedagogical problem. Theoretical bases, didactic possibilities and pedagogical conditions of imagination formation are

studied, the system of tasks of visual ability and creativity in children is developed and its constituent components-content, methodology, pedagogical conditions are scientifically based experimentally.

Science-based methodological recommendations, identified content, didactic opportunity, methodology and pedagogical conditions ensure that the formation of interest in visual activities in preschool children is effective on a certain practical basis. The results can also be used by parents, preschool staff, researchers dealing with this area of continuing education, educators and students in pre-school education.

Each type of continuing education system introduced in our country has its own functions, goals and objectives. That is why at all times special attention was paid to the aesthetic education of the younger generation. In particular, the younger generation must have an understanding of the world, aesthetic perceptions, knowledge, certain skills and competencies in expressing their attitudes towards events and phenomena in the environment. It is through these qualities that children begin to express and describe their "I" in the first lines. Its quality and the speed, quality and other features of the formation process depend on the existing pedagogical conditions, pedagogical factors. After all, activity in an aesthetic sense is an important component of the overall worldview.

Psychologist A.A. Leontev emphasizes that the direction and content of education play a leading role in the formation of the child as a person. In particular, in the future, children will gain certain social experiences in order to work in their lives, to form a holistic view of the world, the environment, to stimulate children's aspirations and aspirations for self-expression. Aesthetic education plays a key role in this regard, that is, artistic and aesthetic education is a priority in the formation of scientific worldviews and perceptions of the world in children of this age. Because they are common to everyone, even to all ages. After all, music, art, drama, dance, literature are an integral part of human spiritual culture. At the same time, they are a universal way for mankind to

study and master the environment, time and space, its laws, in short, the works of art. A child's engagement in an aesthetic activity, that is, in a particular type of art, is a pedagogically guaranteed form of shaping his or her perception of the world as a part of the process. The role of visual arts in shaping children's worldviews is special. After all, today it is the visual activity that has penetrated deep into the life of mankind, as a socio-cultural phenomenon with a high artistic and aesthetic impact.

The first direction of preschool education is the artistic and aesthetic education of preschool children. The effectiveness of this direction can be seen only in the complex use of aesthetic means (theater, music, fiction, painting, applications, etc.). Visual arts activities in preschools play an important role in addressing the issues of aesthetic education for children. Because art is an art in its own right. All kinds of artistic activities open up a wide range of opportunities for children to learn about beauty and develop an emotional and aesthetic attitude to being.

The role of visual activities in preschool education in the formation and development of children's general outlook is reflected in the scope of pedagogical and psychological research in the field. Therefore, the interpretation and analysis of the results of scientific research in the field of scientific and methodological sources is of particular importance in terms of our research.

Analysis of scientific methodological sources shows that the research of Russian scientists in the system of foreign sources is important as an important scientific source. In this sense, TSKamorova's research is particularly noteworthy, as the study of drawing in kindergarten is an important tool for the aesthetic education of school-age children, the image in the picture is a means of figurative expression of secular impressions around the child. He noted that having more knowledge about actions in learning the rules of drawing techniques offered to children in the process will help to develop individual skills. TS Kamorova was the basis for improving the system of aesthetic education in preschool

education in Russia. Created a didactically and psychologically sound, integrated system for drawing, modeling, and applying to children ages 3-7 in kindergarten. The results of the study were used in the curricula for students of preschool education faculties of pedagogical institutes and universities, in students of preschool pedagogical schools and colleges.

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