

PSYCHOLOGICAL ASPECTS OF THE FORMATION OF FINE ART MOTIVES IN PRESCHOOL CHILDREN

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ABSTRACT

Modern society is characterized by the growth of national identity, the desire to understand and cognize the history, culture of its people. The question of deep and scientific substantiation of national and regional factors in raising children is especially acute, for the preservation and revival of the cultural heritage is being nurtured from its edge and plays an important role in the education of the younger generation. Fine art has not yet been considered as the subject of a special study. Meanwhile, the fine art of a particular multinational territory act as part of a regional and universal culture, folk art as a whole. They have educational opportunities and can become the object of knowledge of preschoolers. The goal is to identify and accurately shape the abilities and opportunities of children through contemporary art.

Keywords: Fine art, illustrated activities, imaging activities, imagination of preschool children, psychological aspects of painting.

INTRODUCTION

The pedagogical potential of regional arts and crafts is defined, their use in educational work with children of preschool age is justified. It has been proved that older preschoolers can display the regional features of fin art in independent creative activity, revealed the mutual influence of the emotional-personal, research, and activity components in the process of forming the personality-significant interests of preschoolers.

Aesthetic feelings. It is the sense of something beautiful or ugly that we perceive in nature, art, and life in general. They reflect the level of development of society. Music, visual arts, poetry, theater and cinema play an important role in fostering aesthetic taste.

Literature review

Regional culture becomes for the child the first step in the development of the riches of world culture, the appropriation of universal values, the formation of their own personal culture. The social basis of the problem of children's assimilation of regional cultural heritage and the continuity of cultures is the development of harmony between human and national, national and regional in the works of philosophers, historians, cultural scientists and art historians A.I. Arnoldov, N.A. Berdyaev, A.N. Dmitriev, V.I. Dobrynin, M.S. Kagan, N.M. Karamzin, D.S. Likhachev, V.S. Soloviev, V.V. Rozanov and others.

The leading place in the preservation and development of folk traditions, in the spiritual development of the younger generation is, as part of regional culture, folk arts and crafts. This is one of the oldest forms of human artistic activity. It summarizes ideas, aesthetic ideals, the wisdom of a people living in specific cultural, historical, economic and natural conditions. According to S. B. Rozhdestvenskaya, folk art is a synthesis of craft and artistic creation, since the eternal ideas embedded in folk art have been honed by hundreds of generations of masters. It reflected the worldview of the people, which includes a worldview, a worldview, a

worldview and peacekeeping. It is no accident that in the works of G.S. Maslova, T.M. Razina, B. Arybakov and others such features of folk art are called as its life-affirming principle, democracy, humanism, a “transforming, creative attitude to reality, a harmonious combination of aesthetic and ethical.

Unless a child tries to improve his knowledge, skills and abilities, even the most powerful key will remain unqualified and become a talent. At the heart of the great work of the most talented, famous people, great success lies in the ability and predominantly hard work, aspiration, creativity and thirst for knowledge. It is important to remember, however, that there is no one who is incapable. If a person has been deceived and chosen by a profession without knowing his talent or ability, he or she will appear inadequate or incapacitated. But because he doesn't really understand what he is capable of at the time, he falls into that category for a lifetime.

Under certain circumstances, some individuals develop their abilities very early. Usually, music and fine art emerge much earlier. For example, M.I. Glinka liked this game at the age of 3-4. He made various sound products (copper rods, pans) with wood. There was a melody that made the adults wonder, and it was interesting to hear. This child later became a great composer. People gain literary skills much later than in music and visual arts, but for some talented poets these abilities appear too early. For example, A. Navoi was five years old, A.S. Pushkin, Lermontov, and Nekrasov started to write poems before they were 10 years old.

Descriptive activities educate children ethically. Children reflect on what is happening in their lives, in society, and they are happy and excited. In the process of visual activity, children are taught such qualities as the will to complete the work, to set goals and aspirations, to overcome difficulties, to help their friends. In the teamwork process, children form moral qualities, such as helping one another and enjoying their work and their friends.

DISCUSSION

The role of the educator in the formation of aesthetic abilities of children through prescriptive activities in preschools is invaluable. He must have deep knowledge and high qualification, constantly work on it, constantly improve his theoretical level, and rely on best practices.

The program of pre-school education on fine arts and the school's fine arts program involves the development of creative abilities and images of children to develop aesthetic attitude to the environment. During the pre-school activities, the tasks required for successful schooling are addressed. During drawing, application, sludge work, children form thinking, analysis, synthesis, repetition, concrete. In these processes, children learn to work in a team, to be submissive to their friends. Visual activities in children's preschool establish the skills necessary for children and educational activities.

Primary artistic activity of preschool educational institutions is artistic and aesthetic education of preschool children.

The effectiveness of this route becomes clear when the complex of all aesthetic means (theater, music, fiction, drawing, applications, etc.) is applied. The "Visual Activity" classes in preschools are important in solving aesthetic issues for children. This is because artistic activity by its very nature is an artistic activity. All types of artistic activities open wide opportunities for children to learn about beauty and to develop emotional and aesthetic attitude to all things.

During the “Visual Activity” classes:

Artistic taste education;
Development of applied art activities and skills;
Development of fantasy, creative thinking and imagination, perception;

Educational and upbringing issues, such as creating opportunities for the development of professional artistic activities, are being addressed.

The skills are general and special. When a person has general skills, he / she can successfully deal with different activities. Students with general abilities are generally well trained in all disciplines. Special abilities enable a person to successfully engage in certain activities. For example, he has mathematical, technical, literary, musical, visual and other abilities. If any conscious human being has the ability to develop and improve his or her ability and intelligence from his early age, to do his "heartbreaking" work, we call him gifted. A talent is a subjective attitude of a person to his behavior, knowledge, capabilities and skills. A talented person may not be genial or talented, but he does his work with the qualities of courage, self-control, initiative in every business. They are sometimes very talented, but they are of little benefit to the community, rather than the people. A gifted person has a chance to become a talent. Talented talent is an all-round developed, extremely powerful and unique ability. It is achieved through hard work, overcoming all difficulties in improving one's abilities, mobilizing will and ability.

The emergence of elements of visual activity in the behavior of early childhood suggests that the imagination is growing. For example, a child may draw something on a piece of paper and try to describe it. Nevertheless, at first this drawing activity is just about drawing the strings. At the age of two years, a new, important element in the pictorial activity of a kindergarten child becomes. He will now name the painting he is drawing. The emergence of a visual activity helps to develop the imagination of a kindergarten child. However, at this age, only the beginnings of imagination appear. It is the responsibility of the educator and parents to ensure that the germination of the plant is in constant care.

Towards the end of the first age, children begin to see elements of fine arts. The boy is very interested in drawing something in pencil. In this area, he begins to imitate adults. Although the picture of children of this age is curved and has no meaning, this activity has a positive effect on their imagination. The boy explains his drawings. Nevertheless, even if his explanation does not fit the drawing (even though it may seem rare), he is able to create the illusion of things. This is essential for the growth of regenerative imagination.

Illustrated activities of preschool children. Imaging activities play a major role in children's mental development. Kindergarten kids enjoy painting, making clay or plastic, building cube structures and bridges. In their imaging activities, children tend to reflect the environment, the objects, and the animals, rather than the supernatural. These activities of children have elements of creativity and creativity. Children try to express their desire, and aspirations in such a way as to make drawings, make clay or plastic things, apply them. Although children's visualization activities are very simple, they do not simply passively describe what is happening around them in their activities, but also try to create something new. This is why some of the abilities of children appear early on in their imaging activities.

It is well known that a human being is not born as a painter, sculptor or painter. Such abilities in the human body are developed and improved in the process of imaging. For example, we do not see any imaging activity in infants. This activity occurs at the age of two and a half years. For example, a two-year-old boy draws something with a pencil (correctly) and explains his curves as "this tree", "this man", "this house" and "this cat."

Children of this age do not aim to paint anything in drawing. They are then given the first name that comes to their minds based on their lines. This period of children's imaging activities is referred to as the preparatory phase. Children's illustrations usually begin with the middle and large groups. However, during this period the imaging activities are often schematic in nature. For example, when drawing a person's picture, children draw one small and one large circle, thus removing their hands and feet. They do not adhere to size and perspective when drawing or sculpting. This is why their drawings may be too large or too small in size. What is the reason? First, kindergarten-age children do not have the same observation ability as adults and do not compare the objects in their paintings with the real ones. Imaging activities of children are largely based on their imagination. For example, when a 4–5-year-old kindergarten boy was asked to draw a picture of his mother, he never began to paint his mother. When asked why she didn't look at her, she said that she knew him very well.

The second reason why kindergartens are so simple is that they have not yet developed some complex skills. In addition, kindergarteners do not aim to imitate what they describe in real life. They also perform the game of drawing. They are interested not only in the results of imaging activities, but also in the imaging activities. Imaging activities of children are organized spontaneously and not spontaneously.

That is why the child will not be able to keep track of the truth in the course of his or her activities and will only base his imagination. If the educator systematically implements the children's visualization activities and implements it pedagogically, the child's attitude to the pictorial activity will change. When children have a clear purpose and are told to achieve that goal, children begin to take their work seriously without turning their imagination into a game. For example, when children are invited to paint a picture of a boy after the holidays, they are happy to do it.

Imaging activities can be very helpful in mentally, morally, and especially aesthetically, teaching children of kindergarten. That is why it is necessary to pay attention to the organization of the educational activities of kindergarten-age children.

Kindergarteners like to go for long periods of time with colorful pencils, colorful paintings, and various applications of colorful paper. However, the way children react to colors is unique. They paint what they like in very bright and beautiful colors, and the ones they dislike are black and dark brown. Children's imaginative activities have a significant effect on their emotional and emotional processes. Because they are not indifferent to what they are doing. They put their work through the artwork to show them where they are.

CONCLUSION

Children in the pre-school institutions were doing practical work, drawing on artwork; at school, the types of fine arts become more familiar with color, graphic, sculpture and decorative arts.

Thus, the artistic taste and creative abilities of children will increase during the lessons of visual activity, which will help to prepare them for schooling. Because children are inextricably linked to objects, they are familiar with their attributes, shape, color, size and size, and identify their differences and similarities, which allow children to develop sensory, visual, and reflective thinking. The pre-school building activities are important for their observation and development of thinking. Building games are always a purposeful game that requires complex learning, skills and knowledge from children. In building games, children learn that details (ie

parts of objects) are not only interconnected, but also internally. Typically, something is carefully examined and perceived before starting to build or construct it. Then they start collecting the necessary parts. The game of painting requires completely different skills and training from children in painting or application. Therefore, even if children are very interested in building, early age children will not succeed. They lack some skills, agility and experience. Children of this age cannot move beyond putting wood and boards and making bridges. Older children will be able to do different things depending on the picture.

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