



Preparing Children for School in Fine Activities

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ABSTRACT

The Preschool Educational Institutional Program in Fine Arts and the Fine Arts Program in School provide for the development of children's aesthetic attitudes towards the environment, the development of creative abilities and artistic images. In pre-school education, the tasks necessary for successful schooling are solved. In the process of drawing, application, clay work, children develop aspects of thinking, such as analysis, synthesis, repetition, clarification.

Keywords:

Fine arts, painting, educational institution, aesthetic, creative, analysis, school, activity.

The Preschool Program in Visual Activities and the School of Fine Arts program aims to inculcate in children an aesthetic attitude towards the environment, develop creative abilities and artistic images. In pre-school education, the tasks necessary for successful schooling are solved. In the process of drawing, application, clay work, children develop aspects of thinking, such as analysis, synthesis, repetition, clarification. Also, in these processes, children learn to work in a team, to subordinate their actions to the actions of their peers. Visual activities in kindergarten form in children the skills and abilities necessary for learning activities. planning and evaluation, completion of the work started, finding and correcting mistakes and shortcomings, maintenance of materials, tools and workplace, etc. Inspections by educators show that such a system of education in kindergarten has a major impact on preparing children for school. Also, the process of studying the visual activities of schoolchildren by psychologists EALabunsky and others shows that the structure of fine arts classes in school, based on the knowledge, skills and abilities acquired in

kindergarten, takes them into account. In preschool education, children are mainly engaged in practical work, get acquainted with the works of art in the process of storytelling, reviewing illustrations in the book. At school, students become more familiar with the types of fine arts - painting, graphics, sculpture and decorative arts. Visual activity in preschool is diverse. For example, painting, meaningful decorative and clay application lessons. Great importance is attached to all classes in preschool education. At school, in fine arts classes, painting (depending on the nature) is based on the theme and decorative types. In this case, the subject of drawing on the subject drawing, depending on the nature, is of particular importance. Practical work on clay application, construction is included in the manual labor at school. An analysis of the elementary school visual arts program shows that in addition to the more complex introduction of subject-based, drawing-based learning tasks, some repetition work was included in the kindergarten curriculum. In Grade 1, children learn to identify objects that have a structure such as a circle, square,

rectangle, oval, and in kindergarten, the task for children is to master the technique of drawing. This is because not all children come to school from kindergarten, so working with children should start with the knowledge they have acquired in the preparatory group before they come to school. Theme-based drawing is conducted as a continuation of a meaningful drawing held at a preschool. Children observe and review surrounding events and objects, then draw them based on their memories. Students describe distant objects in miniature in meaningful connections between objects. The school is tasked with technical arrangements for decorative painting, that is, the use of auxiliary lines, along with the image in the sequence of pattern structure, and the use of elements of folk applied-decorative art at their own discretion. They learn in the course of a lesson-conversation. Methods of teaching children the fine arts are carried out taking into account the characteristics of children. There is a significant similarity between the work characteristics of older preschool children and younger students. Therefore, there are many similarities between this or that teaching methodology. Showing some element of a teacher's picture in school and explaining it in the process is close to showing the educator's work methods. In school, the sequence of work is in an orderly fashion. If the structure of the object being described is simple, it is deleted after the procedure is explained. If an object with a complex structure is described, it is described sequentially as shown by the teacher on the board. The teacher easily marks the general contour of the object with the tip of a pencil and shows its width and height. Then the student compares nature with a sketch of the object, identifies its parts, shape, corrects. For the demonstration and analysis of the work process, the pictures use balls, color pictures in children's booklets, as well as individual pictures of an educational nature. Each drawing lesson begins with a conversation with the teacher and an explanation of where to start drawing. In the transition to practical work, the teacher reminds the children of the rules and ways of drawing in an orderly manner. The requirements for the work or

drawing of children of large kindergarten age and small school children are very close to each other. In the analysis of children's work, attention should be paid to the proportions of the subject, the constriction, the connection of the parts, the color and compositional structure. Thus, the successful solution of educational problems in the primary grades is integrated with the lessons of visual activities in kindergarten. Preparation of children for school is carried out in a preschool institution. In preschool, a great deal of attention is paid to drawing on the observations of a large group, as this is the first step in preparing children to draw according to nature. This thing develops visual memory in children, sometimes the subject helps the correct image as natural in children. In group art activities, children learn to use their pens and brushes freely, to control their character and hand power. . In the process of drawing objects of different shapes, sizes, different proportions, children learn the need to maintain direction, movement, movement in accordance with the length of the object, depending on the nature of the object. The visual activities carried out in the preschool educational institution learn to use the material cleanly and systematically, to keep them clean, to use only the necessary materials, to plan the ways of their use, great attention is paid. This exercise develops attention, visual memory in children. In the preparatory group of kindergarten, depending on the nature, the requirements for drawing or painting increase, and these requirements approach the demand of the school. Children try to sketch the whole general form on paper to analyze nature, compare the picture to nature, correct mistakes and shortcomings, make it look like nature. Depending on the nature of the image, the sequence of work is done only at the initial stage of preparation and study in a large group of preschool. The constant use of visual aids makes children accustomed to working with pictures mechanically. Familiarity with spatial location relative to one helps children to master basic mathematical concepts in the 1st grade of school. The construction of the necessary materials in the preschool creates a visual impression in the children and helps the

children to learn or master the technical lessons in the school. In a large group of preschoolers, nature-based drawing students learn to think logically, observe, analyze the spatial features of the main highlighted subject, and independently choose visual aids. All dances are necessary in the school process. Thus, the preparation of children for school in the lessons of fine arts nurtures moral, aesthetic, develops their artistic taste and creative abilities.

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