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## REQUIREMENTS FOR VISUAL ACTIVITY ACTIVITIES AND EQUIPMENT IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

**Abstract:** This article discusses the processes of great importance in the comprehensive education of preschool children, and provides extensive reflections and information on the reforms being carried out in preschool educational organizations in order to develop the moral readiness of preschool children for school education, realize their intellectual potential in education and grow them into fully developed individuals, and especially the criteria for the requirements for equipment in the processes of visual activity.

**Keywords:** preschool education, activity, picture, colors, technology, illustration, education, equipment, child, brush, paint, creativity, room.

**Аннотация:** В данной статье рассматриваются процессы, имеющие большое значение в комплексном образовании дошкольников, и приводятся обширные размышления и информация о реформах, проводимых в дошкольных образовательных организациях с целью развития нравственной готовности дошкольников к школьному образованию, реализации их интеллектуального потенциала в образовании и воспитания из них всесторонне развитых личностей, и особенно критерии требований к оборудованию в процессах изобразительной деятельности.

**Ключевые слова:** дошкольное образование, деятельность, картина, цвета, технология, иллюстрация, образование, оборудование, ребенок, кисть, краска, творчество, комната.

## INTRODUCTION

The pre-school education system is the first stage of the continuous education system, and it is important in the further education system, in preparing the child for school. That is why it is not for nothing that the field of education rises to the level of state policy. Today, the realization of intellectual potential in the education of a mature generation and their development as fully developed individuals has become a priority direction of our country's policy. Because only physically healthy and spiritually mature individuals create a great future. Forming an excellent system of training specialists based on the rich culture of our people, developing economy, achievements in the field of science, technology and technology is an important condition for the development of our country. President Shavkat Miromonovich Mirziyoyev deeply analyzed this system and paid attention to the smallest aspects that have been overlooked so far. Today, together with the improvement of the state requirements for educational programs and educational plans of preschool educational organizations, it was found that raising our children educated in educational organizations to be mature and perfect in all aspects remains an urgent issue. Special equipment, instruments and visual materials are required for pedagogically thought-out material equipment of art classes. All the objects that create the conditions for the training include boards, easels, pencils, brushes, and scissors needed in the process of painting. Together with the educator-methodologist, the director examines all the necessary items for the successful conduct of visual activity classes and the development of children's creativity.

## METADODOLOGY

Different types of visual activity are equipped differently. Drawing - blackboards for subject, meaningful, decorative, reflective activities, three-striped blackboards for displaying children's drawings, tabletop blackboards-assembled easels (for large groups), etc. . In order to preserve the visual activity of children, it is acceptable to use individual boards with an inclined surface in large groups, because such boards ensure that the light does not fall at an angle to the eye, but in a perpendicular direction. Pencils. Children's colored pencils for drawing a set is needed. Five pencils in a small group (red, blue, green, yellow, and black); in the middle group - six pencils (red, blue, green, yellow, black and brown) are used; in large groups, in addition to the above, red, purple, dark red, pinkish blue, light green colors are added. In small groups, pencils should be round. Soft graphite pencils are recommended for children in large groups. When preparing a pencil for use, a layer of wood is removed by 25-30 mm, and the graphite is opened by 8-10 mm (the wood of colored pencils should be removed less, because their cores are thicker, they crumble and break when pressed harder). While observing the children's use of brushes, first of all, make sure that they know how to hold it correctly, that the teacher reminds and shows this during and after the lesson, that the children put the brush on the mat (the teacher makes the mats from thick cardboard or can be prepared from a coil cut in half lengthwise) should be noted. Children should not be allowed to leave the brush in a jar of water, as this will cause the bristles to bend, spread in all directions, and lose their shape. Feather brushes will last a long time if treated sparingly. When preparing paint for training, you should not mix it with a brush, it is more convenient to do it with a stick. When painting with watercolor paint, paint is taken with a light semi-circular motion without pressing it so that the hairs of the brush do not spread like a fan. After the work is finished, before the paint dries, the brush is thoroughly washed. It was recommended to store brushes in a glass with the hair up. Before the training, Mudira sees how the paper is prepared.

It is recommended to give the children of the small group a piece of paper the size of a writing paper for drawing, which corresponds to the width of the child's handwriting. It is recommended to give half of the writing paper (you can use the whole paper) to describe individual objects to children of the middle and older groups: for meaningful pictures, you should give paper of a larger format. When preparing paper for drawing, the educator should take into account the structure and shape of the object to be depicted. When painting with gouache paints, colored papers of saturated and soft tones are used. Children of a large group can independently prepare paper of the desired color (to color the paper, they use gouache and watercolor paints and thick, soft brushes: small flat paint brushes - Flashes are convenient. The paint is first applied horizontally, then vertically over it). Paints Two types of water-based paints are used in painting - gouache and watercolor. For children of preschool age, opaque paints - gouache are convenient. The paint should be mixed so that it stays on the brush and does not drip from it, like a liquid cream consistency. It is better to pour the paints into transparent jars with low edges so that children can see the color. It is convenient to use gouache paints in polyethylene jars with closed lids: educators prepare the paint in them and leave them after the training without putting them on anything else. In this case, the paint is used sparingly and it does not take much time to prepare. The educator must know how to produce the desired color of the paint. Watercolor paints are recommended for children of senior and pre-school groups. A distinctive feature of watercolor paints is that they consist of powdered pigment and a large amount of adhesive (as a binder). Due to the use of powder, watercolor paints acquire their main quality - transparency. Currently, watercolor is produced in various forms. In the conditions of a preschool educational institution, it is better to use semi-soft watercolor. Children should not be allowed to use watercolor

paints in the same way as they paint with gouache paints. When children paint with watercolor paints, they first draw the outlines of objects on paper with a simple pencil.

### LITERATURE ANALYSIS

For classes and independent artistic and creative activities of children, pastel thick sticks of different colors are recommended. The pastel set contains five colors, each with several shades, which is a ready-to-use palette. Pastel is divided into hard, soft and medium types. Soft pastels are recommended for children. This paint needs to be treated with care, because it easily wears and breaks. Therefore, it is necessary to wrap each of the pastel sturgeon in tissue paper. Colored wax crayons are available in 12 to 36 colors in Stergen form. A picture is drawn with it, just like a pastel. The advantage of colored wax chinks is that you can draw a line as thick as a pencil line with them. Therefore, when drawing with wax chinks, a regular pencil is not used. Colored chinks are used for drawing during free time from training. To erase, you need two rags - dry and slightly moistened: mistakes are removed with a dry brush, chalk dust (powder) is applied to the picture, and some parts are blurred: with a brush, the darkest parts are whitened, and at the end, the picture is erased from the board.

Charcoal for drawing consists of a large stick of 10-12 cm in length and 5-8 mm in diameter. Since it is a soft, brittle, malleable material, the dice should be wrapped in paper. Coal leaves a dark, dark mark. When working with coal, feathery papers are used to keep its dust - paper, wrapping paper, and drawing paper. If a cotton swab is slightly moistened over the drawing made with charcoal, the drawing is applied. If the paper is lightly pushed vertically, the paint will become stronger.

Special equipment for making things out of clay and plasticine: rotary circle machine (for large groups), water containers, cloth; for painting things made by children - primer; in addition, you will need special paints used in painting - angobs. You can use mats designed for maturities to display nature or sample. Frames - ordinary boards of different lengths and widths are also included in the equipment. The use of frames allows children to more perfectly depict the legs of animals and stabilize their figures.

Plastic materials - clay, plasticine are needed for crafting activities, and clay is the most suitable material for the main crafting. In small groups, only clay is used, because children of this age have difficulty making things from plasticine. Even in the middle group, children mostly make things from clay. Colored plasticine is used to make meaningful things in large groups. Clay from different places differs in color; it can be yellow, brown, reddish, gray, white, greenish-blue, brown. Clay is strong if it contains little sand, and the sand mixture makes it friable. Clay can be selected directly from the ground itself.

Plasticine is an artificial plastic mass made of clay, wax, oil, paint and other additives. It is soft and elastic, it does not harden for a long time, but when the temperature rises, it softens and melts. When making things, it is recommended to knead plasticine by hand for a long time. Before working with plasticine, put it with its box near a warmer place and warm it up a little. Pupils of large groups should have individual ready-made sets of plasticine. They control the state of the plasticine themselves and place the remaining plasticine according to color. Paper for application classes, a base for brushes; blunt scissors are needed. White and colored papers are used in application works. For the base, white thick paper: sheets of photo albums or colored paper, thin cardboard are used. Older preschoolers also use matte colored paper of various colors and shades. In large groups, it is advisable to have a set of papers of different colors and shades for each child. All objects intended for visual

activity should be divided into types and each of them should be placed in a certain place. Scissors are stored in a box. Items that are arranged in an orderly manner take up less space, are well stored, and are convenient to use.

The main principle in planning activities related to visual activity in preschool education organization is to consider visual activity as one of the most important departments of educational work. Painting, working with clay, appliqué have their own visual techniques. When planning work on visual arts, the educator must strictly follow the number of classes of each type. In addition to the above, the teacher should consider the appropriateness of the materials used for the training in visual arts. For example, when working with clay - clay or plasticine, when drawing - gouache, colored pencil, charcoal stick, etc. Also, when choosing the content of the training program, the educator should think more about what knowledge and skills to give or teach children by drawing or making clay. When planning voluntary activities, educators should think about teaching methods that help develop children's independence and creative abilities. When planning work, the educator creates a work plan taking into account all the tasks set by the program for one or another group. Also, it is advisable to make a one-month vision plan for visual activities. In this case, the teacher's visual activity also implies the interconnection between training sessions. Only in this way, children will be able to acquire certain knowledge, skills and abilities. In addition, as a result of the interconnection between the types of pictorial activities, new ways of artistically mastering the surroundings are created, and children get to know different ways of picturing the surroundings. So, since the interaction between the types of visual activities is of great importance in planning, let's consider what this interaction is.

1. It is necessary to consider visual activity as an important part of educational work, and when planning drawing, working with clay, appliqué classes, it is necessary to always pay attention to the interaction and connection between all sections of the program. That is, familiarization with the surroundings and music lessons, etc. These will help you to choose interesting events and events for your pictorial activity. 2. All types of visual activity depict the surrounding life in images, but it is necessary to take into account that each of them has its own characteristics. Drawing - depicts objects and events in color on a flat surface, appliqué in clay volumes - in color, in silhouette. Also, each of them has its own image technique: drawing in line graphics, color image method, clay-plastic applique - paper cutting and composition from separate parts.

3. The types of visual activities in the program are related to each other. For example, children get acquainted with color in drawing and at the same time in appliqué.

4. The connection between the types of visual activity helps the educator to determine the tasks of painting, clay, appliqué. For example, when teaching circle shapes to a small group, it is better to give the ready-made circle shapes first in the appliqué, and then in the drawing class. 5. The connection between the types of visual activities can be based on training on a certain topic. For example, children can also draw, applique and make "Bogursoq" from clay. This type of repetition does not reduce children's interest in the topic, because in the process of each type of activity, children get to know the characters of fairy tales in new ways and ways of different images.

6. Descriptive activity in the correct planning of classes, between classes, there is a connection between their program tasks and topics, as a result of which children acquire new skills and knowledge. -sequence and connection are formed. For example, in the course of activities conducted on the theme of "Birds", children will learn how to make a grain-eating bird out of clay, draw a picture of a bird sitting on a branch, and how to cut a mythical bird out of paper. 7. Also, when planning the

work on visual activity, it is necessary to establish a connection between each type of training and to keep them in mind, not only considering the sequence between their types. For example, it is necessary to plan meaningful works after clay works of object painting. When planning work on visual arts, we should also pay attention to the methods and techniques used by educators in working with children. These are instructional and verbal methods.

Instructional and oral methods should be carried out together. So, the educator should attach great importance to the planning of work on visual activity. It is necessary to pay the same attention to the consideration of the work as the educator has given importance to the planning of the work. Because this thing is to help the teacher to find out how the requirements of the program for teaching visual activity have been fulfilled, and what kind of preparatory work should be carried out for the quality of the training, as well as on new and diverse methods and methods of teaching. creates a new opportunity to determine the need for more work and to use them later in working with children.

## CONCLUSION

In conclusion, visual activity is of great importance in the comprehensive education of children of preschool age. Painting, making things from clay and appliqué are types of visual activities, the main task of which is to represent the surrounding environment. In the process of visual activity, the qualities of the will are brought up in children, such as completing the work that has been started, setting a goal and striving to achieve it, overcoming difficulties, and helping one's friends. Thus, artistic taste and creative abilities of children grow in visual activity classes, and through this, they prepare for studying at school. Because children are inextricably connected with objects, they get acquainted with their unique qualities, shape, color, size, and determine their differences and similarities, which allows them to educate children with their senses, to think visually and figuratively. Image activity educates children morally. In their works, children reflect the happenings in their lives and society, they are pleased and excited about them. In the process of visual activity, the qualities of the will are brought up in children, such as completing the work that has been started, setting a goal and striving to achieve it, overcoming difficulties, and helping friends. In the process of creating team work, children are taught qualities such as helping each other, working in agreement, in the process of evaluating work, they have morals such as realistic attitude of their peers to work, correct assessment, being happy with their work and the work of their peers. adjectives are formed.

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