

THE ROLE OF ARTISTIC PEDAGOGY IN IMPROVING THE QUALITY OF THE PRESCHOOL EDUCATION SYSTEM

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Annotation. Through the lens of the quality of preschool education, the article analyzes the conditions created for the education of children in preschool organizations in three global arenas: society, preschool institutions and the pedagogical arena. The following issues are considered: current trends and future challenges. The article is based on interactionist perspectives, in which the learning environment in preschool institutions is understood as a complex system of relationships between educators and students, material support, content, goals and the pedagogical process.

Key words: art pedagogy, innovation, intellectual, skill, ability, perspective, creativity, ability

INTRODUCTION

Particular attention is paid to the systematic development of independent and creative thinking of students in various areas of the development of social society in the world, the effective use of pedagogical technologies based on world standards, and the targeted use of ART pedagogy tools in teaching preschool children based on innovative approaches. Reforms in the field of preschool education at the international level, intensive application of advanced experience in science and technology, development of the preschool education system of the Republic of Uzbekistan until 2030, healthy and large-scale work is being carried out on the organization. In preschool educational organizations, an effective system of preschool education is implemented, aimed at maturation in all aspects, the introduction of effective forms and methods of teaching and upbringing in the educational process "2030" - to ensure that all boys and girls have free access to quality systems of early development, care and preschool education of children so that they are ready for primary education" requires advanced training, professional

competence and creative potential of teachers. And this, in turn, on the basis of acmeological and creative approaches, ensures the integration of the process of developing the creativity of preschoolers with the artistic and educational environment, constant work on oneself, improving the skills and creative abilities of preschoolers. Teachers need to improve teaching conditions for developing skills.

ANALYSIS AND METHODOLOGY OF LITERATURE.

F.R. Kadirova, L.R. among scientists and teachers dealing with the problem of teaching and raising children in preschool educational organizations. Mominova, G.E. Dzhanpeisova, Sh.A. Sodikova, G.A. Mardonova, G. Nazirova, N.Sh. Abdullaeva, D.A. Abdurakhimova, M. Abdullaeva, Z.A. Botyrova, A.E. Rustamova devoted her scientific research. F.R. Kadirova, Sh.G. Toshpolatova, N.M. Kayumova, M.N. Azamov and Sh.A. In her scientific research on improving the quality of the educational process in a preschool educational organization, Sodikova studied the scientific and theoretical foundations of the theory and methodology of preschool education, methods of scientific research, stages of preschool pedagogy, biological and biological factors influencing the development of children. social factors, the main stages of mental development of preschool children, didactic principles of teaching, pedagogical influence on children, forms and methods of organizing preschool education, as well as the theoretical foundations of the use of pedagogical technologies in preschool education and upbringing.

Research work by G.A. Mardonova is devoted to studying the problem of determining the pedagogical possibilities of the spiritual and moral education of children in the family by means of alla. The researcher interpreted the socio-ideological content of alla, its educational impact, as well as the etymological meaning and historical formation of the word "alla" from a pedagogical point of view. Analyzing the philosophical, pedagogical and psychological situation of the spiritual and moral education of children using alla, he classified the types of alla aimed at spiritual and moral education according to the didactic content of children, depending on their age, psychological and spiritual development. In addition, on the basis of cooperation "family - neighborhood - preschool educational institution", the socio-pedagogical mechanism for increasing the effectiveness of the spiritual and

moral education of children using alla means, as well as the method of moral education, have been improved. The moral education of children using alla has been improved, scientific and methodological recommendations have been developed aimed at increasing efficiency.

G.M. Nazirova investigated the problem of improving the pedagogical process in preschool educational institutions. The researcher described the features and pedagogical-psychological capabilities of the systems approach in improving pedagogical processes in preschool educational organizations, theoretically and empirically substantiated the model for improving these processes based on the systems approach. The model for improving the pedagogical process is the mutual integration of components of educational activity with areas of development, ensuring reflexive coherence and organizational and pedagogical conditions for the development of independent activity based on integrative-variative training programs. The formation of basic competencies in areas of children's development and creative abilities in the activities of play groups are improved based on prioritization. GM Since when creating a developmental environment in preschool educational organizations in Nazirov, it is important to take into account the characteristics and needs of children with their own characteristics, the leading activity of children of this age is play. In a properly organized game, conditions are created for the development of the child's physical, mental and personal qualities, the formation of readiness for educational activities, and the social success of the preschooler, he concludes.

N.Sh. Abdullaeva's dissertation on improving preschool education based on a creative approach in order to improve the quality of preschool education in educational programs takes into account the age, psychological and intellectual characteristics of children, as well as technologies based on individualization and differentiation of children. education is sufficiently used in the educational process, the need to develop and implement methodological support aimed at developing the creative abilities of children and the formation of independent thinking is substantiated.

M.N. Azamova recognizes that developing cooperation skills in children based on friendly relations, starting from preschool educational organizations, has a special social and pedagogical significance. In the process of preparing children for school, it is imperative to create between them an atmosphere of cooperation based on friendly relations, and such skills will ensure their easy and effective adaptation to school life. The researcher tried to analyze the theoretical foundations of preparing children for intellectual development and joint learning activities by teaching them cooperation based on friendly relations in preschool educational organizations.

The researcher found that children raised in preschool educational organizations first of all feel the need to make friends and work in interaction with them.

M.N.Khushnazarova studied the issues of increasing the professional competence of teachers of preschool educational organizations and came to the conclusion that it is advisable to pay special attention to the organization and coordination of the systematic orientation of teachers towards scientific and methodological activities and the widespread introduction of innovative educational developments. admitted to the educational process.

F.F. According to the results of Gandzhiev's empirical research on the manifestation and development of factors of socio-psychological competence among teachers of preschool educational organizations, the manifestation of socio-psychological competence serving the principles of social development depends on personality types and factors of socio-psychological competence. It is emphasized that as a result of the application of a program for the development of a certain level of socio-psychological competence among teachers of a preschool educational organization, the ability of educators to understand non-verbal communicative actions along with verbal information related to interpersonal relationships and with the influence of participants in interpersonal relationships has been identified has determined that it will continue.

The task of preschool education is to introduce children to the rich national, cultural and historical heritage of the people, to educate them spiritually and morally, to form national patriotism in children, to form in preschoolers the need for

education, a tendency to study and regular training, preparation for the educational process, and the development of children's thinking , formation of skills of independent and free self-expression, physical and mental health. From this point of view, developing the creative abilities of preschoolers through non-standard and innovative methods is one of the main tasks of teachers.

Introduction of the “First Step” curriculum in preschool educational organizations [26;], as well as State requirements for the development of children of primary and preschool age of the Republic of Uzbekistan [27;] highly effective modern education and innovative technologies, changes in the field of education - start with the preschool education system , the lowest level of the continuous education system, to educate and prepare a healthy and comprehensively developed child for school, to prepare mature personnel, are further mentioned in the verse as important tasks.

CONCLUSIONS AND RECOMMENDATIONS

Therefore, a modern teacher working in preschool education organizations needs to know the latest developments in the field of preschool education, work tirelessly on himself, ensure his readiness for practical activities in constantly changing non-standard conditions with innovative and comprehensive knowledge, which also creates the need to create additional, non-traditional, parallel independent education systems.

In our opinion, the most important among the above problems is the need to equip teaching staff of preschool educational organizations with a creative approach to the educational process, innovation and innovation, and innovative educational technologies. The meaningful organization of the process of developing the creative abilities of preschoolers with the help of ART pedagogy depends on how well the basic curriculum is mastered.

It is worth saying that elements of education have undergone major changes based on reforms in preschool education and the social sphere. Therefore, the requirement of the time is to rethink educational problems based on the philosophy, legality and creative approach of lifelong education.

Ensuring the fulfillment of a number of the above tasks is one of the important conditions for the development of the creative abilities of educators working in preschool educational organizations, to the extent that they can meet the requirements of the time, a fundamental reform of education, as well as raising this system to a new level of quality.

Children growing up today in a knowledge-based society are interested in information based on real events, colorful news, technology-based learning, hands-on activities focused on creativity, characters in which they play the main role. A humanistic approach to education requires teachers and psychologists to pay great attention to the study of the child's character depending on the complexity of his inner world, how to teach children to see, hear, feel all the diversity of the environment, to give them "I" requires finding solutions to problems related to cognition, opening and helping to enter, fully exist and interact with the world of adults.

In this regard, experimental studies on the use of education based on art pedagogy in the arts have shown positive results in solving the above problems. That is, art-oriented education is a form of artistic and aesthetic study of the world in the child's mind and plays an important role in the formation of the child's general culture. It embodies artistic, aesthetic, humanistic, cognitive, moral values and significantly influences the spiritual development of a person.

A person's abilities and creativity are consistently manifested in the creative process. M. S. Kogon, studying the role of art in human life, writes: "Art is a separate phenomenon that exists along with other forms of social consciousness - philosophy, science, ethics, religion, and its essence is that at the basis of life, as the Highest Ground are the important human experiences that are different from others.

L. S. Vygotsky analyzed the social nature of art in his work "Psychology of Art": "For us, art is a social phenomenon; if the activity of each person is connected with art, this does not mean that its roots and essence are the same. "in it, a person manifests himself with his fantasies, emotional experiences, impressions, that is, this is a social movement that reflects his personal life experience, the most sincere, most important beats in his heart."

L.S. Vygodsky, A.V. Zaporozhets, M.S. Kagan, B.M. Nemensky, D.B. Elkonin in their scientific theories attach great importance to the formation of personality through art, introducing the child to the world of beauty, “feelings, changing and enriching a person” and immersion in it. the wonderful world of unity of thoughts reveals his creative potential “...therefore, it is impossible to solve pressing problems of our time without art, which is a powerful means of enriching the social and cultural experience of an individual. ”

Special attention to A.I. Klizovsky paid attention to the role of art in the development of children's creativity: “Art exists at all stages of human development... As humanity develops, so does its art, and with the development of art, man also develops, because. one “The development of art is inextricably linked with the other and one is a consequence of the other. The history of art is the history of human development,” he says.

MM. Bakhtin, speaking about the importance of art in human development, draws attention to the emotional state of a person: “art is a holiday necessary for life, a holiday that expresses the beauty of life. Festive life is an art. The holiday shows. the fullness of achievement and the pure strength of cultural life, although neither theory nor historical life reflects it at all, give man joy.

Therefore, art is a tool that forms positive qualities in a person and develops his creative abilities, and the use of art pedagogy in the educational process is important for modern globalization processes. ART pedagogy is one of the branches that reveals the abilities and capabilities of children through modern fine arts and properly develops them.

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