

A Modern Approach to the Organization of Art Activities for Preschool Children

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ABSTRACT

The article examines the prerequisites for the successful organization of artistic activity of preschool children and the importance of a modern approach to the educational process.

KEYWORDS: preparation period, quantity, perception of space and time, synthesis, comparison, generalization, analytical skills, personality-oriented approach.

The goal of public policy in the field of preschool education is to realize the right of every child to quality and free education[1]. In today's Uzbekistan, the education, development and upbringing of preschool children is an important task of state education policy. The organization of educational processes in accordance with the state standard of preschool education and upbringing of the Republic of Uzbekistan serves as a basis for effective planning and management of the educational process of preschool children.

Successful organization of classes with preschool children depends on the state standard of preschool education, a good knowledge of the curriculum of the preschool organization, methodological knowledge, good knowledge of the age and individual characteristics of children and training also depends on the timely preparation of the materials received[2]. In today's world, children have to go through life in a fast-paced world, no matter what country they are in. The world is changing rapidly, living and working conditions are changing, and new professions and technologies are emerging as a result of scientific and technical inventions. In today's world, one has to constantly change and learn new things throughout one's life. We need to start preparing preschoolers from pre-school age to prepare them for these dramatic changes, to enrich them with the knowledge and experience they need to live in the world. Preschool education should be a place of joy for children. Educating children should be fun.

Forms of teaching preschool children are not about achieving results, but about building knowledge, skills and abilities. This goal defines its main feature. If the child is interested in the process of drawing and tries to draw beautifully, this process is a game or an effective action. But when a child sets a goal during a drawing activity, it becomes educational. For example, drawing better than before, painting the picture correctly, or drawing straight lines are some of these actions.

The role of descriptive activities in the mental development of children is great. Kindergarten children love to draw, make things out of clay or plasticine, build buildings out of cubes, and build bridges. In their descriptive activities, children try to depict the external environment, its objects, and animals, rather than something supernatural or imaginary. There are elements of creativity in children's activities. Children try to express their desires, aspirations,

aspirations through drawing, painting, clay or plasticine, and appliques. Although children's visual activities are very simple, they do not limit themselves to passive depictions of things and events around them, but try to create something new by adding something of their own. That is why some of the talents of children begin to appear very early in their artistic activities. It is known that a person is not born an artist, sculptor or painter. These abilities are formed and developed in a person from an early age in the process of drawing. For example, we don't see any imagery in babies. Such activity occurs from about two and a half years of age of the child. For example, a two-year-old boy draws something with a pencil (holding it correctly) and explains his curves as "this tree", "this man", "this house", "this cat". Children this age cannot aim to depict anything while drawing. They are then called by the first name that comes to their mind, depending on the lines they draw. This period in children's descriptive activities is called the preparatory period[3].

Children's visual activities begin in the middle and senior groups. But the imagery of this period is also largely schematic. For example, when children draw a picture of a person, they draw a circle, one smaller and one larger, and draw their arms and legs. When they paint or sculpt a thing, they do not adhere to the issues of size and perspective. That's why their drawings can be very large or very small in size. What is the reason for this? First, preschoolers do not have the same level of observation as adults, and they do not compare the objects they draw with the real ones. Children's descriptive activities are largely based on their imagination. For example, when a 4- to 5-year-old kindergartener was asked to draw a picture of his mother, he never began to draw, despite his mother. When asked why she didn't look at her mother, she replied that she knew her very well. In addition, kindergarteners do not aim to make their imagery more realistic. They also play games. They are not interested in the result of the depiction, but in the depiction itself. Children's visual activities are organized spontaneously, not systematically. That is why the child is not able to observe the reality in depth and completely, but only on his own imagination. If the educator organizes the children's visual activities in a consistent manner and puts them in a pedagogically correct way, the children's attitude to the visual activities will change. When children are given a set goal and set to achieve that goal, they begin to take work more seriously without turning the visual activity into a game. For example, if a child is asked to draw a holiday picture after a holiday, they will do the task. That is why it is important to pay attention to the fact that the descriptive activities of children of kindergarten age are always pedagogically correct and interesting.

Kindergarteners love to spend a lot of time drawing with colored pencils, colored paints, and making various appliques out of colored paper. But children's attitudes toward color are unique. They paint what they like with very bright, beautiful colors, and what they don't like with black and dark browns. Children's visual activities have a profound effect on their imagination and emotional processes. Because they are not indifferent to what they do, no matter what they do. Through visual activities, they display their work and drawings in a conspicuous place.

The content of teaching children at the age of 3-5 becomes more multifaceted. appears in the Children are introduced to pictorial materials (pencils, paints, clay). They learn the basic skills of drawing objects, then the plot, understand the image in the picture, and then create it in accordance with the purpose. General features of objects and at the same time learn to see and describe individuality; to be able to give these symbols in drawing and color. The

children are happy to play with the toys they made in the classroom.

According to pediatricians, a healthy child is a child who plays well, speaks well and draws well. Like language and play, drawing is a means of revealing a child's inner world. Therefore, it is important to give the child the opportunity to draw so that he can express his inner feelings and emotions. Through the picture, the child can express his joys and sorrows, his fears and fantasies, his attitude to the environment. Again, psychologists say that there is no child who does not draw, and if the child does not want to draw, then there is a certain psychological stress.

When drawing, children do not control their emotions, they create a "work" of the soul, not the mind. That's why it's important to pay attention to all the details they draw. Because it allows you to draw clear conclusions about the child's mental state and attitude to things around him.

If the child presses the pencil with strong pressure, there will be emotional tension. If the pressure is too great and the paper is torn, it is a sign that the conflict is prevailing in our child. Lines drawn with weak pressure indicate impatience and passivity.

Because of their young age, children are not only unable to express themselves in interpersonal relationships, but also to assess the situation. By analyzing the placement of objects in a child's drawings and the predominance of the colors they use, you will learn about things that the child will never hear from himself. Because when children draw, they describe what is in the psyche. The child expresses his thoughts and feelings in a picture. All the cognitive processes in the child change for the better and he becomes interested in drawing. Of course, it is only the work of an experienced psychologist to draw conclusions by analyzing children's pictures. But it does not hurt anyone to know some of the important aspects of the scientific basis of science in the development of children's creativity, their development into physically and mentally healthy.

Pre-school students strengthen their theoretical knowledge in the organization of visual activities in the process of practical training, independent study. Appropriate use of person-centered learning technologies in strengthening students' methodological knowledge helps to increase the quality of education. Below we will consider some of our methods designed to strengthen students' methodological knowledge in science.

Keys-1

In a small group, the educator invited the children to draw a meaningful picture on the theme of "Christmas". The children happily "drew" the arch. But the educator was not satisfied with the children's work. The educator then asks the children to draw a triangle, a geometric shape that was previously familiar to the children, to draw the arch. First, practice drawing the outline of the arch with the children in the air. He then held the children's hands and drew a picture of the arch together in a notebook. At the end of the lesson, he analyzed the children's work.

Problem: When analyzing a small group drawing session by an MTT designer, it was assessed that the lesson was not methodologically correct.

Problems	Reasons	Consequences	Solution
The educator invited the children to draw a meaningful picture on the theme of "new Year".	The educator is not familiar with the program	The purpose of the training was not set	In small groups, pictures of individual objects are drawn.
In a small group, the educator invited the children to draw a Spruce tree (Christmas tree)	Lack of methodological knowledge in the educator	The tutor did not achieve the goal of the training.	A small group of children should be invited to decorate the finished arch.
He took the children's hands and drew them in a sketchbook.	Lack of knowledge and experience in the field	The child loses self-confidence and independence.	The educator should draw and help the child on his / her handout.
He analyzed the children's work.	Not taking into account the age and individual characteristics of children	It can lead to a loss of creativity in young children.	Children's work is not analyzed in small groups. More educational impact is typical.

In the person-centered educational activity center, it is assumed that the pupil himself, that is, the child as an individual - is his desires, intentions, goals, a unique small life experience. In this regard, the educational process should be shifted from the model of "knowledge transfer from adult to child" to the model of "approval of children's initiatives and active participation of the child in the educational process." [4].

Students will have the opportunity to enrich their knowledge and work on themselves during independent study hours. We also recommend forms of independent study for students using innovative methods in the field:

RECOMMENDED ASSIGNMENT FOR INDEPENDENT WORK

ASSIGNMENT: To study the development of integrated thematic projects for the use of STEAM technology in activity centers based on STEAM technology in the comprehensive development of preschool children.

Guideline: In order to gain a stronger and more accurate understanding of how to use STEAM technology, it is recommended to read the detailed video materials on the use of STEAM technology in preschools in developed countries with the URL:

<https://youtu.be/C6W458IXAKs>

<https://youtu.be/xNZQnuBX454>

<https://youtu.be/F7LC6jLee64>

<https://youtu.be/Kf1CaeyrJ00>

Discovering the hidden talents of our children from childhood requires the use of innovative methods of using person-centered teaching methods in the educational process. STEAM method: "Science is fun!" "Science should be fun!" based on the motto. It should be fun and

engaging for kids, students, students. Then preschools will become a place of joy for our children.

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