

PSYCHOLOGICAL POSSIBILITIES OF FORMING INTERESTS IN VISUAL ARTS IN PRESCHOOL CHILDREN

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ABSTRACT

In this article, the psychological aspects of the formation of motives of visual art in preschool children are not the result of the random influence of the child's personality and its psychological characteristics, but the formation of a certain concrete factor in the legal influence, the factors that have an important legal effect.

Keywords: preschool age, motive, visual art, preschool children, method of determining motives of visual art, determining the degree of formation of motives, Wartegg circles, “House” methodology.

INTRODUCTION

In many countries of the world, pre-school education is the main link of the single upbringing and education system. In most countries, there are stationary and seasonal pre-school educational organizations of various durations, whose main task is the development of children, the formation of life skills in society, is reflected in the implementation of educational activities in accordance with education and training programs. However, half of the world's countries do not have a comprehensive education system for children under the age of three. As a result, the speech of four-year-old children is not developed, as a result, they do not know the names of colors and cannot distinguish geometric shapes. UNESCO's statement entitled "Education for All" states that "the professional preschool education system should play an important role in the intellectual development of children, and by calling on countries to expand the opportunities for such education, it should pay attention to the need to control the quality of personnel involved in their preschool educational institutions." Development of pre-school children (MYBRT), education and upbringing of children in all aspects, as well as their effective preparation for school education, is one of UNICEF's priority directions in the field of education.

ANALYSIS OF LITERATURE ON THE TOPIC

In modern psychology, preschool age is classified as the main period. The problem of motive is being studied in world psychology by approaching it from different points of view. J. Rotter, G. Kelly, H. Heckhausen, J. Atkinson, D. McClelland, R. Cattell, Z. Freud from the representatives of foreign psychology L.S. Vygotsky, K.D. Ushinsky, A.F. Lazursky from the Commonwealth of Nations, D.A. Leontev, V.N. Myasishev, P.N. Yakobson, B.F. Lomov, V.S. Merlin, L.I. Bojovich, V.G. Aseev, E.P. Ilin, from Uzbek scientists E. G'. Goziev, G'. B. Shoumarov, V. M. Karimova, B. R. Kadirov, K. A. Ruxieva, D. G. Mukhamedova, A. I. Rasulov, O'. B. Shamsiev, N. S. Jo'raev, F. I. Haydarov, K. Kh. Rahimova, M. A. Abdullaeva, G. A.

Yakubova found out that the motives that act as the driving force of human behavior are manifested in the structure of the individual.

However, the psychological aspects of the formation of visual art motives in preschool children have not been studied yet.

RESEARCH METHODOLOGY

The problem of motive and motivation is being studied in world psychology by approaching it from different points of view. In far and near foreign countries, specific psychological schools have emerged, based on which scientific positions and concepts have embodied ideas and directions that differ in essence. Representatives of Russian and ex-Soviet psychology K.D.Ushinsky, I.M.Sechenov, I.P. Pavlov, V.M. Bekhterev, A.F.Lazursky, V.N.Miyasishchev, A.A.Ukhtomsky, D. N.Uznadze, S. L.Rubinshtein, A.N.Leontev, P.M.Jacobson, V.S.Merlin, L.I.Bojovich, V.I.Selivanov, V.G.Aseev and others on this problem who conducted research. [2]

Analysis and results. During our research, we recommended the following 4 methods. A total of 3030 subjects participated in the study. In the table below, we present the data of our testers.

1-table. Information about the gender of the subjects participating in the study

floor:	Number	(%)
A boy	1657	54,7 %
Girls	1373	45,3 %
Total:	3030	100,0 %

A total of 3030 subjects participated in our study, of which 1657 subjects were preschool boys, their percentage was 54.7%, and 1373 subjects were preschool girls, their percentage was 45.3%.

Through the following table, we can see that the analysis of the data on the differences in the age indicators of the children of the preschool educational organization in the preschool age period, which is considered as our sample in the research, the age indicator of the most participated, as well as the average age indicators of the object of our research, is reflected.

2- table. Information about the age indicators of the subjects who participated in the study

Age:	Total	(%)
3 years old	332	11,0 %
4 years old	461	15,2 %
5 years old	601	19,8 %
6 years old	782	25,8 %
7 years old	854	28,2 %
Total:	3030	100,0 %

From the table above, we know that our 3-year-old test subjects are 332 people, their share in our total research is 11%, our 4-year-old test subjects are 461 people, their share in our total study is 15.2%, our 5-year-old test subjects are 601 people, and their total the share in our research is 19.8%, our 6-year-old test subjects are 782, their share in our general study is 25.8%, and our 7-year-old test subjects are 854, their share in our general study is 28.2%. The

largest number of participants in the study was 7-year-olds, while the youngest participants were 3-year-olds. In the course of our research, we found that the largest percentage of our test subjects in terms of age indicators was 7-year-old preschoolers, children of this age are at the "stage" of development of the skills to psychologically work with methods, to fulfill the tasks of educators-pedagogues, and to fully and directly perceive the surrounding events. we can also explain that they are.

The low weight of our 3-year-old preschoolers in our research is the fact that most of the children of this age cannot understand themselves, they "need" more personal characteristics (temperament characteristics, psychophysical indicators, emotionality, etc.) and the creation of certain psychological and pedagogical conditions. can be characterized by the fact that they require the participation of a teacher-pedagogue for their implementation.

3-table Analysis of correlation indicators between the methods used in the research (based on Ch. Spearman's criterion)

Methodology name	Formation of visual art motives in children	Activity orientation	Find and draw the missing element	Combine pictures	Independent painting	Vertege Circles	House methodology
Formation of visual art motives in children	1	0,320**	0,511**	0,510**	-0,029	0,416**	0,360**
Activity orientation		1	0,380**	0,409**	-0,028	0,234**	0,417**
Find and draw the missing element			1	0,756**	0,047**	0,493**	0,491**
Combine pictures				1	0,047*	0,472**	0,603**
Independent painting					1	0,037*	0,017
Vertege Circles						1	0,560**
House methodology							1

Explanation: *- $p \leq 0,05$ (95%), **- $p \leq 0,001$ (99%).

Based on the analysis of the above points, the formation of visual art motives in preschool children is directly related to their level of creativity, and this process is a psychological phenomenon with a hierarchical structure. At present, there is no generally accepted definition of the phenomenon of "creativity", due to the fact that it complicates theoretical research and psychological-pedagogical practice, it is characterized by the fact that the study of social, psychological, pedagogical, physiological determinants of the formation of visual art motives in preschool children once again increases the relevance of our research topic.

Due to the fact that the formation of visual art motives in children of preschool age has a positive effect on the development of their orientation to various activities, the "components" that are important in creating a visual art work, such as creativity, diversity of thoughts and views, are becoming more and more harmonious in the child ($r=0.320$; $p \leq 0.01$). Naturally, as the child's understanding of the environment and the process of recording events in the

memory through artistic paintings increases, the opportunity to try himself in different areas of activity also increases. Motifs of visual arts help the child to apply his level of creativity to practical life activities in any form of activity.

Also, the indicators of positive correlation are the formation of motifs of fine art in children and the methods of finding and drawing the missing element ($r=0.511$; $p\leq 0.01$), the formation of motifs of fine art and the methods of combining pictures ($r=0.510$; $p\leq 0.01$), between the formation of motifs of fine art and the methods of Wartegg circles ($r=0.416$; $p\leq 0.01$), the formation of motifs of fine art and the methods of the house ($r=0.360$; $p\leq 0.01$), as confirmation of our above opinion, in preschool children the high level of the formation of fine art motifs in the future, when faced with various situations in the child's life, efficiency can be achieved through creativity; finding missing elements and objects - ingenuity, paying attention to small details, combining pictures - making a comprehensive strategic decision, house methodology - evaluating works of art and developing an imaginary house model.

Based on the analysis of the above ideas, taking into account that preschool age is a favorable period for the development of creative abilities, it was found that children of this age are very inquisitive, they have a great desire to learn the world around them - it serves as a component of the mechanism of formation of their visual art motives. And we want to suggest that the dynamics of relations between educators and parents, educators-pedagogues and students play as a factor contributing to the expansion of the "experience" of painting in children by stimulating curiosity, educating children, involving them in various activities. And gaining experience and knowledge is a necessary condition for future creative activity. In addition, the thinking of preschool children is much freer than that of older children. He is not yet spoiled by stereotypes, he is more independent and this quality should be developed in every way. The development of creative abilities is closely related to the development of a child's imagination. Imagination enriches the life of children, makes it more interesting, brighter. Children's creativity is different from adult creativity. The child acts unconsciously, he does not set a goal for himself. The child is guided by the satisfaction of their needs, which gives them positive feelings, as a result, drawing motives are formed directly through "interest".

Analyzing the methods aimed at revealing the purpose of our research, we could come to the conclusion that 26.4% of our total subjects did not have formed the motives of visual art through the methodology aimed at determining the motives of visual art in children. However, through the method of determining the level of formation of visual art motives, the number of children without visual art motives was reduced to 13.3%. From this we can come to the conclusion that regardless of any influence we have on preschool children, if we create conditions for them to see and perceive, it will serve to increase their motivation towards the process.

CONCLUSIONS AND SUGGESTIONS

Based on the theoretical analysis and practical results of our research work, we came to the following conclusion: the effectiveness in identifying and revealing the possibilities of preschool children depends on the skill of the pedagogue-educator, his ability to come to help in time, the skill of establishing a cooperative relationship with the child, seeing colors in visual activity classes, memory in children through learning development, the development of

their thinking by distinguishing the color and shape of the things they draw, the development of their imagination by gradually adding details to make their drawings perfect, and the development of speech by the child narrating the pictures drawn by him, engaging preschool children with visual arts and their fine motor skills that it is the most effective way of development, that the formation of a creative personality is one of the important tasks of psychological theory and practice, that preschool childhood is a very important period in the life of children, that at this age every child is a small explorer, the joy of discovering the unfamiliar and amazing world around him and through the importance of visual activity in the formation and development of children's possibilities and creativity, the dependence of age characteristics in the formation of visual art motives in preschool children, creativity in preschool children and motives for visual art were found to be higher in boys than in girls.

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