

Aesthetic Education of Preschool Children Based on Visual Activities

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Abstract: The article provides scientific and practical information on the conduct of activities related to pictorial activities in preschool educational organizations, giving knowledge about the importance of nature in the formation of aesthetic consciousness, the genres of pictorial activity, the correct choice of decorative and practical materials, the use of samples of folk applied art.

Keywords: Nature, aesthetic education, portrait, still life, landscape, decorative and applied materials, folk art.

Introduction: Currently, the long-standing connection between aesthetic education and environmental education is becoming even stronger. The spirit of humanity and the commonality of goals bring them closer together. This closeness and interdependence are manifested in the fact that aesthetic education appears as one of the most important means of environmental education, and environmental education, in turn, creates the necessary conditions for the effective functioning of aesthetic education processes.

Nature is the most important means of aesthetic education. Nature is the basis of various aesthetic experiences, the basis of which depends on the ability to be influenced by nature, to be able to see it, to hear it. Excursions to nature for the children allow them to focus on the beauty of nature. Educators learn from the four seasons of the year that nature takes on its own color, changes, there is an increased interest in natural phenomena, and they become more deeply aware of the need to preserve nature. During nature and environmental education, children not only acquire natural knowledge, but also learn to create beauty in nature in practice[1].

Art forms are one of the main means of upbringing. With the help of various manifestations and genres of

art, educators are formed their knowledge of the Color Image, pencil image, skills and qualifications in sculpture, creative abilities. Painting classes introduce students to the works of Uzbek and foreign artists, as well as the art of painting and practical architecture. The students develop their painting skills.

LITERATURE ANALYSIS

There are various genres in the visual arts. A genre is usually understood as a specific type of artistic work. The main genres of the visual arts are as follows. A genre depicting battle scenes, historical landscapes, portraits, etc.

Let's talk about the genres of portrait, still life, and landscape. The term "Natyurmort" originated in the 18th century. Until this period, however, images depicting inanimate objects had been attributed to the German (meaning: Immobile natura), who came out of the original Dutch[2].

The term of the genre - natryumort, however, is translated from French to mean "inanimate natura". It depicts its own household items, flowers, fruits, pets, and Parandas. Still life is an independent genre of fine art that celebrates the elegance and beauty of the world of ordinary objects. Many artists use still life to more fully reveal the meaning of their works, and sometimes still life becomes so important that it becomes the

center of the composition itself.

Natyurtmort as an independent genre has its own history and traditions and arose on the border of the XVII century with the XVIII century in Finland and the Netherlands. In the field of Still Life, a great number of artists have been created. N.Nashina, Z. Kovalevskaya, R.Axmedov, M.Kurzin, V.Ufimtsev, O.Motovsyan, V.Kurmakin, L.Salimjonova, T.Konchalovsky, R.Choriev, V.Roshdevensky, etc.[3] Landscape genre. It is a work of fine art reflecting nature. Works in the genre of the landscape reveal the beauties of being and evoke the delusions of a person's feelings of his through the image of nature. The landscape genre is one of the strongest aspects of contemporary Uzbek art.

Artists should depict the beauty of the land through nature - a national treasure - and awaken in man a love of beauty. He is a fine-tasting artist who is able to sharpen the breath of the era in enriching the landscape genre. Tansiqboev, master of the unique practical landscape N.G. Karakhan lyrical and expression of elegant feelings. The service of the Temurs is great. Russian artists N.N. Levitan, Vasilyev, Savrasov, and others created many works in the landscape genre[4].

DISCUSSIONS

Nature is an inexhaustible source of enriching a child's spiritual world. When everyone remembers childhood, he first remembers the various events and phenomena associated with nature: the sound of birds, staring at a samalyot flying into the sky, lush meadows and gardens, anvoyi-flowers, butterflies, ringing waters flowing in ditches, a star, a moon, crowded monuments, types of folk applied art, modern buildings and how they appeared for hours,

In addition to noting its educational side about the incomparable importance of the activities of decorative painting work in kindergartens, it is necessary to emphasize the role of children in cultivating their creative abilities, artistic taste, as well as introducing them to the Basic Laws of composition. Teaching children to draw decorative pictures requires a certain stage of preparation, as in these lessons children practice drawing straight and curved lines. In addition, kindergarten children learn the rules and methods of creating patterns during these activities.

It is necessary to choose the right decorative and practical materials for drawing for children. To do this,

you need to pay attention to the following in your work:

1. The suitability of the selected material for children's drawing capabilities.
2. The selected decorative materials must be agreed in accordance with the educational and educational program of the kindergarten.

It turns out that the original of the samples of decorative folk applied art can be used:

- 1) Use of original decorative folk art samples without changing their shape and color to include them in the composition;
- 2) Use of original samples in various forms;
- 3) Use of certain elements of ornamentation and their independent inclusion in the composition
- 4) Simplification and application of selected patterns.[5]

Folk arts and crafts should be used as a basis for the artistic education of children and teaching them to work with decorative painting.[8] On this basis, there is a need to create specific didactic examples of folk ornaments that are suitable for children's illustrative capabilities. To accomplish this task, it is necessary to pay attention to the following:

1. Correctly use folk art as a didactic example.
2. Different ways to organize and apply selected didactic material Properly analyze these art samples to develop their methods.
3. Collect and organize the best practices of advanced educators who widely use folk art materials[6].

The development of perception of the surrounding world aims to enrich figurative imagination and impressions in children, enrich their experience and observation, and enrich their understanding of the practical role of artistic activities in the activities of society and people. These lessons also aim to enrich children's understanding and knowledge of art and the expressive means of artistic language. Conversational lessons about fine arts not only serve to educate children aesthetically, but also help to improve their moral, ideological, political, and labor education. To this end, the MTT fine arts program recommends studying the lives and works of Uzbek, Russian, and foreign artists. This encourages children to read and understand works of visual art, express their own opinions about works of art, and think creatively. When implementing the above tasks, it is important to select examples of

works of art, paying attention to their quantity and quality.

One interesting way for children to use painting is to use images of almonds, apricots, peppers, cherries, pomegranates, and leaves, flowers, and cotton, which are used in decorative folk art.[7]work and careful planning of educators have a great influence on the development of interest in artistic materials. The practical exercises conducted showed that the examples of folk art used in the process serve as important material in educational and training work. The educational work of educators also shows that many examples can be used with some modifications. the middle, senior, and pre-school groups on decorative drawings. The practical exercises conducted showed that the examples of folk art used in the process serve as important material in educational and training work. The educational work of educators also shows that many examples can be used with some modifications. It also became clear that after the patterns of the people were clearly defined in a certain order, the composition should be consistently complicated by color combinations (appropriate alternation) and technical methods of execution.

The correct placement of forms and compositions of elements of decorative folk applied art materials on the basis of the above-mentioned consistency, the arrangement of samples, some of which are recommended to be modified and simplified on the basis of processes of transition from simple to muraakab, the folkness of the ornament and the thorough assimilation of materials, while maintaining the aesthetic. In a word, conducting decorative painting classes in visual arts and making effective use of local materials is of great educational value. Therefore, each kindergarten teacher should pay special attention to this issue, which will lead to a higher level of effectiveness of the work being carried out.

RESULTS Many years of observations and research have shown that decorative work should be based on folk art. The task of creating didactic examples based on folk patterns that have found their way into such folk art and have become true works of art, suitable for children's emotional capabilities and have not lost their artistic value, arises. To properly solve this problem, we must follow the following:

1. To use folk decorative applied arts as a didactic example, to properly select examples of this art to develop various methods of organizing and applying it.
2. It is necessary to collect and organize the best practices of progressive creative teachers who widely use examples of folk decorative and applied arts in their work with children.

The collection and organization of examples of folk decorative and applied arts and work with children have shown that these arts have the potential to be presented in a variety of forms, and the most important of these in terms of content and form are considered to be:

- children's folk decorative and applied arts examples of patterns; – learning to draw patterns by changing the shape and color of the composition of the pattern; simplifying perfect patterns and incorporating them into the composition;
- to focus children's attention on the characteristic appearance of national patterns and their compositional schemes and elements during the process of creating independent creative patterns;
- to conduct a conversation about decorative and applied art. the children drew familiar, less murracab patterns with great interest.

However, in the use of samples of folk decorative and applied art, mainly roads in Huyi were considered acceptable:

1. Copying the composition, shapes, and colors of folk decorative and applied art without changing them.
2. Using different variants of the samples.
3. Using some of the methods of folk patterns and independently composing compositions from them.
4. Making changes to the composition in order to adapt folk patterns to the pictorial possibilities of children.
5. Introduction of pattern samples into the composition by simplifying.

However, in order to accurately reproduce examples of folk art without changing them, it is advisable to adhere to the following:

- symmetrical arrangement of compositional forms in patterns;
- the absence of a large number of shapes and parts in the forms;

- the simplicity of technical methods in the description. The patterns shown above, recommended to children as a model without any changes, are important. They enrich the artistic imagination of children, teach them to understand the exact rhythm of folk patterns. The first pattern recommended for drawing is a rectangle, and the second is a triangle, creating an elegant rhythmic row of leaves and flowers.

CONCLUSIONS

In conclusion, the following points should be observed in fine arts subject classes:

- to implement the educational and training processes in fine arts classes in an integrated manner. In this, the main effort should be focused on ideological, political, moral, aesthetic, and labor education;
- strict adherence to the didactic principles of pedagogy; particular attention is paid to the educational principle of education, its ideological
- political orientation, the principle of Science and exhibitionism, the principle of activity, systemality and succession of education, the principle of conformity with the age of children;
- to achieve the integration of visual arts activities with other activities in the daily routine.

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