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THE ROLE OF FINE ART IN THE AESTHETIC EDUCATION OF CHILDREN

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ABSTRACT

In this work, the educational aspects of artistic and speech activities are studied in depth, and how they can be used in the modern education system is explained. Also, important conclusions and suggestions were made in the aesthetic education of children in the artistic and speech activities of this methodology.

KEYWORDS

Aesthetics, visual activity, perception, goal, educator, training, thinking.

INTRODUCTION

Visual activity is an activity that encourages children to work tirelessly to achieve their goals. Visual activity serves as a means of expanding and strengthening children's ideas about reality.

The well-known psychologist V. M. Teplov emphasizes the special nature of perception in connection with the following image: "the issue of image in fine art requires strong perception. Solving the problem of the image of the constructed object, the child always learns to construct things in a new way much faster, stronger and more accurately.

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construct things in a new way much faster, stronger and more accurately.

The development of perception based on visual activity has two goals. Firstly, in the process of getting acquainted with the surrounding reality, the child's cognitive and aesthetic skills are enriched, and secondly, his ideas about various products are determined. Perception of the properties and signs of objects and the subsequent description of these objects require children to familiarize themselves with the means of investigation. In different forms of visual activity, the goals of inspection are different.

In various types of activities, the teacher focuses children's attention on the shape, size, location of the object, then before the drawing exercise, he separates the contour parts of the object, if there is a characteristic color for the given object, he also distinguishes it.

The volumetric mass of clay training is always seen from it, its combined and separated parts are considered. It is important to consider the proportional relations of parts and their interdependence in construction activities. The review process itself includes 5 stages:

- perception of the subject in its own way (the teacher gives the general characteristics of the subject in a vivid image form);

— inspection together with analysis (large parts are separated first, then small parts, their shapes are determined);

— determining the construction of the subject and the interrelationship of large parts;

— separation of color;

— review the subject as a whole.

Such division into stages of the perception process is conditional and they are not always involved in perception. It depends on the skills of the children and the tasks they face. It is not necessary to re-examine the object, one can only analyze the object by sight or describe it in words.

It is important to use comparison to develop the ability to divide the same subject into parts and find related forms. For example, the base of all trees is vertical, the branches are at an angle to the base; Most animals have an oval body. "Perception of form should be done by sight and feeling. It is necessary to teach the child to move from one part to another and draw the contour with his eyes or hand movements. In small groups, it is necessary to include hand movements, and for large groups, it is enough to be able to perceive the contour, and the rest is considered an auxiliary organ" (L.A. Lublinskaya).

The perception of size (velichina) is understandable to a small preschool child, if the difference is quite large (big-small). Perception of size involves proportional relationships and requires the same checks as sight. In this case, construction indicators should be checked with moving arcs - by distinguishing one part from another. Perception of relationships in reality is a very difficult matter, combined with the goal of representation. It is held in senior and pre-school preparatory groups, and is easily mastered if the process of perception is combined with drawing.

An interesting study of such work was written by L.A. Rayeva in the book "Meaningful drawing in large groups of kindergarten". The perception of color has a

great emotional impact on a child. That's why it should always be highlighted.

Children should focus on color only after they have considered all the features of the object. The methodology of conducting tests with children is connected with many conditions.

First of all, there should be a connection between the acquired skills of children and the unacquired, unbalanced methods of perception. The first meeting is always superficial. It involves creating general ideas about the subject and the environment surrounding it. It is impossible to set a narrow goal in dating for the first time. Perception should be broadened, different attitudes and relationships should be included. Preliminary examinations sometimes produce general impressions that are too vivid, but are sufficiently rich to describe. As a result of repeated examinations, the perception can become bright enough, clear. Repetition complicates perception, memorization and recall.

The introduction of aesthetic feelings, which are the most necessary in perception, is also important. Because the development of aesthetic sense also requires practice. For example, before the image of trees, children should see trees, flowers, grass, and enjoy them. Children's attention should be focused on the shadow areas and the play of sunlight on tree leaves. When children have a very narrow goal, it is necessary to familiarize them with the structure of trees when they return, to focus on how beautiful they are when looking at them, on the fact that their white base stands out clearly against the green background. At the same time, citing examples from poetic verses also gives good results.

In the generalization of perception, it is important to include the active activities of children together with various analyzers, it is not enough to perceive a blooming field from afar.

Children should run in the mountains, pick flowers, smell them, make bouquets, sing songs. All this is taken into account during training. The words of the teacher and the role of the children are of great importance during the observations. Any explanation, question, instruction should make the child think.

It is important to use artistic images that help clarify perception, its emotionality, and comparisons that expand aesthetic thinking. The place and role of the word educator depends on the age of the children. At a young age, when attention is scattered, it is necessary to come together with the moment of perception. At an older age, the educator allows children to give their own characteristics to the observed object. Children of preschool age quickly get excited when observing the life and objects around them. In this excitement, the emerging aesthetic sense develops. Aesthetic feelings in children become deeper and more aware with age. Direct aesthetic feeling occurs when perceiving a beautiful object and includes various organizational elements. In this way, the sense of color can be distinguished from the perception of the aesthetic feeling of a beautiful combination of colors: a dark sky with bright stars, a dark coat and a bright cap. The sense of rhythm arises when perceiving the rhythmic harmony of an object, the rhythmic arrangement of parts, for example, the branches of a tree.

The sense of proportion, constructive wholeness comes from the perception of different constructions. The more a child learns and perceives the environment,

the deeper and more complex his aesthetic sense becomes. Gradually, children acquire the ability of elementary aesthetic thinking. The development of aesthetic feelings in them leads to the ability to evaluate the object and its properties from its aesthetic point of view. Gradually, children develop aesthetic taste. Image activity is the main means of providing aesthetic education to children.

Distinguishing the size, color, shape, and location of each object in space are parts of this aesthetic sense. The development of aesthetic sense in children is related to a deeper perception of color and proportion. When a child perceives color, shape, and its variety, he will enjoy and enjoy the variety of color combinations. The development of aesthetic sense in children develops an aesthetic assessment of the object and some of its qualities.

It educates them to understand works of visual art, to feel and relate to them. Visual arts play an important role in children's artistic and creative growth. The artistic and creative growth of a child is the acquisition of figurative thinking, aesthetic perception, and skills necessary for image creation. For example: a walk to nature or an amusement park, organizing an excursion in autumn.

Educating children through the aesthetic feeling that comes from observing the object or the surroundings, it is possible to educate such qualities as the right assessment of the surroundings, people's work, and love for the Motherland.

Engaging in visual arts is important in developing children's creative abilities and artistic-aesthetic taste and in all-round education. In this regard, it is more

expedient to start the activity from the pre-school stage of the educational system.

So, visual activity educates children morally. In their work, children reflect the events that are happening 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 beginning, 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 together, in the process of evaluating work, they have moral qualities such as realistic attitude of their peers to work, correct assessment, and being happy with their work and the work of their peers. adjectives are formed.

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