

ORGANIZATION AND ORGANIZATION OF VISUAL ACTIVITY TRAINING IN A PRESCHOOL EDUCATIONAL ORGANIZATION

Ergasheva Nodira Ulug`bek qizi

Chirchik State Pedagogical University

Student of the Faculty of Preschool Education

ergashevan186@gmail.com

ANNOTATION

This article provides information about the organization and stages of visual activity training for preschool education teachers.

Keywords: painting, clay, application, colored paper, plasticine, small group, middle group, large group, preparatory group.

INTRODUCTION

The fundamental socio-economic and political reforms of the reconstruction of the preschool education system in our republic, the comprehensive work carried out are a vivid expression of the care given to young people who are the owners of our tomorrow, and, moreover, our future. In accordance with the decree of the president of the Republic of Uzbekistan Shavkat Mirziyoyev dated September 30, 2017 “on measures to radically improve the preschool education system”, a new system was created in this area. The second chapter of the resolution of the president of the Republic of Uzbekistan PQ-4312 of May 8, 2019, pays special attention to the issue of creating conditions for the comprehensive development of preschool children in intellectual, moral, aesthetic and physical aspects.

Visual activity is an activity that encourages children to work tirelessly in fulfilling the goals they set for themselves. Visual activity is the main means of providing aesthetic education to children. Separating the large size, color, shape, spatial location of each object is the pieces of this aesthetic sensation. The development of aesthetic intuition in children is associated with a deeper perception of color, rhythm, proportion. The main principle in the planning of work on visual activity in the preschool educational organization is to consider this visual activity as one of the most important sections of educational work.

Visual activity training is painting, clay, appliqué, building-making. These activities are organized in all groups of the preschool organization at a specific time, on a regime basis.

It is organized in a small group with groups that are not very large at the beginning of the year, and from the second half of the year with an entire group. In sub-group I, Training is carried out in the first half of the year from 5-7 minutes, gradually stretching for 10-15 minutes.

In the II subgroup up to 15-20 minutes, in the middle group up to 20-25 minutes. In a large preparatory group, 30-35 minutes are spent. The successful organization of visual activity training also depends on the timely preparation of the materials necessary for it. This preparatory work consists of:

a) The Educator prepares sheets of paper of the required size and color for the training of painting and appliqué (according to the fluff of the subject to be depicted).

b) a sheet of paper is pre-inscribed on the back with the child's name, surname, date of training. The tutor will open the ends of the pencil in advance (of course, 4-5 pencils will be prepared in excess).

C) in large preparatory groups, children use coarser watercolor paint. Pre-paints should be soaked. The mustache is thoroughly washed.

g) it is necessary to prepare rags, jars for training. Water is poured into jars on the eve of the start of training.

d) for appliqué, a collection of colored paper is prepared (in excess).

e) Clayster (made from it).

j) Clay is prepared once a week, stored in polyethylene plugs. The tutor prepares boards for each child to put a piece of clay, exhibitions for large preparatory groups, moving boards, wet or wet rags should be given.

z) the plate is also made in color and given in the process of making colorful small details. It is given in larger groups, pre-softened in the heat.

i) must have visual materials in the preschool organization. For example: objects are toys, illustrations, folk examples of Applied decorative arts.

k) in each group there should be exhibitions for the laying of children's work. Each of the materials necessary for training should be kept exactly, in one place, depending on the types of activities, in which the shifts should be able to prepare them for training.

l) from the middle group, children are also prepared for training together with the educator and involved in the process, that is, on duty. In each group, each child or shift is planned by the task educator.

In sub-group I: in the caregiver group, children are taught to arrange their place after training, that is, to give the remaining Clay, a mustache, a napkin, a pencil to the caregiver.

In Sub-Group II: at the beginning of the year, the educator himself prepares materials, and then involves individual children in the preparation of materials. It is not on duty, but to give assignments for some children. (during the year, the educator must involve all children in labor assignments). After training, the children learn to bring the items from each of their tables to the common table first, and then the tutor washes their furs with his assistants, collecting napkins.

In the middle group. In the middle group, too, early in the year, assignments such as the Huddy II subgroup are given. In the second half of the year, the educator takes the children on duty. They pour water into jars, lay out paints, etc. After training, the paints are taken to the place, washed off the water and mustache and put in place.

In a large group. The shifts in the large group control the way the tables and chairs stand, and after training they wipe the table top, leaving mud, paint, furs on the table. Glue is also released. The tablets are collected, the jars are washed and placed in place, the scissors are scattered and collected after training.

In the preparatory group. In this group, the duty is given great independence. The tutor tells the children what the Watchmen will need for training, the Watchmen prepare them. The educator observes.

CONCLUSION

Teaching in training requires mental and physical exertion from children, that is, it is associated with the active activity of the child, which the child seeks to achieve a certain result, which requires a long period of voluntary attention from the child. Therefore, when preparing for training, it is necessary to take into account the age of children, the possibility: it is necessary to clearly determine the time of training, its place on the agenda, thinking in advance about the correct replacement of various sections of the program.

REFERENCES

1. R.Yusupova “Maktabgacha tarbiya pedagogikasi” 1993 yil
2. Qodirova F.R., Qodirova R.M. Bolalar nutqini rivojlantirish nazariyasi va metodikasi. Toshkent 2006 yil.
3. “Ilk qadam” davlat o`quv dasturi
4. Nurmatova M.Sh. Xasanova Sh.T. “Rasm buyum yasash va bolalarni tasviriy faoliyatga o`rgatish metodikasi” Cho`lpon-2010 y.
5. Ilk va maktabgacha yoshdagi bolalar rivojlanishiga qo`yiladigan davlat talablari. 2018 yil