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Specific Characteristics of Teaching Children to Picture Activity in Preschool Educational Organizations

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ABSTRACT

This article explores the problem of teaching preschoolers not only to be creative, but also to teach children to change subjects by introducing them to subjects.

Keywords:

attention, memory, thinking, models, patterns, visual activity, figurative, logical or abstract, independent and free

Thoughts on children's understanding of objects, the duration of attention in their description, the characteristics of thinking, the type of memory, the degree of formation of figurative, logical or abstract thinking are taken into account.

Training of children in visual activities in pre-school educational institutions is important because of its role in developing the worldview of the young generation, enriching their thinking, and understanding the world.

Engaging in visual activity is an interesting process for children, especially the attractiveness of visual art tools - colored pencils, paints, markers, colored paper - enriches the children's world.

The following factors should be taken into account when introducing children of preschool age to subjects through visual activities:

Age characteristics of children. This is especially important at the preschool age, and children's attention, memory, and thinking are characteristic of their youth. It is important to take into account children's understanding of objects, the duration of their attention, thinking characteristics, the type of memory, the level of formation of figurative, logical or abstract

thinking, and the level of knowledge of children when describing the characteristics of objects.

Children's interests. Children of preschool age have a very high interest in learning about the world, and it is necessary to take into account the interests of children when choosing the content of classes and forming a system of subjects for classes. Because the subjective needs of children to know the outside world help to form motivation for training. Also, relying on the child's aesthetic needs and aspirations to understand the beauty of objects serves to increase the effectiveness of the training. Children's interests should be taken into account when choosing models, patterns or colors during visual activities.

Simplified presentation of information about the image of objects. Depicting objects and bringing them closer to their real state requires a lot of skill from the child. For this reason, it is important to present the concepts of visual activity to children in a simple way. For example, it is necessary to simplify the concept of perspective, horizon definition. Because abstract thinking is not well developed in a child at this age. It is also important to strictly adhere to the principle of presentation when presenting simplified information.

Harmonization of visual activity with children's play, work, and educational activities. It is important to harmonize and integrate all types of children's activities when introducing objects and teaching them to describe. because it is difficult to keep children's attention on one type of activity for a long time. Frequent exchange of types of activities and tasks during the training ensures full information about the subjects and makes the process effective and interesting.

The purpose of teaching visual activity in preschool educational organizations is to develop children's abilities and creativity based on familiarizing them with subjects. The activities carried out towards this goal are in accordance with the tasks specified in the decision of the President of the Republic of Uzbekistan dated December 29, 2016 "On measures to further improve the preschool education system in 2017-2021" No. PQ-2707. In order to ensure the implementation of this decision, it is aimed to fundamentally improve the level of preparation of children for school education, to implement modern educational programs in the preschool education process, to provide MTTs with qualified pedagogical staff, and to develop children in all aspects intellectual, moral, aesthetic and physical. A plan of measures for the implementation of the tasks set in the 2017-2021 program for further improvement of the material and technical base of preschool education organizations and the preschool education system was developed. The task of the modern preschool education system is to educate children in terms of national-spiritual, cultural-historical values and spiritual-ethical aspects. In addition, it is necessary to form national patriotism in the minds of the young generation, the need to strive for educational activities in preschool children, to form their inclinations to acquire knowledge, to regularly prepare them for the educational process, to develop the intellectual development of children, to make their thoughts independent and free. formation of expressive skills, provision of physiological and psychological health of children.

In the process of introducing students of pre-school education organizations to subjects

through visual activities, it is necessary to identify the innate abilities and subjective capabilities of children through modern visual arts, to develop and bring out their innate abilities correctly, to develop a holistic and complete understanding of the subjects. Tasks such as creating an image, providing information about the history of their creation and possibilities of use are performed.

In the process of preparing children for visual arts, the specific complexities of visual art are explained, subjects are introduced, and information is provided about the important aspects of each subject.

In pre-school educational institutions, the role of the educator in introducing children to subjects through visual activity is incomparable. An educator must have deep knowledge and high qualifications, continuously work on himself, regularly enrich his theoretical and methodical level, rely on advanced experiences.

The state national program is aimed at the fundamental reform of the education system, adapting it both in form and content to the requirements of the time, and continuously improving the quality and efficiency of education. In particular, the program of the pre-school educational institution on pictorial activities provides for the education of children's aesthetic attitude towards objects, the development of creative abilities and imagination. In order for the socialization and adaptation of children to take place effectively in the activities of the preschool educational organization, the tasks that educators need to perform impose a great responsibility on them.

During the types of visual activity such as painting, appliqué, clay works, operations of thinking such as analysis, synthesis, repetition, concretization are formed in children. Also, during these processes, students learn to work in a team, to coordinate their actions with the actions of their teammates. Visual activities organized in preschool educational organizations are also the main means of artistic and aesthetic education of children of primary school age.

The effect of this activity is manifested only when all means of aesthetic orientation

(theater, music, fiction, painting, appliqué, etc.) are used in a complex manner. "Visual activity" classes organized in pre-school educational organizations help to fulfill the tasks of aesthetic education and relaxation with objects given to children. Because visual activity is both artistic and cognitive activity by its nature. All types of artistic activities help children to get more detailed information about the characteristics and aspects of each object, and open wide opportunities for developing an emotional-aesthetic attitude towards the world of objects and the outside world.

The following tasks are performed during visual activity training in preschool educational organizations:

- Provide complete information about subjects to children of preschool age;
- Cultivating artistic taste in students;
- 2. Development of children's practical artistic skills and abilities;
- 3. Development of fantasy, creative thinking, imagination and perception;
- 4. Development of fine motor skills of hands and fingers;
- 5. To create an opportunity for children to show the buds of professional artistic and creative activity from early childhood.

In visual activity classes in preschool educational organizations, children mainly work on practical tasks, learn to observe works of art, describe objects based on pictures, and learn to create a story.

When children reach school age, they begin to familiarize themselves with the works of color, graphics, sculpture, and decorative art.

In the period of pre-school education, in the course of visual activities, in addition to drawing objects, activities such as working with clay and plasticine, applique, building and making are carried out.

Children learn how to use a pencil and a brush correctly, how to place a picture on paper, and how to express the characteristics of objects in a picture during group art activities. This, in turn, develops the imagination of objects, drawing skills, the characteristics of light, free movement of the hand.

In the process of drawing objects of different shapes, sizes, dimensions, and

proportions, students learn to keep the direction according to the working characteristics of the object, to move in accordance with the size of the object. In visual activities conducted in pre-school educational organizations, they learn to use educational materials and work tools in an orderly manner, to keep them clean, to use the necessary materials effectively, and to plan ways of using them. These activities develop children's attention and visual memory.

In the preparatory group of pre-school educational organizations, drawing or painting skills are formed depending on the nature of the subjects, and these skills are improved during school education. It is done only at the initial stage of preparation and learning in a large group of children, showing the sequence of work in the description of the subject. Children try to analyze the features of the object, draw down the whole general shape on sketch paper, compare the picture with the original, correct the mistakes and defects, make it similar to the original object.

In visual activity classes, they learn to analyze geometric shapes, to find or see their special signs, to call them by terms, to get acquainted with the width, size, length, height, spatial location of parts in relation to each other. Building from materials in building-making classes develops visual perception skills in children. Thus, artistic taste and creative abilities of children grow in visual activity classes, and through this, they are prepared at school. In this process, children are closely connected with objects, get acquainted with their unique qualities, shape, color, size, identify their differences and similarities, which allows children to develop their sensorial properties, visual and figurative thinking.

Image activity also participates in the process of moral education of children. In their work, children reflect their life experiences, their understanding and imagination of objects, events in their lives and society, express their relationships to them, and are excited about their work. Children's volitional qualities also develop in the process of visual activity. They learn how to finish what they started, how to reach their goals, how to overcome difficulties,

how to overcome problems together with their teammates, how to help their friends.

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