

THE IMPORTANCE OF VISUAL ARTS IN THE UPBRINGING AND DEVELOPMENT OF PRESCHOOL-AGE CHILDREN

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Abstract: The article covers issues of aesthetic education, creative thinking, speech development, and personal qualities of preschool children through visual activities. Visual art is interpreted as an important educational tool that shapes children's qualities such as a sense of beauty, imaginative thinking, and the pursuit of a goal.

Аннотация: В статье освещаются вопросы эстетического воспитания, творческого мышления, развития речи и личностных качеств посредством изобразительной деятельности детей дошкольного возраста. Изобразительное искусство трактуется как важное воспитательное средство, формирующее у детей такие качества, как чувство прекрасного, образное мышление, стремление к цели.

Keywords: visual activity, preschool age, aesthetic education, children's creativity, drawing, creative thinking, personal qualities, artistic taste.

Ключевые слова: изобразительная деятельность, дошкольный возраст, эстетическое воспитание, детское творчество, рисование, творческое мышление, личные качества, художественный вкус.

Visual activity of preschool children is a type of artistic activity that serves the comprehensive development of the child's personality, active study of the environment, as well as the correct and creative expression of their impressions in graphic and plastic forms (for example, sculpture, drawing, applique). Visual activity is considered one of the most attractive activities for children. It evokes positive emotions and deep excitement in children.

From a very young age, a child strives to express their feelings and impressions through movements, words, and facial expressions. Therefore, it is important to expand the possibilities of expressing the images formed in the child's thinking. It is necessary to give him various tools, such as clay, pencils, paper, building materials, and teach him the skills of using them. Expressing ideas in material form through such means allows the child not only to verify them but also to enrich them.

Children's creativity - in whatever form it manifests itself - should be encouraged in every way. Through activities in drawing, sculpting, constructing, and molding, children develop personal qualities such as persistence, purposefulness, tidiness, and diligence.

Fine art is an important tool for the aesthetic education of preschool children. By introducing children to works of fine art, the following general tasks can be performed:

- formation of aesthetic taste;
- development of artistic perception and imagination;
- Increasing interest in creative activity;
- fostering the ability to see and appreciate beauty.

- formation of children's emotional culture, teaching them to feel the mood, the character of the work, to rejoice, to experience, to empathize with the characters, to express an emotional attitude towards the artistic image.
- distinguishing between types and genres of fine art.
- familiarization with the work of Uzbek artists, works of world art.
- ability to distinguish the means of expression of each type of creativity, understanding the language of art.
- formation of interest in museums, exhibitions, and original works of fine art.
- development of aesthetic perception, artistic taste.

Art is a means of aesthetic education for children, forming the basis of their artistic upbringing and development. Acquaintance with art is an integral part of shaping an individual's aesthetic culture. Art surrounds a person from birth and introduces them to the environment through a system of artistic images and works. Different forms of art have their own specific means of expression that help children perceive the world around them figuratively through various forms, colors, and sounds. In the process of mastering art, the individual's characteristics and qualities develop. Works of art bring the joy of learning and discovery, evoking a sense of pleasure in beauty. Studying various types of artistic activities cultivates the joy of creativity and fosters interest in art. This interest persists throughout a person's life and serves as the foundation for the spiritual development of the individual.

Visual activity is a kind of figurative cognition of reality. To draw or make an object, you need to familiarize yourself with it. The formation of ideas about objects involves the assimilation of knowledge about their properties, shape, color, size, and place in space. Children find these qualities by comparing things with each other. By finding similarities and differences, he performs mental actions. Thus, visual activity contributes to the development of sensory education and visual-figurative thinking. Teaching visual activity contributes to the formation of mental operations, which include comparison, synthesis, generalization, and analysis. During observation, before depicting objects and their parts, children learn to distinguish the shape and size of objects and their parts, as well as the arrangement of object elements and their colors.

Depicting objects of different shapes requires comparing them and identifying differences. At the same time, children learn to compare phenomena and objects, to distinguish common and distinctive features, and to group objects according to similar characteristics.

Visual activity also contributes to children's speech development: their vocabulary increases through the assimilation of form names, colors, shades, and spatial concepts. The thoughts expressed during the observation of objects and phenomena, as well as during the viewing of pictures, significantly increase the child's vocabulary and have a great influence on the formation of coherent speech. In turn, using figurative comparisons and poems when describing the aesthetic properties of objects contributes to the development of expressive speech.

During activities, favorable conditions are created, as a result of which qualities such as curiosity, initiative, interest, independence, and mental activity are formed in children.

Visual activity is a direct means of aesthetic education. In the process of visual activity, conditions are created for the development of aesthetic perception and feelings, which subsequently transform into aesthetic feelings.

Familiarization with works of fine art is of great importance in the aesthetic education of children and the development of their visual abilities. The brightness and expressiveness of images in paintings, sculptures, architecture, and works of applied art help children to perceive life's phenomena more deeply and fully, as well as to express their impressions figuratively in applique, sculpture, and drawing. Thus, children's artistic taste is gradually formed.

The contribution of visual arts to moral education lies in fostering moral and volitional qualities in children. This is the need and ability to complete a begun task, focus on the goal, overcome difficulties, and help a friend. Visual activity can and should be used to deepen the noble feelings that arise in children, to raise them to be compassionate and just. The formation of diligence is connected with the development of such volitional qualities of the individual as attention, persistence, and endurance. Children develop the skills to work and achieve desired results.

In the process of visual activity, mental and physical activity are combined. To create a painting, sculpture, or appliqué, one must apply effort, perform certain actions, and acquire certain skills.

Works of fine art not only provide aesthetic pleasure but also shape intellectual, emotional-emotional, volitional spheres, and moral health. And, undoubtedly, works of fine art help to understand the surrounding world more deeply, to notice it more, to feel it, that is, to connect it with one of the complex types of art - the art of seeing the world. By becoming acquainted with the world of art, the child learns to look at the world, understand its beauty, acquire certain moral values and directions. The harmonious development of the personality takes place. Therefore, the parents' task is to create conditions so that the child not only becomes acquainted with the masterpieces of world art, but also creatively manifests himself.

Knowledge of visual activity is of great importance in the mental education of children. This is determined, first of all, by the fact that this activity is based on art and contains collected information about the period in which the artist lived and created, about the life of people, their work, customs, morality, their ideals, standards of goodness and beauty. The visual activity of preschoolers is considered from the point of view of realistic art as a special form of social consciousness. In this regard, drawing, construction, and appliqué are tools for understanding and reflecting objects and phenomena of the real world. But before they appear on the plan, these images are embodied in the child's consciousness. Visual activity in kindergarten plays an important role in preparing children for school.

Children's creativity - in whatever form it manifests itself - should be encouraged in every way. Through activities in drawing, sculpting, constructing, and molding, children develop personal qualities such as persistence, purposefulness, tidiness, and diligence.

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