

# The Role of Pedagogical Technologies in Working with Parents of Preschool Children When Teaching Drawing Skills

Yadgarova A.B.

Freelance PhD candidate, Fergana Pedagogical University, Uzbekistan

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**Abstract:** In this article, the author places special emphasis on the importance of using educational technologies in working with parents to maintain and develop parental relationships with preschool-aged children.

These technologies instill confidence in children, broaden their horizons, and enable them to cope with internal experiences and improve relationships with their parents.

**Keywords:** Technology, pedagogical, children, parents, learning, drawing.

**Introduction:** Chapter XIV, "Family, Children, and Youth," of the Constitution of the Republic of Uzbekistan establishes that the family is the fundamental unit of society and is protected by the state. Article 77 obligates parents and guardians to support their children until they reach adulthood and to ensure their upbringing, education, and healthy, full, and harmonious development. The state and society also ensure the maintenance, upbringing, and education of orphans and children deprived of parental care, and Article 78 emphasizes that ensuring and protecting the rights, freedoms, and legitimate interests of the child, and creating the best conditions for their full physical, mental, and cultural development, is the state's responsibility. This implies that the state creates conditions for cooperation between the family and educational institutions in the interests of the child.

A number of other documents also enshrine the importance of parental responsibility in raising a child. The Family Code (in particular, Article 73) stipulates that parents have the right and obligation to raise their children. They are responsible for the upbringing and development of children, and are obliged to care for their health and physical, mental, spiritual, and moral development. Parents have a preferential right to raise

children over all other persons. The Law "On Preschool Education and Upbringing" (ZRU-595 dated 16.12.2019) defines preschool education and upbringing as a type of continuous education aimed at the training and upbringing of children, their intellectual, spiritual, moral, ethical, aesthetic, and physical development, as well as preparation for general secondary education. Article 4, among the basic principles of preschool education and upbringing, names the principle of the unity of the educational influence of the family and the preschool educational organization. This directly indicates the need for interaction between the preschool educational institution and the family. Article 24 grants the preschool educational organization the right to interact with the child's legal representatives in terms of education and upbringing. Preschool educational institutions are also obligated to provide advisory assistance to the child's legal guardians regarding their education and upbringing. All of these government documents emphasize the importance of parents in the quality upbringing of every preschooler, both at home and in the preschool.

Pedagogical technologies play a key role in working with parents of preschool-aged children when teaching drawing skills, as they help systematize interactions

between the preschool and the family, increase parental involvement in the creative process, and foster a lasting interest in visual arts in children. These technologies include both traditional and modern methods aimed at educating parents, encouraging their active participation in the educational process, and strengthening partnerships.

#### The Importance of Pedagogical Technologies

- Improving parents' pedagogical culture. Technologies educate parents about the role of drawing in their child's development and teach them to support their creative expression.

- Strengthening partnerships. Joint events and projects build trusting relationships between the preschool and the family, uniting their efforts in the child's development. Developing an interest in drawing. The use of a variety of work formats (exhibitions, master classes, collecting) stimulates a desire in children and parents to engage in visual arts.

Individualizing instruction. Technology allows for the consideration of each child's unique characteristics and creates conditions for the development of their creative potential. Thus, pedagogical technologies used in working with parents to teach drawing skills create a system of interaction that promotes the harmonious development of the child, strengthens family ties, and fosters a lasting interest in the visual arts.

Domestic scientists Atazhanova R.R. and Atayeva N.R., Nigmatova M.M., Mirzaeva D.Sh. partially conducted research on art therapy and methods of visual activities in kindergarten with preschool-age children. For 50 years, a researcher and scientist in the methods of visual activity, Doctor of Philosophy, Associate Professor of the Department of Preschool and School Education of the Chirchik State Pedagogical University, Tatyana Levanovna Chabrova, who in 1990 published a methodological manual "Drawing Together" for parents on the method of co-creation of adults with a child, the manual was republished in 2014 and 2023. [1,2]. This scientist - researcher notes in her scientific works that this direction in pedagogy - the methodology of visual activity, is aimed at increasing the effectiveness of the educational process, guaranteed by the achievement of the planned learning outcomes by students (parents, children). Let's consider what pedagogical technologies are.

A pedagogical (educational) technology can be defined as a complex consisting of:

- a representation of planned learning outcomes;
- tools for diagnosing the current state of students;
- a set of learning models;
- criteria for selecting the optimal model for given conditions.

What constitutes a model of pedagogical technology?

A model can be viewed as stages. The first stage includes methods and forms and relates to didactics; the second, or lower, stage includes pedagogical techniques (tools and methods), complemented by the teacher's personal characteristics (attitude, gestures, demeanor), which constitutes pedagogical skill.

How can and should we, as specialists—educators—help parents raise and educate their children and use pedagogical technologies when teaching preschool-age children drawing skills?

The most important thing is for parents to have the necessary literature, teaching aids, and books that help them comprehensively develop and educate their children under their direct supervision (i.e., mastering the model of teaching and educating their child). And so, the family's first task, when it comes to the spiritual and aesthetic qualities of raising a preschooler, is to develop their spiritual and aesthetic sensitivity to everything around them through modeling as an integral part of pedagogical technology.

We, scientists, must provide the mechanisms and tools with which parents can prepare and educate—that is, thoroughly prepare—their children for school.

And this is a completely achievable task. After all, from birth, a child is ready to learn; even the youngest child possesses basic spiritual and aesthetic feelings. They reach out for a bright toy, sing along to a cheerful song, dance to the rhythm of music, and so on.

A mother does the right thing when, during a walk, she says to her child: "Look how beautiful the sky is today—soft blue, with light, dancing clouds, and the mountains veiled in mist. And admire the autumn park: some trees are ablaze with sunlight, others are yellow-orange, and there in the distance, yellow-green." "And how beautiful all these shades are against the blue autumn sky!" "How beautiful the khan-atlas is, shimmering in the sun with all the colors of the rainbow! And do you

know the legend of this material and the master who invented it?" Such observation, guided by an adult, promotes the development of a child's finer and more precise discrimination and the formation of spiritual and aesthetic qualities in preschool-aged children.

This obliges parents to more carefully select the objects their preschooler uses in their daily lives, avoiding items that are gaudy and tasteless in form (toys, clothing). For example: "Which of these two bowls do you like better?" The child is very willing to engage in such a choice: "Why do you like this bowl better?" Parents help children understand which qualities and properties of an object can be attributed to a positive aesthetic evaluation. Beautiful objects are majestic and harmonious, carefully and lovingly crafted, such as Grandma Khamro's toys, or pleasing in their color combinations, etc. [4].

Even the most simple aesthetic judgments and recommendations that a child hears from his parents have a great influence on the formation of spiritual and aesthetic qualities. If a child hears from his parents that the pattern (badam) on a man's skullcap is beautiful in its combination of symbols and colors, and the floral patterns on a woman's are beautiful because they are bright and elegant, and this symbolism also protects its owner from the evil eye, the child hears from an adult about the history and legend of the origin of the silk material - khan atlas (that all the colors of the rainbow are hidden in this material and this is a reflection of the rainbow in a mountain river), that this or that act is beautiful because it is modest, noble, etc. Then, under the influence of his parents, the child gradually begins to understand that not only what is bright and elegant is beautiful, but also what is masterfully executed, what is truthfully and harmoniously executed. Great opportunities for the formation of spiritual and aesthetic qualities are provided by drawing classes, the very basis of which should be the systematic development of the child's ability to actively and purposefully examine objects and phenomena surrounding him, and to the best of his ability to convey what he saw in a drawing. It is very important from the very beginning in the family to have the right approach to the drawing process. Therefore, it's crucial to correctly use pedagogical techniques that will help parents accurately and skillfully guide their child's development. To assist parents, we have developed a

series of methodological literature based on pedagogical techniques for preschool children of different ages (3 to 6 years old).

In the parenting books "Drawing Together" (in Russian and Uzbek), parents receive information about the process of working with young preschool-aged children, the specifics of working at home, and a co-creative method where the child receives an unfinished story and, together with parents, brings it to a meaningful conclusion. Co-creation is the joint action of parent and child, the joint completion of tasks. Joint activities between the teacher and children are one of the methods for developing creativity, since children's visual abilities are still very limited.

By asking a child to complete a part or detail of an object, a parent arouses their interest, joy, and the opportunity to see a familiar object in its entirety. The goal of this method is to correctly develop action patterns when depicting a complete form. From this point on, As a child learns to understand and distinguish form, it's possible to teach form-creating movements. In the individual practical workbooks "Drawing for Toddlers" #1, #2, and #3, the child, along with adults, learns and studies drawing skills through practical exercises, while simultaneously developing spiritual qualities. For example, a mother lamb and her son lamb need to be fed juicy, green grass. The lambs want to eat. Or the sun needs to draw rays for butterflies, hedgehogs, and flowers, so everyone will be warm and happy. From the workbook, the parent takes away a lot of interesting and informative information about the legend and history of the national fabric, khan-atlas. But the child not only learns the story of the talented and courageous master who invented this pattern, but also paints the dresses of dancing girls with brushstrokes. The parent recites poems selected for each technique taught in these workbooks. Under the parent's guidance, the child develops technical drawing skills and reinforces them. By completing numerous exercises based on this knowledge, which are designed to take into account the age-appropriate characteristics of preschool-aged children.

When a child draws, they don't simply depict certain phenomena or objects around them, but rather express their attitude toward what they are depicting using their own abilities. Therefore, the process of drawing is

linked to an evaluation of what they are depicting, and the child's feelings, including spiritual and aesthetic ones, always play a significant role in this evaluation. Striving to convey this attitude, the child seeks means of expression, mastering the techniques and skills of drawing with pencil, marker, and paint. Drawing workbooks help parents guide the drawing process, i.e., optimally develop drawing skills. Working with a child, after completing all the tasks in an individual workbook, parents gain a better understanding of their child's abilities and individual characteristics. For example, as parents note, some children (younger children) draw with a single color, others actively choose a color scheme, and still others enjoy graphic drawing.

The execution style is also distinctive: For example, some draw large, without detailing their images, while others, on the contrary, create small images but strive for embellishment and detail. This is explained by how each child masters drawing skills individually. Parents see and understand how successfully this process is progressing, and how the use of pedagogical technologies helps them guide their child's development.

Some parents noted that their children immediately began successfully completing the suggested exercises in their individual notebook after the first demonstration. Other children required repeated demonstrations and reinforcement of the exercise, while a third category of children required more systematic, long-term work and parental support.

The notebooks we offer are designed to take into account the various psychological characteristics of children. For mastering a single learning task, for example, a brushstroke, up to 10 exercises in different variations are offered, which helps parents reinforce the same technical skill in an interesting and engaging way. The child practices the learning task in a playful, engaging way. The result is that the child develops this skill. We have observed and confirmed that children who have mastered visual skills and abilities well have a rich sensory experience, a well-developed perception, and their drawings are expressive and engaging. They are self-confident, don't get upset by the failures they encounter during their work, and remember their mistakes and avoid repeating them in future work. Parents should support the child during

the work process, instilling in them the confidence that they can correct their own mistakes. They should offer timely prompts (but not dictate solutions), verbally supplement the logical connections of the drawing, invite a younger child to assist, if there is one in the family, and even ask the child for help in best depicting a particular object if the adult is drawing alongside the child. This last teaching technique develops qualities such as mutual support in the child.

Analyzing the work of parents using the developed pedagogical technologies and implementing them into family practice, we analyzed children's acquisition of drawing skills by examining their practical work by the parents themselves. The following analysis criteria were included: spiritual and emotional attitude toward the process of image creation, the content of the work, the rendition of form, the structure of the object, composition, color, visual material, and the independence of the work. As a result of the research, the most interesting, expressive, and creative drawings by preschool children were those that had well-learned and consolidated, i.e., had mastered, fluently, the skills. We have found that the use of pedagogical technologies in working with parents of preschool-aged children when teaching drawing skills increases effectiveness when parents individually guide the child's work, mastering a set of teaching models and defining models for specific conditions. Parents themselves write about the results of their guidance in their children's acquisition of drawing skills.

Consequently, the analysis of pedagogical technologies in working with preschool-aged children when teaching drawing skills shows that teachers and parents highly value the development of spiritual and aesthetic qualities in the child of the third millennium.

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