

## FORMATION OF AESTHETIC CULTURE OF PRESCHOOL CHILDREN

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### ANNOTATION

The article describes in detail the importance of the formation of the aesthetic culture of preschool children in the educational process and beyond, teaching them to creative activities, the formation of the first elements of the aesthetic worldview, effective ways to implement it. Organizational and methodological recommendations on the aesthetic education of preschool children, the theoretical and pedagogical basis of their creative activity and its application in practice are intended for teachers, educators and methodologists working in this field.

**Keywords:** Education, aesthetic education, creative activity, worldview.

### АННОТАЦИЯ

В статье подробно рассматриваются вопросы формирования эстетической культуры у детей дошкольного возраста во время и вне образовательного процесса, обучения их творческой деятельности, важность формирования у них первых элементарных представлений эстетического мировоззрения и эффективные способы их реализации.

Теоретико-педагогические основы эстетического воспитания детей дошкольного возраста, обучения их творческой деятельности и разработанные организационно-методические рекомендации по ее реализации на практике предназначены для педагогов работающих в этой сфере, воспитателей, методистов-педагогов.

**Ключевые слова:** образование, воспитание, эстетическое воспитание, творческая деятельность, мировоззрение

### INTRODUCTION

The main direction of the state policy in this area is the development and implementation of advanced pedagogical technologies of spiritual, moral, artistic and aesthetic education through the comprehensive development of preschool children, their involvement in creative and other activities in preparation for school. is one of the complaints.

Decrees and resolutions of the President of the Republic of Uzbekistan Sh.M.Mirziyoev "On measures to radically improve preschool education" in the field of bringing it to the level of developed foreign countries, new state educational documents, the teachings, views and ideas of the great Eastern thinkers-scientists on perfect human education, aesthetic education, comprehensive development of preschool children of Uzbek and world pedagogical scientists, their artistic and aesthetic education, their creative abilities, practical skills. research on the problem of nickname and skill formation is an important task in teaching children of this age to creative activity.

Extensive state policy in this area, state requirements for the development of primary and preschool children of the Republic of Uzbekistan, the state curriculum of preschool educational

institutions "First Step" pedagogical higher education institutions and professors -teachers, educators of the future preschool education organization.

Pre-school children are provided with conditions for the development of their general outlook, basic ideas and concepts about the world around them, intelligence, thinking skills, socio-emotional, creative competencies, aesthetic tastes and levels from an early age. The educator of the preschool organization is responsible for the fulfillment of the high tasks assigned to him, effectively using all available opportunities in the upbringing of a comprehensively mature, well-rounded person.

### MATERIAL AND METHODS

Eastern and Western educators have an important role to play in improving the quality of education. World-renowned Central Asian scholars such as Muhammad al-Khwarizmi, Abu Nasr al-Farabi, Abu Ali Ibn Sina, Alisher Navoi, and Abdullah Avloni have placed great emphasis on education in their works.

The philosopher Farabi in his book *The City of Noble People* comments on the 12 virtues that are given to man through education.

Abdullah Avloni, on the other hand, is very instructive about upbringing. "Pedagogy, according to Abdullah Avloni, is the science of child rearing." "Lesson and discipline are like soul and body," "The learner is the knower, the learner is the doer." He gave a brief and concise description of the science of pedagogy, and made it clear that education and upbringing are inseparable. According to Avloni, it is very important to educate from an early age. He says that a child is brought up by his parents from an early age, and then the whole community is involved in the upbringing, because it determines the fate of a person.

It is very valuable for us to study the process of educating a harmoniously developed person by studying and analyzing the oral creativity of the peoples of the East and the West, the advanced ideas of the great thinkers, educators and scientists in the field of education:

- The legislation on education connects the principles, methods and techniques with the practical life of kindergartens, the issues of training future educators and teachers, as well as the management and leadership of public education. in-depth study and solving problems of how to train future educators;
- Carrying out the work of comprehensive development of children in preschool institutions in close cooperation with the family.

Research in such tasks:

- First, it maintains and strengthens the health and physical development of children;
- secondly, develops interest and knowledge in science;
- Thirdly, fosters positive qualities such as love for the Motherland, nature, the native land, respect for the elderly, friendship and community, kindness, moral culture, independence, organization and discipline, diligence;
- Fourth, it provides aesthetic education.

The system of preschool education was first developed in pedagogy by the Czech pedagogue Jan Amos Comenius (1592-1670). Ya.A. Comenius showed that children under the age of 6 can be educated and brought up. With this Ya.A. Comenius laid the foundation for the formation of preschool pedagogy as an independent discipline. [4]

Swiss pedagogue I.G. Pestalozzi (1746-1827) paid great attention to the development of preschool children in the development of preschool didactics. The main content of education, developed by G. Pestalozzi, served as a key program in the development of preschool children and in the systematic education of children later in school. [5]

A.P.Usova's contribution to the development of the theory of modern preschool education is of great importance.

## RESULTS

Works of President Sh.M.Mirziyoyev, state requirements for preschool educational institutions, State standards of preschool education and upbringing of the Republic of Uzbekistan for the purpose of effective education of primary and preschool children, "First step" preschool educational institutions is a normative legal document developed by the state curriculum. This state document reflects the goals and objectives of preschool education, modern forms, tools and methods of organizing educational activities. It defines the competencies in the main area of preparation of preschool children for the next stage of education - school.

The state program "First Step" is mandatory for use in all preschool educational institutions located in the territory of the Republic of Uzbekistan:

- State preschool educational institution; a non-governmental institution providing pre-school education services;
- "Mercy" orphanages with groups of preschool children;
- governing bodies of preschool and primary education.

The main goals and objectives of all types of preschool education today include:

- Creation of favorable conditions for the full and harmonious development of the child on the basis of the State Standard of Preschool Education and Upbringing, taking into account the individual needs of the child and in accordance with the state curriculum of the MTC;
- Organization and implementation of educational activities for preschool children;
- Organization and implementation of relevant knowledge of parents and society on issues of early childhood development;
- Organization and implementation of interaction with the family and society on issues of early childhood development.

The main purpose of the process of education and upbringing in preschool education is to create appropriate conditions for the formation of general basic competencies and competencies in the field of development in children.

State documents in the field require the organization of the process of pre-school education and upbringing based on the following principles:

- Taking into account the rights of the child, the specifics of development and potential;
- Interdependence of all types of development in the educational process;
- Protection and strengthening of the child's health, meeting his needs, including his mobility needs;
- Support the child's creative abilities;
- Education and development through play;
- Creating a favorable environment for the development and social adaptation of the child;
- Providing a safe environment for the child;

- MTT's cooperation with family, community and school;
- Increase the value of national cultural traditions and respect for the culture of other nations, taking into account the peculiarities of the culture of other nations.

In order to ensure the full development of the child in the state curriculum, it is recommended that the preschool organization organizes interaction with parents in the following forms:

- Take into account the views of parents on the organization of preschool education;
- Educating parents on early development issues;
- Involve parents in active participation in the educational process;
- Support parents' initiatives to participate in the life of the institution.

A competent approach to the education of preschool children is to prepare the growing child's personality for life, to master the moral norms and values necessary for solving vital issues, to communicate with other people, to create the image of "I". involves preparation for the formation of construction-related activities.

Primary competencies require the holistic development of the child as a subject of activity and morality.

## DISCUSSION

Competence is a set of knowledge, skills, abilities and values of a child. Primary competencies, regardless of the area of development, serve as the basis for the formation of the child's personality.

General important competencies of preschool children aged 6-7 years include:

1. Communicative competence - the ability to use the means of communication in different situations.
2. Game competence - the child's creative use of experience, knowledge and skills in the game process and its organization is the basis for the educational process.
3. Social competence - the ability to behave in accordance with the rules and norms of ethics in communication with adults and peers in life situations.
4. Cognitive competence - the conscious perception of the world around us and the use of acquired knowledge, skills, abilities and values to solve learning and practical tasks.

The competencies of the child are determined in the following areas of child development:

- Physical development and formation of a healthy lifestyle;
- Socio-emotional development;
- Speaking, communication, reading and writing skills;
- Development of the cognitive process;
- Creative development

1. The child's competencies in the field of physical development and the formation of a healthy lifestyle include:

At the end of the educational activity in the field of "Physical development and the formation of a healthy lifestyle" a child aged 6-7 years:

- Demonstrates physical activity in accordance with their abilities and age-related physical development standards;
- Knows how to perform a variety of mobility activities in a consistent and targeted manner;
- Uses fine motor skills in a variety of life and learning situations;

- Controls their actions through the senses and senses;
- Apply personal hygiene skills;
- Knows the basics of a healthy lifestyle and diet;
- Follows the rules of safe living activities.

2. The child's competencies in the field of socio-emotional development include:

At the end of the educational activity in the field of "Social and emotional development" a child aged 6-7 years:

- Have an idea of their "I" and the role of other people in the life environment;
- Manages his emotions and expresses them according to the situation;
- Distinguishes and responds to the feelings of others;
- Communicates with adults and peers according to the situation;
- Finds constructive ways out of difficult situations.

3. The child's competencies in speech, communication, reading and writing skills include:

At the end of the educational activity in the field of "Speech, communication, reading and writing skills" a child aged 6-7 years:

- Listens and understands speech;
- Uses correct pronunciation, convenient grammatical forms and various sentence constructions in his / her speech;
- Shows interest in learning a second language;
- Demonstrates basic knowledge of the second language;
- Shows interest in works of fiction;
- Have an idea of the lexical, syllabic and phonetic structure of the word;
- Is able to independently compose and narrate different forms of meaning;
- Knows how to use basic writing skills and tools.

4. Competences in the development of the child's cognitive process include:

At the end of educational activities in the field of cognitive development, a child aged 6-7 years:

- Shows an active interest in learning;
- Independently finds and uses information for learning and life activities;
- Understands the simple connections between objects, events and appearances and understands them as a whole;
- Knows numbers, calculations and applies them in real life;
- Works in accordance with space, shape and time;
- Performs elementary mathematical calculations;
- Monitors and investigates environmental events and phenomena;
- Demonstrates a caring and caring attitude towards the environment.

5. The child's creative competencies include:

At the end of the educational activity in the field of "Creative Development" a child aged 6-7 years:

- Shows an interest in art and culture;
- Respects national traditions and perceives them as part of daily life;
- Independently expresses preference for a particular type of art;

- Uses the acquired knowledge and skills to create and implement their own creative plans in different life situations;

- Understands the role of human creativity in changing the world.

The formation of competencies in each area of child development in the process of preschool education and upbringing is carried out on the basis of an interactive approach, with the establishment of interrelationships between them.

Extensive reforms in the field of preschool education, its content, forms, means and methods of effective organization of the educational process, state requirements for the competencies of the child's development, the responsibilities of future teachers and educators loading.

One of the most important tasks facing higher education institutions is to provide modern preschools with highly qualified and competitive personnel. Many higher educational institutions of the country have organized training of qualified teachers in the field of preschool bachelor's degree. It is a requirement of the time to equip future educators with modern pedagogical knowledge, skills and abilities related to the comprehensive development of preschool children, their preparation for school in the field of activity.

### CONCLUSIONS AND ACKNOWLEDGEMENT

The conditions are created for the development of preschool children's general outlook, basic ideas and perceptions of the world around them, intelligence, thinking skills, socio-emotional, creative competencies, artistic and aesthetic tastes and levels from an early age. The educator of the preschool organization is responsible for the fulfillment of the high tasks assigned to him, effectively using all available opportunities in the upbringing of a comprehensively mature, well-rounded person.

From a psychological point of view, preschool children enjoy playing, dancing, singing, drawing, poetry, fairy tales, storytelling, making beautiful things, that is, artistic, creative, aesthetic activities. they see. Children understand the world through play and art. The organization of children's artistic and aesthetic education at the level of today's requirements depends in many respects on the potential and professionalism of teachers.

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