

Improvement of Methodology for Developing the Artistic and Creative Abilities of Preschool Children Through Illustrative Activities

Arslanova Umidaxon Komiljon qizi

Namangan State University 13.00.08 – 2nd stage PhD student in the specialty of Theory and Methodology of Preschool Education, Uzbekistan

Received: 11 May 2025; **Accepted:** 07 June 2025; **Published:** 09 July 2025

Abstract: This article emphasizes the high level of attention to the development of education in our country, the fact that today on the territory of our republic, pupils of a preschool educational organization achieve mentally mature, physically healthy, especially gifted creativity, as well as the fact that preschool age as the most important stage in the formation of human thinking is recognized by scientists on the basis of specific facts, teaching for preschoolers, visual arts is a state-owned activity aimed at developing thinking abilities, visual memory, creative imagination, artistic taste, as well as acquiring drawing skills when teaching children visual activities in preparation for school, successful mastering of fine arts lessons and work at school.

Keywords: Visual activity, artistic creation, drawing, aesthetic intuition, works of art, symmetry, preschool age, materials and equipment, scissors, prism, cubic, definition, auxiliary tool, analysis, use of Natura.

Introduction: In our country, the attention to the development of education has become a basis for a period of fundamental changes in the field of preschool education. Since the preschool period has been recognized by scientists as the most important stage in the formation of human thinking based on clear evidence, the comprehensive upbringing of children of this age is considered an important task. In particular, in the words of our President Sh. Mirziyoyev: "In fact, the role and importance of the preschool education system, which is considered the most important link in the upbringing of our children, in the life of our society cannot be measured by anything. It is precisely the attention paid to the field of preschool education that provides the opportunity to create a solid foundation for the future development of the country."

METHOD

As is known, the first stage in the upbringing of a complete person is undoubtedly preschool education. Today, in our republic, it is also a state requirement that the pupils of preschool educational organizations grow up to be mentally mature, physically healthy, and especially talented creative people. The sphere of

"Creative development" of the child is divided into the following sub-spheres: - artistic imagination of the world; - artistic and creative abilities. It is worth noting here that children's drawings, drawing are part of the spiritual life of the child. Children not only capture something from the surrounding world on paper, but also live in this world, enter it, and enjoy this beauty as creators of beauty.

The task of preschool education is to educate children in the rich national, cultural and historical heritage of the people and in a spiritual and moral way: to form national patriotic feelings in children, to form the need for knowledge and the inclination to study in preschool children, to prepare them for the regular educational process, to develop children's thinking, to form the skills of independent and free expression of their thoughts, to ensure the physical and mental health of children. Another of the main goals is to identify the abilities and possibilities of children through modern fine arts, to correctly form and reveal them. The task is to train educators who understand the specific complexities of fine arts and have the skills to share its subtleties with preschool children. The role of the educator in the formation of children's aesthetic

abilities through fine arts in preschool educational institutions is incomparable. He must have deep knowledge and high qualifications, and to achieve this, he must regularly work on himself, constantly improve his scientific and theoretical level, and rely on advanced practices.

Teaching drawing in preschool institutions begins at the age of 3. This period is considered a period of preparing children for visual activity. During this period, children learn to hold a pencil and move it on paper. However, at first the child does not know how to hold a pencil correctly, the educator gradually accustoms the child to holding it correctly, not being interested in what he is doing, but in the movement of the pencil tapping its tip on the paper. He draws various strokes and dots with a pencil correctly, makes various movements on the paper, then simple lines gradually become more complex. At this time, the child is happy to see various traces on the paper. Therefore, this period is called the "Ala-buji" period. This period affects the formation of visual activity in the child. Although the preschool educational program in this group does not require group classes, if children want, they can be given the opportunity to sit around the table and draw.

In the history of preschool pedagogy, the problem of creativity has always been relevant. Creative people have always been needed, because they determine the progress of mankind. Many pedagogical studies are devoted to educating children's desire to participate in changing the world, to developing children's ability to perceive, feel, understand the beautiful in life and art: according to the studies of N.A. Vetlugina, V.A. Sukhomlinsky, T.S. Komarova, T.G. Kazakova, visual activity contributes to the development of cognitive processes and, in particular, the formation of mental operations: analysis, comparison, synthesis, generalization. A fairy tale plays a huge role in the formation of a child's personality. It gives children a lot of joy, happiness. The development of creative abilities is one of the main tasks of preschool education. Special attention is paid to this in the concept of the development of preschool education. Currently, a broad approach to this problem is required, which should be understood as the development of the creative foundations of the individual in various areas of the child's life: in relation to the natural world, to the world of objects, to people, to himself (i.e., creative self-development). In preschool education, the creative freedom of the educator is determined not only by the desire to create figurative images and convey them in pictures, but also by the means of his own image.

Children's study of various image options and technical techniques in the process of learning contributes to their creative development. Non-traditional

technology does not allow copying a model, which gives a greater impetus to the development of imagination, creativity, independence, initiative, individuality. The child has the opportunity to reflect his impressions of the world around him, to convey imaginary images by translating them into real forms using various materials. Non-traditional image methods are rarely used in visual activity classes, their corrective value is not taken into account, at the same time, the use of non-traditional methods helps to enrich children's knowledge and ideas about objects and their use. According to scientists, the main task of teaching children to develop creative abilities is to teach them to know about the surrounding reality, to develop observation, to develop a sense of beauty and to teach them the technique of drawing, to form children's creative abilities in creating expressive images in children's drawings using various visual media. Non-standard approaches to organizing visual activity surprise and delight children, thereby provoking a desire to participate in such an interesting thing. Non-traditional drawing techniques demonstrate unusual combinations of materials and tools. The technology of their implementation is interesting and accessible to both adults and children. Therefore, non-traditional techniques are very attractive to children, because they open up great opportunities for expressing their imagination, desires, and themselves in general. Experience shows that a drawing made with unusual materials and in a unique style allows children to experience unforgettable positive emotions, where there is an element of unusualness that allows them to move away from routine, limitations, and thereby arouses interest in children. The result is usually very effective and almost independent of skill and ability. Taking into account the importance of the problem of developing creativity in preschoolers, the purpose of the work was to develop the creative abilities of primary preschool children using non-traditional methods of visual activity.

To achieve this goal, we set ourselves the following tasks:

1. To analyze pedagogical and methodological literature on the problem of developing the creative abilities of preschool children.
2. To study the theoretical aspects of the use of non-traditional methods of visual activity in the pedagogical process.
3. To establish a connection between the methodologically organized work on teaching preschool children non-traditional methods of visual activity and the development of their creative abilities.

The main task of visual activity as a visual and creative

activity is to introduce children to the world of beauty, to teach them to see beauty in the surrounding objects and phenomena, to develop aesthetic feelings and ideas in children, to teach children to create beautiful things with their own hands, to give children the joy of creation, to give children satisfaction from creative activity. A number of pedagogical studies are devoted to the study of the specificity of children's visual art in Russian pedagogy. Researchers consider children's creativity as an activity that is natural and necessary for the development of the abilities of every preschooler (V.M. Bekhterev, D. B. Bogoyavlenskaya, E.I. Vasilyeva, L.A., etc.).) The opportunities for children of primary and secondary preschool age are not perfect, children's desires often do not correspond to real opportunities. Children's work develops more correctly, technically perfect and carefully. But less expressive. Therefore, the question arises of finding ways to resolve these contradictions. The term non-traditional can be considered non-traditional; associated with a retreat, a departure from traditions; new innovative. Non-traditional visual techniques are an effective means of depiction, creating new artistic and expressive methods of creating an artistic image, composition and color, allowing to present the most expressive image in creative work. So, Komarova T.S. In her work "Teaching children the technique of drawing", she writes: "In addition to drawing with pencils, pens and paints, it is recommended to paint without a brush - drawing it with fingers, drawing with wax, dripping from a burning candle, painting with wood glue, smoke, mustard, petroleum jelly, etc.

All these methods of creating images are much more difficult than drawing with pencils and brushes. But in most cases, the task of creating an image is not set. If children try to move on to the image, they again turn to materials that demonstrate the possibilities. " Even 7–9-year-old children try to use new materials for them to create meaningless compositions. Of course, there are positive properties of the materials: the richness of the technique, the use of a variety of colors, soft colored pencils, mascara, pencils, various combinations of these materials in one picture, but this distracts from the transmission of objective content. In fact, this is not freedom of expression that is observed, but rather the formation of a strictly oriented attitude in children towards drawing, mainly in a non-graphic way. In a number of foreign countries, there are other trends that are approaching an understanding of the true meaning of drawing. There are interesting studies of methodological methods of managing children's creativity by some foreign educators. Pedagogy and psychology have proven that the comprehensive development of a child is possible only in the conditions

of his systematic upbringing and development. The role of educational work with preschool children is determined. The importance of teaching fine arts has been sufficiently established. Classes in drawing cover a group of skills that can be defined as drawing techniques. A feature of teaching children in visual activity classes is that for a long time two approaches have been competing: academic education and free education or teaching non-traditional methods in the visual activity of preschool children. In the first case, children acquire skills that are useful in life, but do not gain experience in solving artistic problems, do not engage in art. This is learning without creativity. In the second case, a favorable environment and conditions for creativity are created for children without targeted influence. Children gain experience in free expression, but this is creativity without learning. In the 90s of the 20th century, great interest was shown by educators in the use of various visual techniques. This situation is explained by the fact that at the same time the education system in Russia is actively changing, with the emergence of a variety of new pedagogical programs and technologies. Currently, views on the problems of artistic development and the conditions for the formation of artistic abilities, the change of generations of children and their preferences, the emergence of new artistic techniques and techniques are rapidly changing. In this regard, the methods of working with preschoolers in the field of visual activity should also change. Today, educators and psychologists are against traditional didactic teaching methods used in preschool education, which often force children to act within established schemes, against giving stereotypical powers that do not stimulate the child's imagination and do not suppress his creativity. T.S.Komarova, N.P. Sakulina, A.A. Melik-Pashaev propose the use of various subtle technical means in working with preschool children as a way out of this situation. Practical studies O.A. Belobrykina, R.G. Kazakova, G.N. Davydova, A.A. Fateeva and other educators in the field of using non-traditional methods conducted open testing in preschool institutions and showed the importance of increasing the expressiveness of drawings, increasing the effectiveness of mastering artistic expressive techniques when creating a picture or composition. The task of activating children's creative abilities leads educators to the need to search for new ways of artistic expression. This is a contradiction between the expediency of using non-traditional art methods in children's visual activities and the lack of theoretical and methodological development of this issue. On the positive side, modern preschool educational institutions, in addition to the main programs, have variable, partial and copyright programs that reveal the

positive aspects of using various non-traditional methods. T.S. Komarova recommends including various artistic materials and techniques in children's creativity, teaching them how to work with them, and understanding expressive features. Under the leadership of Honored Educator R. G. Kazakova, more than 30 different non-traditional methods that were not previously used in working with children were mastered and studied, educators are recommended to use them in children's studios. G. Davydova notes that children's art is more than just about what to draw, what to draw with, and what to do with it, it is about cultivating fantasy and imagination for modern children. The task of the educator is to teach children to manipulate materials of different qualities, properties, and to use unconventional methods. Nikitina A.V. It is also emphasized that the variety of drawing techniques allows children to come up with original ideas, develop imagination and fantasy, awaken their desire to create new compositions. However, the practice of preschool education shows that educators do not always know how to creatively apply flexible, changeable, general theoretical knowledge in working with children. Thus, the main instruction of modern preschool education on the development of personality, the general mental development of the child often remains at the level of declarations. In the pedagogical process of preschool educational institutions, communication and activity (in this case - graphics), which are mainly recognized as the main conditions for the development of personality, often have a narrow didactic orientation. Their role, of course, is important, but not the only one in the development of the child, is reduced to the formation of knowledge, skills. All these and other shortcomings of mass practice, as well as the nature of the training of specialists, are due to the lack of systematic information reflecting the interrelationship between the complex of disciplines that serve pedagogical activity, in particular. The task of developing the child's personality places special demands on the educator. An educator is a person who is responsible for the conditions, nature and prospects for the development of the personality of another person. If we recall that any person can manifest himself in the life of another person (child) of his own free will, influence his motivational - necessary, cognitive, volitional sphere, then a sense of responsibility is especially necessary for adults. Of course, the educator himself must also be intellectually and spiritually rich. In the conditions of a preschool educational organization, the comprehensive and harmonious development of the child's personality can be guaranteed only if qualified, creative educators work with him.

CONCLUSION

The study of the theoretical principles of using non-traditional methods of fine arts in working with preschool children allows us to say with confidence that they are an effective means of children's creative development, provided that the level of qualification of the educator working with children is sufficient. The true value of non-traditional methods lies not in the quality of the work, but in the fact that children get joy from the process itself.

In conclusion, it can be said that making children do their work more beautifully and well, creating something that others like and delight them when they see it - this is the main task of artistic and moral education. Visual activity is of great importance in preparing children for school. Acquiring knowledge and skills in painting, clay, building materials is the basis for their successful mastery of visual activity lessons and labor lessons at school. It prepares them for educational activities: it teaches them to listen to the teacher, to follow his instructions. Finding the main and most important ways to solve the task set before them is one of the main reasons for this educational activity. In the process of visual activity, controlling one's own work also plays a role in fulfilling tasks at school. Also, the child is psychologically prepared in the process of visual activity.

REFERENCES

- Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги Наманган давлат университети "Мақтабгача таълимда инновацион ёндашувлар асосида – устоз - шогирд тизимини такомиллаштириш" мавзусидаги илмий-амалий конференцияси материаллари (2022 йил 14-15 апрел)
- Zuhra Radjapova. "Bolalar san'ati". (Maktabgacha ta'lim yo'nalishi talabalari uchun o'quv qo'llanma). -T << Ilm fan va innovatsiya>>, 300 bet. Toshkent 2022
- "Science and Education" Scientific Journal January 2021 / Volume 2 Issue Maktabgacha ta'lim tashkilotlarida bolalarni tasviriy faoliyat mashg'ulotlarida ijodiy qobiliyatlarini shakllantirish Zamira Urakbayevna Mamirova Gulnoza Baxtiyor qizi Niyozova. Guliston davlat universiteti
- Oripov B. Tasviriy san'at va uni o'qitish metodikasi. -T.: «IlmZiyo», 2006.
- Pedagogik mahorat Ilmiy-nazariy va metodik jurnal 2023-yil 1-son (89). Arslanova Umidaxon Komiljon qizi 13.00.08. Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi ixtisosligi 1-bosqich tayanch doktoranti. Pedagog-tarbiyachi faoliyatida kreativlik tushunchasi va uni rivojlantirish yo'llari

Yusupova P. "Maktabgacha tarbiya pedagogikasi". T.: O'qituvchi, 1993.