



UDK: 159.9.072.42

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THE FORMATION OF INTEREST IN DRAWING IN PRESCHOOL CHILDREN AS A DEVELOPMENTAL FACTOR

Annotation

This article comprehensively discusses the role and importance of developing an interest in fine arts in preschool children as a means of satisfying their aesthetic needs.

Key words: Preschool age, children, satisfaction of aesthetic needs, fine arts, visual activity, cognitive processes.

ФОРМИРОВАНИЕ ИНТЕРЕСА К РИСОВАНИЮ У ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА КАК ФАКТОР РАЗВИТИЯ

Аннотация

В данной статье подробно раскрывается роль и значение формирования интереса к изобразительному искусству у детей дошкольного возраста как средства удовлетворения их эстетических потребностей.

Ключевые слова: Дошкольный возраст, дети, удовлетворение эстетических потребностей, изобразительное искусство, изобразительная деятельность, познавательные процессы.

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Annotatsiya

Ushbu maqolada maktabgacha yoshdagi bolalarda ularning estetik ehtiyojlarini qondirish vositasi sifatida tasviriy san'atga qiziqishni rivojlantirishning o'rni va ahamiyati har tomonlama ko'rib chiqiladi.

Kalit so'zlar: maktabgacha yosh, bolalar, estetik ehtiyojlarni qondirish, tasviriy san'at, tasviriy faoliyat, kognitiv jarayonlar.

Introduction. The issue of implementing person-centered learning is gaining importance as one of the most important and pressing issues in contemporary psychology today[1]. As a result, the need to develop recommendations based on the process of studying and analyzing the formation, development, and improvement of preschool children's interest in the visual arts through the creation of mechanisms for satisfying their aesthetic needs arises. "It is impossible to bring a well-rounded person to adulthood without instilling a sense of beauty" [8], R. Tagore was absolutely right.

It is known that preschool age is the "golden time" for the development of various abilities of a child, including the period of aesthetic "hearing" of a person, which provides an opportunity to get acquainted with the treasures of the human soul.

Based on the analysis of the formation of interests in a child in preschool age, it is possible to educate a child capable of solving life tasks at different stages of childhood, creative, enterprising and independent. Preschool age is a period of rapid development of imagination, figurative forms of thinking, curiosity, active orientation, and cognitive processes - knowledge, skills, experience, and all personal qualities acquired in childhood provide the child with the opportunity to understand the world around him, and these qualities develop rapidly.

Purpose: We are studying the psychological characteristics of the formation of interest in fine arts in preschool children. In our opinion, one of the vital tasks facing our educators in this area should be directed to the following psychological processes:

- to form a conscious attitude to drawing in preschool children during classes (because the child is not just a draws,

the motives for drawing in a child are considered to be largely unintelligible);

-to form skills and abilities in the visual arts in children (the above goal can be achieved through a process of regular and gradually organized classes)[6];

-developing children's abilities and talents, making drawing a daily necessity for them, etc. (the attention paid by the educator motivates the children)[5].

The main factor that creates interest in the visual arts in preschool children is their aesthetic needs, and satisfying these needs is of great importance in the idea of satisfying them. The most necessary condition for the creative process in children is the presence of their interests, and it is precisely through the process of drawing that the foundation is created for the formation of such psychological qualities as attention, memory, thinking, imagination, and creative thinking.

In his book "Child Psychology and Experimental Pedagogy," psychologist E. Claparede discussed the methodological foundations of interest, motives, needs, the characteristics of children's thinking, and the laws of development, and gave a comprehensive definition of interest [4]. - Interest is a person's attitude to a certain thing or event that is valuable and pleasant for him. This directly embodies the inherent qualities of a person. Interest helps in the conscious, thorough, stable, and comprehensive assimilation of knowledge, in the formation of skills and abilities, in the development of personal abilities, intelligence, and intelligence, and in a more complete understanding of the world. Interest serves as a source of aspiration, activity, internal motivation, and the realization of needs in a person. Interest is expressed in a person's selective attitude to the

world, in making his own decisions, in self-control, in the obstacles that arise in his striving for a goal. Interests are personal and social, direct and indirect, broad and narrow, stable and stable. Interest includes inquisitiveness, curiosity, and knowledge.

As psychologists have found, cognitive interest is manifested in a child's desire to learn new things, to learn about the properties, characteristics of objects, and incomprehensible facts about real events, to study their essence, and to discover connections and relationships. It has been proven that the basis of cognitive interest is active mental activity. Under the influence of cognitive interest, a child is able to concentrate longer and more steadily, and demonstrates independence in solving intellectual or practical problems.

Research objectives. Among the problems of psychology today, one of the leading and intensively studied is the problem of talent and creativity. The ideas of purposeful development of a creative personality have been put forward by many scientists around the world. Creative process and psychological aspects of creativity B.G.Ananev, R.Arnhem, D.B.Bogoyavlensky, M.A.Vollach, J.S.Vygotsky, J.Gilford, V.N.Druzhinin, N.Kagan, A.Yu.Kazirev, A.N. Leontev, A.N. Luk, A. Maslow, S. Mednik, Ya. A. Panomarev, K. Rogers, I. M. Roleta, S. L. Rubinstein, R. Stenberg, E. P. Torrens, V. S. It is covered in the works of Yurkevich et al [3].

However, children's interest in the visual arts develops on the basis of unexpressed motives, which are not derived from the external environment, but from the need for self-expression, or from external factors [8].

Interest as a motivation for visual activity Ye.A. Flerina, N.P. Sakulina, T.S. Komarova, T.G. Kazakova, G.G. The Grigorievs set the task of educating a well-rounded, creative person capable of innovative activity. And they come to the conclusion that in order to implement this task, first of all, it is necessary to form the necessary conditions for creativity in the child. It is emphasized that such methods and techniques should be used that help arouse children's interest in the activity, bring about a positive emotional attitude to such activity.

Methodology and research methods. Motives are at the center of interest. A motive is an impulse to act in response to a need, and a child's motivational sphere begins to develop at the beginning of preschool age. However, the behavior of a preschool child is still not much different from the behavior of older children: he acts mainly under the influence of situational emotions and desires based on various reasons [7].

From this it follows that it is necessary to create positive conditions for the formation of stable motives. To form motivation for visual activity, it is necessary, first of all, to arouse and strengthen interest in this activity. As educators and psychologists confirm, interest in drawing appears in children at an early age. The main thing is to support and encourage this interest, contribute to its strengthening, and not to extinguish children's curiosity, desire to learn new and interesting things.

-Based on the results of the conducted research, it can be concluded that the motives for fine arts in preschool boys are higher than in girls.

- Age characteristics are of particular importance in the development of fine arts motives in preschool children. That is, as children grow older, their motives for visual arts also develop.

- The lack of pedagogical and psychological knowledge among parents that could direct the child to visual activity serves as an "obstacle" to the successful implementation of any drawing activity in children.

- It has been proven that without systematic and sequential training, preschool children cannot develop motives for fine arts.

- Children who do not choose a place for drawing have higher motives for fine arts.

Visual activity begins at an early age and continues to develop in preschool children. N.P. Sakulina emphasizes that the first drawings appear when adults give the child paper and pencil, the same thing applies to modeling [7].

Results. If conditions are created in time for the manifestation and development of interest in drawing in children, it becomes a bright and fruitful means of self-expression and development of the child. Through the development of activity, the child himself grows, is formed and develops.

G.G. Grigoryeva emphasizes that the development of visual activity is closely related to the development of the general motivational-needs sphere of the child's personality, and the process of a child's mastery of drawing is the process of becoming a child as a subject of this activity. At the same time, subject-object relations are realized in the process of perceiving depicted objects and embodying them in images, as well as in the process of personalizing activity through subject-subject relations. This occurs on the basis of the development of activity motives [5].

From this we can conclude that with the correct interaction of adults with a child, cognitive interest arises. As psychologists have found, cognitive interest is manifested in the child's desire to learn new things, to learn incomprehensible things about the properties, properties of objects, real phenomena, to study their essence, to find connections and relationships between them. It has been proven that the basis of cognitive interest is active mental activity. Under the influence of cognitive interest, a child is able to concentrate attention longer and more stably, and demonstrates independence in solving intellectual or practical problems.

G.G. Grigoreva identified the stages of development of a child's interest in visual activity in the early stages:

1. The baby's clear interest in visual material and cognitive actions with it. This stage, according to the scientist, should, first of all, ensure the baby's freedom to move with various materials, maintain his interest in "experimenting" with these materials.

2. The child's interest in the actions of adults with materials. Interest in actions with materials, based on the need to imitate adults, communicate with them.

3. The child's interest in the trace left on paper and the emergence of an associative image. This stage includes previous work with children: acquaintance with others, observations, looking at pictures, objects.

4. The emergence of the first ideas, the child's independent decision to draw, mold, and pattern something.

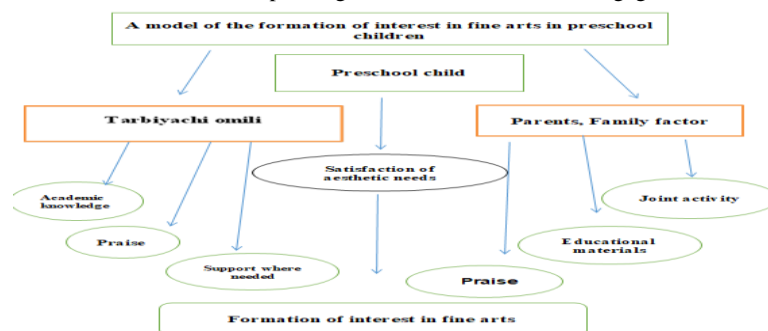
5. The manifestation of children's interest in the objective world in the content of artistic activity [5].

By the end of the third year of life, the child shows a keen interest in visual activity, and understands that by drawing, modeling, and sculpting, he can embody any composition in himself[2]. With regular use of the material, he masters the elementary techniques of working with pencils, brushes, paints, clay and plasticine under the guidance of adults. The child's movements with the materials are very free, bold, confident and, most importantly, this process is joyful for the child. He can draw anything he wants, confidently and independently, with the belief that he can do it without any effort. It is necessary to support and develop this feeling in the child in every possible way, as this is an important condition for the formation of greater independence, and the child's ability to express himself creatively in the activity of drawing [3].

Discussion. Based on the interests of educators and parents, children naturally develop an interest in a certain type

of activity. The formation of interest also depends on the child's environment: these are, first of all, the conditions created by the educator in the group: the necessary material, introducing children to the visual arts, expanding the

opportunities for working in small groups based on conducting circle work, and organizing small groups, individual work with children, and independent artistic activity based on the child's desire to engage in this activity.



The formation of interest in the visual arts in preschool children serves their all-round development. A preschool child may not have a specific motive for visual activity: however, every child has a need for self-expression, a desire to influence others with their artistic image. Such a child evaluates the drawing as something he himself has drawn, and, having not actually drawn it, expects an appropriate attitude from adults. Preschool children do not really understand that adults are not satisfied with their drawing. For adults, their drawings may be very simple and funny, but for children this is generally not important. After all, he is very happy to draw, while others may not understand anything. The child embodies his feelings and thoughts through his drawing and expects appropriate sympathy.

The main goal of our scientific research was to find an answer to the question of what is the level of school readiness in children with a high interest in the visual arts or, conversely, in children with a low interest in the visual arts. The positive correlation between the methods showed that children with a high interest in the visual arts were also at an "ideal" level of school readiness. We can explain this process by the development of attention, memory, thinking, imagination, speech, creative thinking, and logical reasoning in children engaged in visual activities. The following can be called psychological preparation for school.

- ☐ motivation;
- ☐ intellectual (with);
- ☐ strong will;
- ☐ communicative.

These components are an important component of school readiness, which is important for the child's educational activity. External characteristics are associated with extrinsic motivation, for example, "I want to draw very beautifully." The child's intrinsic motivation is associated with the desire to learn, to learn.

Conclusions. Our observations show that if a child can draw beautifully, his self-confidence will be strengthened. When drawing, the influence on cognitive processes is significant, and in the process of drawing, the child develops the skills of focusing attention on an object. In the process of drawing, memory develops, drawing can develop thinking and imagination, and the child can develop morally.

Thus, we can see that by involving preschool children in visual activities, it is possible to increase their level of readiness for school, satisfy their aesthetic needs, and develop their creative thinking.

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- The lack of pedagogical and psychological knowledge among parents that could direct the child to visual activity serves as an "obstacle" to the successful implementation of any drawing activity in children.

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