

**DEVELOPING THE VISUAL ABILITY AND CREATIVITY OF PRESCHOOL CHILDREN**

**Mirzaolimova Kumush**  
**student of English language and literature faculty,**  
**Igamberdieva Shahnoza**  
**teacher of English language and literature faculty**  
**Fergana State University**

**Abstract:** Pre-school education is the development of children's abilities and creative abilities through visual activities in educational institutions.

**Key words:** Activities, creativity, technical, national, visual, construction, qualities, the educational process, aesthetic and physical development, system

Radical increase in the level of preparation of children for school education in the framework of the implementation of the Decree of the President of the Republic of Uzbekistan dated December 29, 2016 No. PP - 2707 "On measures to further improve the preschool education system for 2017-2021" Introduction of modern educational programs into the educational process, provision of qualified teachers, creation of conditions for the full intellectual, moral, aesthetic and physical development of children, further strengthening of the material and technical base of educational institutions, the preschool education system. Education An action plan has been developed to implement the tasks set in the improvement program for 2017-2021. The task of preschool education is to familiarize children with the rich national, cultural and historical heritage and the spiritual and moral heritage of the people: the formation of national patriotism in children, the need for education in preschoolers, the desire to study and regularly prepare them for education, to develop children's thinking, to develop the ability to independent and free expression, to ensure physical and mental health children. One of the main goals is to identify and develop the abilities and potential of children with the help of modern fine art. The task is to train teachers who understand the subtleties of fine art and have the skills to share its subtleties with preschoolers. The role of the educator in the formation of aesthetic abilities of children through visual activities in preschool education.

**Materials and methods** He must have deep knowledge and high qualifications, for this he must regularly work on himself, constantly improve his scientific and theoretical level, rely on best practices. In the course "Visual activity": Bad taste; Development of practical artistic activity and skills; Development of imagination, creative thinking and fantasy imagination, perception; Development of precise hand movements and fine motor skills of fingers; Educational and pedagogical issues are being addressed, such as creating opportunities for professional artistic and creative activities. From the analysis of the structure and content of the improved basic program "Bolajon", developed for preschool educational institutions, it is clear that most of the time, starting with small groups, is devoted to visual activities. If we add types of visual activities, including drawing (2 hours), application (0.5 hours), construction (0.5 hours) and working with clay (1 hour), then the total will be 4 hours. Considering that the weekly workload is 12 hours, visual activity accounts for a third of all activities. This means that visual activity makes up the largest part of the integrative content and is carried out in logical and didactic connection with other activities. This factor means that the content and methodology of visual activities need to be improved in accordance with other activities. At the lessons of fine arts in preschool institutions, children perform mainly entertaining work, telling, looking at pictures with works of art; and at school, types of fine arts become more deeply acquainted with works of color painting, graphics, sculpture and decorative and applied art. A variety of visual activities in preschool education: drawing, plasticine, applique,

construction. Much attention is paid to all classes presented in the preschool. The successful solution of educational tasks in primary classes is integrated with the lessons of visual activity in preschool education. In group art classes, children learn to use pens and brushes to control their character and hand strength. This, in turn, develops in children the ability to master the skill, to move the hand easily, freely in a straight line. Children learn to move objects of various shapes, sizes and proportions according to the size of the object. In preschool classes, students learn to use materials in an orderly manner, keep them clean, and plan only the materials they need and how to use them. These exercises develop children's attention and visual memory. For example, in the preparatory group of preschool educational institutions, the requirements for drawing or image will increase depending on the nature, and these requirements will approach school ones. In nature-based visualization, the sequence of work is shown only at the initial stage of preparation and study in a large group of children.

**RESULTS AND DISCUSSION** Children try to sketch out all the general skepticism in order to analyze nature, correct its shortcomings, make it look like nature. The ability to compare with the Tatar language, find or see geometric shapes in mathematics and visual arts lessons, name them by terms, width, size, length, get acquainted with height, spatial arrangement of parts relative to each other will help children master the basic mathematical concepts of the school. In the 1st grade. Construction - Construction of building materials in construction lessons develops visual acuity in children and helps them to master technical lessons at school. Thus, in the visual arts classes, children develop bad taste and creative abilities, and thanks to this they prepare for school. Since children are inextricably linked with objects, they get acquainted with their unique qualities, shape, color, size, identify their differences and similarities, which allows children to develop sensory, visual, imaginative thinking. Visual activity educates children morally. In children's works, they reflect the events that occur in their lives, in society, they are happy and excited. In the process of visual activity, children are brought up with the qualities of will - to finish what they started, set goals and strive to achieve them, overcome difficulties, help their peers. Qualities such as helping each other and working together in the process of creating teamwork; in the process of evaluating work, they develop moral qualities such as realistic attitude of peers to work, correct assessment and satisfaction with their work and the work of their peers. Visual activity is an activity that encourages children to work hard to achieve their goals. Visual activity is the main means of aesthetic education of children. The separation of large and small sizes, color, shape and spatial location of each object is part of this aesthetic intuition. The development of aesthetic perception in children - color, rhythm, is associated with a deeper sense of proportion. The more the child feels the color, shape, and their diversity, the more he enjoys the variety of colors. The development of aesthetic perception in children develops in them an aesthetic assessment of the subject and some of its qualities. This brings up in them an understanding of works of fine art, feelings and attitudes towards them. Visual activity plays an important role in the artistic development of children.

**CONCLUSION** The artistic and creative development of a child is the acquisition of imaginative thinking, aesthetic perception and image skills. For example: a trip to nature or to the park, an excursion in autumn. Thanks to the aesthetic instinct that arises when observing an object or the environment, it is possible to educate children in such qualities as a correct assessment of the environment, people's work, and love for the Motherland. The main task of artistic and moral education is to make children more beautiful and kinder, to please others and to rejoice when they see them. Visual activity plays an important role in preparing children for school. Knowledge and skills in painting, clay, building materials will become the basis for the successful completion of art classes and labor lessons at school. Prepares them for educational activities: teaches them to listen to the teacher, follow his instructions. When solving a given task, the search for its main and

important solutions is one of the main reasons for such educational activities. The control of one's own work in the process of visual activity also plays a certain role when performing tasks at school. The child is also psychologically prepared in the process of visual activity.

**References:**

1. Improved "Bolajon" base program. T .: 2016.
2. State requirements for preschool education. T .: 2017 "Knowledgeable" program. T .: 2014
3. Amirova. G.A. , Sulaymonov A.P. , Djurayeva B R. Application classes in preschool institutions. T., 2014.
4. D.T Sabirova. Formation of elements of visual literacy in preschool children. (13.00.01. - Abstract of the dissertation on the theory and history of pedagogy). T.2007
5. The state program "Year of harmoniously developed generation". Decree of the President of the Republic of Uzbekistan. Adolat newspaper.T January 29, 2010 № 4 1-2 p.
6. Resolution No. PQ-3907 of August 14, 2018. Resolution of the Cabinet of Ministers No. 577 of July 12, 2019.
7. Goziev E.G. General psychology. "Teacher" -T .: 2010 447 p.
8. Pedagogy: 1000 answers to 1000 questions / Met. hand U.I.Inoyatov, N.A.Muslimov, M.Usmonbaeva, D.Inogomova. - T .: TDPU named after Nizami 229, 2012. - 193 p.