

## **PEDAGOGICAL TASKS OF CULTURAL PLANS AND DEVELOPING OF ART IN ORPHANAGES**

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### **ABSTRACT**

The following article deals with artistic and cultural attitudes in orphanages, as well as working with children to develop their creativity in specially organized visual, musical, and verbal activities, embodied in art studios.

**Keywords:** Orphanage, additional education classes, creativity, development of a creative personality, visual activity, musical activity.

### **INTRODUCTION, LITERATURE REVIEW AND DISCUSSION**

Radical changes in the social, economic and socio-cultural spheres of our society have a great impact on the development of pedagogical science. Innovative processes in education encourage the development of a creative personality and the creation of conditions that enable it to develop its personality in early childhood. [1-4]

Interest in problems of development and realization of a child's creative potential is reflected in modern research (I.L. Golovanova, D.M. Mitrieva, M. Zhernilskaya, A.A Lukashova, N.A Oparina, I. Sokolov and others).

In addition to traditional forms of work with children we mostly pay attention to the new educational, music and speaking activities that allow the development of creativity in specially created classes, meet the interests and needs of children in art.

According to a number of modern legislation on orphanages in the Republic of Uzbekistan, children in orphanages have the right to provide additional services in accordance with the wishes and interests of parents and children. New types of orphanages have emerged with the definition of one or more priorities for student development, such as intellectual, artistic and aesthetic and so on. The Law of the Republic of Uzbekistan on Education (1997) provides for the possibility of introducing additional educational services to meet the educational needs of citizens, society and the state. In accordance with this law, additional education is provided as a basic education, which determines their status in educational institutions (children's homes, music, art schools, arts centers, etc.) and in general education institutions, except schools, school complexes). Today, not all families can afford to give their children the opportunity to develop their creative skills in special creative schools, clubs and so on. In the modern social environment, orphanages are designed to develop some creative personality, strengthen the child's physical and mental health, provide for their emotional and intellectual development and engage a child with the culture, arts and creative world. It gives real opportunities for the purposeful systematization of art education. In addition, children are able to get it within an hour of being in the MO, which is an important organizational advantage.

As mentioned above, in our research it is important to teach pupils the characteristics of supplemental education of modern social settings, as well as its essence and the specifics of innovative processes (V.V.Arakhova, A.V.Skachkov).

It is worth noting that some aspects of additional education for preschool children will be explored soon and we will define our approach to select the content of creative studio activities at orphanages. They were interested in the organization of children's life in the early development school based on the preparation of school for children and work with 4-6 years old children in the Children's Development Studio, building 23, Yunusabad district, Tashkent Children's Art Studio.

Some tendencies in studying visual studio activities related to the study of the development of children's art (R.Kazakova, T.Komarov), and some of them are for studying the activities of visual studios in primary school and in elementary schools, practical experience in organizations, pedagogical process to develop different artistic abilities of children creativity (L.A.Venger), acquaintance with various fields of human knowledge that enhance the meaning of childhood (A.V.Zaporozhets), activity of elementary skills training (El'konin) means that the base culture to shape the emotional development of cognition.

The establishment of studios is due to new approaches to the content of pre-school education, to the system of pedagogical interactions between teachers and children, as well as the needs of its main social clients and families.

B.L. Likhachev argues that it would be perfect if all opportunities were created to show all abilities of children, to capture and develop talented, rare, vivid and powerful talents. "Therefore, the task, he says, is to create a way for children to be creative, not just a way to work with specific talent, but to rely on the idea of universal genetic abilities." (154).

These ideas provided a basis for our work with children attending an art studio in orphanages. On above rules, we consider the art studio at orphanages as a learning space for self-development and unlocking creative opportunities. It is a socio-cultural environment that creates favorable conditions for the development of children's creativity. The epicenter of the process of cultural identification can be presented as a free theme in which a child can be created as a free life. We called the studio "artistic" because of the different kinds of children's artistic activities - visual, music, speech, theatrical, playing and so on.

However, the scientific approach to the essence, objectives and content of children's art education in the art studio as an additional form of teaching at the orphanages has not been established in theoretical studies or practical experiences. Analysis of psychological and pedagogical literature and practice revealed the following contradictions: insufficient development of studios, circles and their content and methods between expanding access and increasing interest in the orphanages art space; be objective about the level of performance of art studios and their special programs at the orphanages; the tendency of teachers to interact with children personally during the learning process, and the lack of technology that explains the essence of the art studio from its point of view.

The absence of theoretical developments are related to the establishment and content of art studios at orphanages, the need for practical staff in the curriculum, and the availability of scientific advice on how to create an effective learning process to promote the creativity and personality of the child have been identified. Research problems: theoretical justification and

definition of pedagogical conditions and ways to develop preschool creativity in art studios in orphanages. The purpose of our research is to find solutions to above mentioned problems. Art studio is an environment for the development of children's creativity in the following pedagogical conditions:

- Creating an aesthetic development environment based on the CTC and providing the emotional and aesthetic area of the child's creative freedom:
- To create a special studio program that combines various children's creative and creative activities;
- Carrying out the connection between the content of children's creative activities in the studio and various CTM components;
- Use of technologies aimed at the development of children's imagination, perception and emotional development of the world;
- Providing a holistic pedagogical process for the development of children's creativity.

The following materials solve the following tasks: Art studio activities as an additional form of education in orphanages, creating optimal conditions for creativity, social and creative development of the child. The Art Studio is a socio-cultural environment for children and adults to engage in creative research, mastering a system of values and introducing them to cultural norms and rules. Her work is based on an experimental program that provides additional artistic and aesthetic education, as part of a program to educate and train children in the orphanages.

Society of Pedagogical Conditions for the Development of Children's Creativity in the Art Studio:

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- Use of technology aimed at developing children's imagination, developing a sense of world and emotions;
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This document provides a psychological and pedagogical understanding of the art studio phenomenon for the development of children's creativity, explores the basics of development and the new technologies of art education and development, and the artistic development of preschool children through a holistic pedagogical process in orphanages that learns and approves principles and pedagogical conditions, personality in general. Also it studies a component of an artistic and creative complex as part of a work of art, showing the interrelation of its various components.

Summarizing the study, it can be argued that the goals and objectives outlined in it are complete. An analysis of the theoretical foundations of children's art in the art studio shows that the phenomenon of creativity, similar to the cultural and historical phenomenon and the type of human activity is studied by local and foreign scientists, indicating its eternal importance. The essence of preschool children creative activity differs from the point of view of personal and individual development of children, the specificity of artistic creativity and the basic approaches to preschool childhood development. According to the rules of personality-oriented art didactics, preschool children development is based on knowledge about art, life and artistic activities.

The research explored an important aspect of complementary education for school children - the artistic and aesthetic aspects of art. This is an innovative phenomenon in preschool education, a bit of a learning field of pedagogy, so the behavior of our research is important. The experience convinced that, in order to provide such additional education, the orphanages have to create an artistic and creative complex as a special space for children's art and to combine different components together for a variety of artistic and creative activities. Each of them (fairy tale room, Uzbek life, children's library, mini-gallery, music hall and art studio) will fulfill their mission, while children's artistic and aesthetic development is prior in supplementary education. It was found that the art studio efficiency increased when it was not available in orphanages isolation.

The Art Studio is a socio-cultural environment that creates favorable conditions for the development of children's art. This idea confirmed that there might be a process of cultural identification in a person, at the center of which was a child as a free subject of life.

The art studio work process is focused on developing ideas for children around the world based on their immediate perception of reality and their familiarity with art. It provides increasing children's artistic and creative activities, the introduction of new technologies of art education and development, as well as the provision of personalized focus on all subjects of the pedagogical process.

As a result of the practice analysis, existing trends in the activity of art studios in the orphanages have been identified and detailed in the identification phase. We have identified new tendencies in our activities, such as the integration of artistic activities for children's creative development; specializing in artistic and aesthetic orientation as a priority; focusing on social and emotional development of children; developing the content of curriculum that does not duplicate the main activities of the of the usual program.

In addition, the interaction of supplementary and basic art education is combined with the principles of the pedagogical process in the classroom and the art studio, the unity of the pedagogical requirements, the unified organizational forms, classes and independent activities of children.

The importance of additional art education in the overall develops children abilities: their interests, needs, causes, personal qualities and feelings. Its social significance is due to the fact that not all families today can afford children the opportunity to develop paid studios, special creative schools, roundtables and other creative abilities. In addition, many families, especially in small towns live in villages not far from the city center, making it difficult for preschoolers to attend in additional schools. The proposed system of art education in the orphanages which was implemented by experimental studio art program showed high efficiency. It was done with game technology, children's search and creative activities and a spatial-themed aesthetic environment. The implementation of the program has revealed features such as integrity, optimality, efficiency and practicality in the realities of various orphanages. The content of the pilot program is evolving and accessible to all children.

The artistic expression is the development of aesthetic feelings and images of children, the development of a game plan, introduce children with works are the target of teaching Art. Gaming technologies play a special role, literary works, special didactic games and exercises, active observations of nature with creative and problem-solving tasks - all these weapons are

included in the pedagogical technologies of personal development aimed at developing children's creativity.

The inclusion of various forms of work with children in the pedagogical process like games, entertaining, learning, inquiry, game-fantasy, different activities, activities on traveling expands the interaction of teachers with children and to form children's teams. Other forms of working with children like recreation, excursions, exhibitions, creating thematic albums are also aimed to introduce a personalized approach to the development of a child's personality and creativity.

Quantitative and qualitative indicators of the manifestation of children's creativity at the end of the experiment and in the final stages confirmed the effectiveness of the technologies used in the formative experiment. The content of the activities of the children in the art studio through various forms of activity helped to develop artistic value orientations and emotional and aesthetic experiences of children. As a result of experimental work the development of children in aesthetic perceptions was noted. By describing the imagination of creation, we noted that at the beginning of their experimental work, they created three forms of linking reality with preschool children that were not represented their personal experiences, their relationship with reality, their connection with other people's experience and emotional connection.

The images presented in the children's drawings differed in their images, reflecting the subjective experience of the child. All of this has influenced a wide variety of children's artistic activities - visual, artistic, speech and musical.

The aesthetic attitude of children to the process, the results of their activities, and the activities of their comrades, various interests and needs are clearly manifested during the process.

Creating an Art studio in orphanages is should be supported, because that is a prerequisite for the creative and personal development of children and their full emotional and fulfilling life. The tutorials are focused on individual development of studio lessons, the ability to communicate, develop imagination and creativity, the ability to communicate in artistic environments, and the use of different opportunities for artistic and creative work in the development of children's creative worlds. Emotion in an adult child's activity and attention to his inner world is an indispensable condition for the development of a creative personality.

At the same time, we understand that research does not reveal all aspects of problems. In future development could be focused on exploring the specifics of creativity in an art studio with diverse segments of children, and developing a program and content for gifted children who study in preschools.

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