

DEVELOPMENT OF CREATIVE ACTIVITY OF PRESCHOOL CHILDREN THROUGH VISUAL ACTIVITY

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Abstract: This article provides information on the ways of developing creative activity in preschool education with the help of visual activity and improving the technology of preparation for visual-creative activity.

Keywords: Godly, communicative, episodic, creative, primitive, fantastic, applied.

In the Republic of Uzbekistan, an excellent national system of education of children's creative abilities has been formed. It is giving its effectiveness in educating talents in all parts of the continuous education system. After all, when a child comes to the world, then to some extent there will be a natural predisposition to a certain type of creative activity. Therefore, there will be opportunities to show creativity in any field. The main thing is to correctly diagnose it, give the content the right direction. The same factor is the leading criterion in the realization of the creative possibilities of the individual.

Each type of visual activity allows children to develop mental activity, creativity, the formation of artistic tastes and other human qualities. Without such qualities, a socially active person can not be formed. The simplest manifestations of interest in creativity begin to manifest itself in children of preschool age. But since the socio-communicative experience of children is not enough, if such cases occur in an episodic way, in the process of accumulating experience, striving to understand the universe, as a result of the acquisition of certain knowledge, creativeness begins to acquire a certain content. This indicator is clearly manifested in the creative activity of children. That is, creative activity, in which a child of preschool age often passes in a primitive way, especially their visual activity, gradually acquires content and essence, based on certain laws. And the formation of creativity skills is manifested in their activity in the training process.

Activity is a work that manifests itself in practical activity, one of the factors that teaches to quickly distinguish the form, essence and states of objects, objects and objects located in space. It is an activity aimed not only at mastering the surrounding world, but also at manifesting the personality of the individual.

The fact that the work is clean, thorough depends not only on the regularity, but also on the mastering of the skill of using a pencil, a mustache. Skills in the technique of drawing, drawing are an expression from the freedoms of coordination, clarity, sophistication, movements, which are associated with the development of the child's hands.

Creativity is a form of artistic expression, which is considered an important factor in the development of a child's personality and childhood experience. Children who have the opportunity to develop their imagination and creativity in various forms, learn to respect the national spiritual heritage and culture.

The child learns to express his feelings through music, theater, visual activity, etc. In the field of painting, Raphael Santi's creative talent is eight years old, in Michelangelo he is thirteen years old, in I.E.V with Repin.A.Serovda is four years old, V.I.In Surikov began to be seen at six years old.

Igor Grabar says about himself: "I do not remember how old I admired painting, but I can not remember when I did not put a picture," he says. A.V.Zaporojets, V.V.Davidov, N.N.Poddyakova's scientific research work showed that in the process of emotional activity of children, the predicate is also able to express to children the features of events and subjects in a special way, to establish a relationship between the predicate and the phenomena, to reflect them in an figurative form in the work performed proven. This process is especially noticeable in various types of practical activities. In summary, generalized methods of comparison and comparison are formed, the skill of independent finding of ways of solving creative issues, the skill of planning its activities are further developed.

Scientists look at creativity as a high level of a person in terms of knowledge and transformation of the natural and social world. In the process of creative activity, it is very important that a person himself changes (forms and methods of thinking, personal qualities, he becomes a creative person).

Creativity is not a new subject of research. He has always attracted the attention of scientists and specialists. Creativity in a broad sense is an activity aimed at creating any new, non-recurring useful factor.

The primary direction of preschool institutions is the artistic and aesthetic education of preschool children. The effect of this direction will be obvious only if all the means of aesthetic direction (theater, music, art literature, drawing, applique) are applied in a kompleks way. The "fine activity" training, which is conducted in preschool institutions, is of great importance in solving the issues of aesthetic education that are given to children. Because visual activity is an artistic activity according to its own characteristics.

All kinds of artistic activity classes open wide opportunities for children to learn beauty, to develop an emotional-aesthetic attitude to existence.

In the process of training" visual activity":

1. Education of artistic taste;
2. Development of practical artistic activities and skills;
3. Develop fantasy, creative thinking and imagination, perception;
4. Development of precise movements of the hand and fine motor of the fingers;
5. Such educational and educational issues as creating an opportunity for the manifestation of professional artistic and creative activity buds are solved.

From the analysis of the content and content of the improved base program "Kidajon", developed for preschool institutions, it turns out that the most time, starting with a small group, is allocated for illustrative activities.

Visual activity is the largest department with integrated content and is carried out in a logical and didactic connection with other types of activity. This factor means that it is necessary to harmoniously improve the content and methodology of visual activity training to other types of activities. Drawing is the main role in the teaching of children to visual activity.

The main task of teaching visual activity is to help the child in imagining the surrounding being. They are understood to develop observability, educate and teach methods of describing a sense of aesthetic beauty. Together with this, the main task of visual activity is the formation in creative children, such as the creation of various emblems of various subjects with visual materials suitable for a certain age.

In every pre-school educational institution, it is necessary to teach children to work independently, develop hand muscles. The educator should be able to create innovations with a creative approach to each conducted training and with the help of his skills.

From the first age group of children to the preparatory group, the work processes go from simple to complex. For this purpose, practical work science is of great importance, especially in the creation of works of visual activity, painting, applique, loy.

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