

FORMS, METHODS AND METHODS OF INTRODUCING CHILDREN WITH THE FINE ARTS

Tadjibaev Salimzhon Sabirzhanovich*

* Teacher,

Department of the preschool education methods
Andijan State University, UZBEKISTAN

DOI: 10.5958/2249-7137.2021.02592.1

ABSTRACT

This article gives an idea of the work that a teacher should do on the methods and forms of familiarizing children with works of fine art in the process of teaching visual activities in preschool educational organizations. First of all, the teacher instills in children an interest in works of fine art, arouses attention to them. Gradually, he forms the ability of aesthetic perception. Examining pictures or sculptures, children are interested in what is depicted, they recognize familiar objects and phenomena, get acquainted with those that they did not know before. Developing aesthetic perception in children, one should direct their attention not only to the content of what is depicted, but also to the form of expression of the image, to the means of image that make the image expressive.

KEYWORDS: *System, Activity, Work, Visual Art, Preschool Child.*

INTRODUCTION

Currently, much attention is paid to the preschool education system, which is the main link in the education system of Uzbekistan. In particular, the decree UP-3261 "On measures to radically improve the preschool education system" requirements and systematic improvement of their professional competence. [1]

In this regard, the organization of art classes in preschool educational organizations at a high level requires a great responsibility from the educator. Along with the practical process in the art classes, children are introduced to the works of fine art. So, what should the caregiver pay attention to for this? [2]

Below we will consider this issue.

First of all, the teacher instills in children an interest in works of fine art, arouses attention to them. Gradually, he forms the ability of aesthetic perception. Examining pictures or sculptures, children are interested in what is depicted, they recognize familiar objects and phenomena, get acquainted with those that they did not know before. Developing aesthetic perception in children, one should direct their attention not only to the content of what is depicted, but also to the form of expression of the image, to the means of image that make the image expressive. [3]

Through works of art, children do not just get acquainted with the phenomena of life: they receive ideas about the beautiful, harmonious, purposeful, expressive, that is, they learn to master life aesthetically.

Aesthetic assessments usually include moral judgments - what is good and what is bad.

Aesthetic perception is characterized by an interested, agitated attitude towards the depicted phenomena. This attitude is expressed in words, in the assessment of what is happening in the picture, conveyed in the sculpture. [4]

The focus on expressiveness in the depiction of events, images of people, animals, on the richness of characteristic details, the color side in works of art makes it possible to lead children to the ability to evaluate them in an elementary way. The evaluative attitude of children is expressed primarily in the preference of some works over others: often children are asked to show several more times what they liked and remembered; favorite works appear, a conscious feeling of joy, pleasure from viewing develops. [5]

When studying with children 3-4 years old, it is important first of all to draw their attention to the picture. One of the techniques by which you can interest the kid in the content of the pictures is to invite him to put himself in the place of the child who is the protagonist in the picture. The child becomes the hero of an interesting event for him and begins to talk about himself with enthusiasm. [6]

When examining a picture with small children, you can introduce a kind of play technique that develops observation and speech: the teacher, through questions, involves the child in the competition - "Who will see more in the picture?", Encouraging him to be observant and expressive. [7]

In very rare cases, kids watch pictures in silence. The teacher should support the conversations of children, teach them to correctly name objects and some of their characteristic features, helping to better understand the content of the picture.

Older preschoolers acquire the ability to perceive works of various content, and not only those in which there is an entertaining plot, some kind of action is depicted. At the same time, they are now able to perceive the plot picture differently than at a younger age - they can guess a lot, imagine a lot; the knowledge gained by children and new ideas about the phenomena of life help.

Children of this age have a rather developed love of nature, and they are interested in the landscape, determine which season is depicted, what is typical for autumn and spring, what colors the artist chose to convey them, how winter cold, blizzard, autumn wind are depicted. [8]

It is very important to practice re-examining pictures: a familiar work evokes lively expressions; it notes those aspects and details that were not noticed the first time. Conversations with children are aimed at a deeper understanding of the events depicted in the picture: children not only talk about what is depicted, but also how it is depicted. The educator teaches the children this using a sample story. [9]

The teacher's story about the picture should be, as possible, figurative, expressive in order to raise the interest of children, to create a certain mood. Whenever possible, the teacher uses fiction (reads the lines of a poem, an excerpt from a fairy tale, story). [10]

The teacher leads children to the ability to compare one picture with another. Older preschoolers are capable of some comparative analysis. For example, having shown the children the paintings of U. Tansykbaev "March in Uzbekistan" (Fig. 1) and I. Levitan "March" (Fig. 2), the teacher asks where, in their opinion, the early spring is depicted and where is the late spring.

The teacher's question "Which picture shows a sunny day?" - directs the attention of children to the coloring of the picture - a combination of colors typical for a spring day.



(fig. 1)



(fig. 2)

The conversation can begin with the teacher's own story about the picture. Then, by asking questions, he also attracts children to actively express their impressions. In other cases, when children have developed the ability to look at pictures and have developed an interest in them, the conversation begins directly with questions to the children. After talking about the picture, the teacher concludes by expressing his judgment about it in a form that is understandable and interesting for children, summarizing their statements. [11]

Book illustration allows you to lead children to an in-depth perception of the content of the text. In this case, the teacher's questions play an important role, establishing a connection between the content of the picture and the text heard.

So, for example, when analyzing the image of the hero Zumrad ("Zumrad and Kimmat" Uzbek folk tale), the teacher, showing illustrations, draws the attention of children to the transfer of the character's characteristic appearance, and also asks questions that reveal certain properties of Zumrad's character, her actions. The teacher helps children to draw simple conclusions, generalizations, draws their attention to the main thing. [12]

As a result of such activities, children develop an interest in looking at pictures. They begin to notice the pictures outside the kindergarten, tell the teacher about their content. This interest is supported by the fact that in kindergarten children are given the opportunity to independently consider art postcards and pictures. You could, for example, organize a game in a "shop" that sells postcards, and the children will choose them themselves.

In the spring, after the older group has systematically examined the paintings, it is good to arrange an exhibition in the group room or in the hall. All reproductions of paintings that children have seen during the year are inserted under glass or in cardboard mat and are beautifully placed on the walls. Several new paintings are added to them. [13]

When the exhibition is ready, the teacher offers to see it. Children move freely from one picture to another and examine them.

The teacher listens to the statements of the children, checks whether they remember the pictures they saw before, whether they notice what is new for them.

Then he brings the children together and goes around the entire exhibition with them. Children say which pictures they like more, which they remember better, examine new pictures more carefully, and speak out about their content.

When familiarizing with arts and crafts, other techniques may be applied. First of all, children must understand the expediency of things, the combination of beauty with the purpose and use of things. In all cases, when it is appropriate, children should be given the opportunity to act with things, to use them. [14]

When examining patterns on things, decorative patterns, elements of the game can be introduced: the teacher suggests finding identical or homogeneous elements in the pattern, indicating how they are repeated, marking the same colors or differences in the color of the same elements.

The teacher leads children to a judgment about the repetition of elements, about their correct alternation, about the variety of their use.

Patterns, ornaments on objects help in decorative drawing: children learn to make patterns more rhythmic and multicolored.

Artistically made toys and sculptures serve as models for modeling and drawing, acquaint children with plastic images, with the transfer of form, movement.

Unusual entertaining images, cheerfulness, bright painting of Uzbek toys (donkey, camels, horses, lamb, ducks, roosters, etc.) make it possible to use them in games, in games-dramatizations based on fairy-tale plots ("Golden Watermelon", "Zumrad and Kimmat", "Hit the club! "And others).

It is advisable to organize an excursion for the children of the preparatory group to a museum or to an exhibition of decorative arts. Having got acquainted in the classroom and in games with similar works, children will look with interest at the exhibits of the museum or exhibition and listen to the explanations of the museum employee.

So, in the kindergarten, the following forms, methods and techniques of acquainting children with art are used: Consideration of individual works or specially selected series of paintings, sculptures, illustrations, works of decorative and applied art. For the lesson, works of one kind of art are usually selected - either reproductions of paintings, or sculpture, or works of decorative and applied art.

The examination is accompanied by questions to children, a conversation, independent statements by children, a teacher's story, reading poetry and excerpts from prose.

In kindergarten, in a group room or hall, exhibitions of works of art on a particular topic or from works of any kind of art are arranged: prints, illustrations, sculpture, etc. With older children, excursions to museums or exhibitions are organized to view pre-selected material, available for children's perception both in volume and in content.

Children are encouraged to independently explore works of art in and out of kindergarten. The teacher attentively listens to the stories of children about what they saw.

REFERENCES:

1. Shodmonova Sh. Maktabgachatalimpedagogicasi. "Fan va technology" T. 2008
2. Tajibaev S. Educational-methodical complex for teaching fine arts. Andijan State University. 2020.
3. Sa'diev ST, Ochilov ZS. International scientific review of problems and perspectives of modern science and education. XLIII International scientific-practical conference March 25-26, 2018 (Boston, USA).
4. Eshmurodov AN. Methods of description of academic pencil. Academic pencil features and scientific basis. Asian Journal of Multidimensional Research (AJMR) <https://www.tarj.in>
5. Khamidova GH. Aesthetic Importance Of Using Information Communication Technologies In Fine And Applied Art Classes. Internship Review, Asian Journal of Multidimensional Research (AJMR). <https://www.tarj.in>
6. Sa'diev ST. Basic Laws of Description. ACADEMICIA: an International Multidisciplinary Research Journal. 2021;11(5).
7. Ochilov ZS. Possibilities of using multimedia in music lessons. ACADEMICIA: An International Multidisciplinary Research Journal. 2021;11(5).
8. Rustamov AM, Shovdirov AA. The role of assembly drawings in the production and training process. ACADEMICIA: An International Multidisciplinary Research Journal. 2021;11(5).
9. Bobonazarov ShU, Jalolov ShCh. The art of nuza as an ethnomadic phenomenon. Asian Journal of Multidimensional Research (AJMR). <https://www.tarj.in>
10. Abdullayev AH. On the problems of teaching fine arts in modern high school. Middle European Scientific Bulletin. 2021.
11. Abdullaev AH. Moral and aesthetic education of students through fine art. Academy Nauchno – Methodical Journal. 5(67).
12. Abdullaev AH. eatures of the manifestation of attention in young schoolchildren in the learning process. Bulletin of integrative psychology. 2020;21.
13. Shovdirov S, Boymetov BB. Methods of Organizing Practical and Theoretical Classes for Students in The Process of Teaching Fine Arts International Journal on Integrated Education. 2021;4(3).
14. Abdullaev S, Shovdirov S A. The Phenomenon of the Folk - Applied Art of Uzbekistan in the Creative Development of Students. International Journals of Sciences and High Technologies. 2021;26: 157-159. <http://ijpsat.ijsh-t-journals.org>.