

CULTIVATING AESTHETIC APPRECIATION IN PRESCHOOL CHILDREN THROUGH THE MEDIUM OF TRADITIONAL FOLK DECORATIVE ARTS.

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Khasanov Kholboy Khasanovich

Associate Professor, Faculty of National Costume and Art Termiz State University

Abdulazizova Mubina Bori qizi

*2nd-year Student, Group 124, Department of Fine Arts and Design, Painting and
Easel Art Education Program, Termiz State University*

Annotation

The article emphasizes that nature is one of the most important means of cultivating aesthetic sensibility. Nature forms the foundation for various aesthetic experiences, which depend on the ability to observe and perceive it. During excursions, children notice the unique colors and transformations in nature. As a result, their interest in natural phenomena increases, and they gain a deeper understanding of the need to protect and preserve the environment. Furthermore, the article highlights that visual arts also serve as a primary tool for aesthetic education.

Keywords

aesthetic education, beauty, design and composition, painting, pottery, aesthetic directions of applied arts, initiative, creativity.

Relevance of the Topic: Aesthetic education involves developing knowledge, skills, and competencies through the study of traditional folk decorative arts, as well as cultivating qualities such as feelings, interest, needs, and evaluative abilities. The category of aesthetic education—knowledge of beauty—is based on everyday objects surrounding the individual and includes the following aspects.

The use of methods of aesthetic education in the educational process contributes to the formation of knowledge, skills, and competencies. These methods include:

Development of aesthetic sensibility – a long-term process involving the emergence and refinement of an individual's aesthetic consciousness, attitudes, and activities.

Aesthetic consciousness is formed through direct interaction with social reality, nature, and art, as well as through theoretical knowledge, viewpoints, and artistic education.

Aesthetic reflection refers to the cognitive activity of an individual expressing their attitude toward a specific aesthetic phenomenon.

Aesthetic ideal is the perception of perfected beauty in nature, society, and art, reflecting the individual's goals and understanding.

Interest in aesthetics is expressed through collecting and repeatedly studying favored works of art, striving to comment on them, being curious about others' opinions, and selecting particular artists or genres.

Aesthetic taste is a complex phenomenon arising from the combination of personal and social characteristics of the individual.

Thus, methods of aesthetic education that encompass various categories ensure the comprehensive fulfillment of educational objectives and foster virtues in children such as initiative, creativity, foresight, curiosity, and the ability to aspire.

Literature Review: Russian scholars and methodologists, including V.S. Kuzin, N.N. Rostovtsev, E.T. Shpikalova, B. Neminsky, and many others, note in their scientific and methodological works that the teaching of visual arts in schools, higher education institutions, and other educational settings is important for aesthetic education. Similarly, the aesthetic aspects of visual and applied arts have attracted the interest of some researchers and methodologists in preschool education. Among them, N.P. Sakulina, T.S. Komarova, T.G. Kazakova, B.G. Lukyanova, E.A. Flerina, N.B. Kholezova, N.Ya. Shabanova, N.A. Vetlugina, and others discuss the main systems of visual activities in preschool education and highlight the importance of visual arts in fostering aesthetic development in their works.

Results and Discussion. Aesthetic education tools are aimed at fostering the development of children's aesthetic sense and are drawn from carefully selected aspects of everyday life, nature, and art. These tools are directly linked to children's artistic activities and the educational process. It is well known that the family is the first school of beauty, as the relationships among family members, the arrangement and harmony of household items, their orderly placement, the décor of the home, and the organization of various corners such as the memory corner, achievement corner, vocational corner, and honor corner in preschool settings all have a direct impact on children's activities, nurturing their sense of aesthetic taste.

Nature is also one of the most important means of aesthetic education. It forms the basis of various aesthetic experiences and depends on the ability to observe and perceive it. During excursions, children can notice the unique colors and transformations in nature. As a result, their interest in natural phenomena increases, and they develop a deeper understanding of the importance of protecting

and preserving nature. Additionally, visual arts constitute one of the primary tools for aesthetic education.

According to the guidelines prepared by the Ministry of Preschool Education on visual arts activities, the content of work in preschool institutions is clearly outlined. One of the most important features of these recommendations is that they focus on nurturing, teaching, and developing children's creativity. Moreover, significant attention is given to fostering children's independence, providing ample opportunities for them to express their own ideas and reflect their personal experiences.

In conducting scientific research, various methods are employed, including the study of documents issued by organizations providing guidance, review of literature, journals, and periodicals, as well as surveys and interviews. Interaction with methodologists, educators, and public education staff is utilized through competitions and examination of written reports provided by educators and education personnel. Observations of visual arts activities in preschool institutions are conducted, and the necessary documentation for lessons (such as planning materials, lesson drafts, and others) from methodologists and educators is studied. Analysis of children's artworks, clay modeling, cutting, and gluing activities is also employed as a research method.

The effectiveness of visual arts activities largely depends on each child's interest in the lesson and their enthusiasm for art. When planning and conducting activities, it is essential to ensure that the visual arts exercises serve as a source of positive emotions and joy for the children. Moreover, the tasks performed by children during the lessons should, as far as possible, be applicable in their daily life—for example, decorating a room, preparing gifts for adults and friends, among other activities. Discussions about visual arts should focus on helping children thoroughly master the national folk applied decorative arts.

Conclusion. Visual arts activities shape children's attitudes toward life and art and have a significant impact on the effective implementation of labor education. During these activities, children engage in practical, hands-on tasks. They learn to work with various materials and perform activities such as clay modeling, drawing, cutting, gluing, and constructing. The preschool education curriculum requires that artistic activities be carried out in a specific sequence for each group, taking into account the characteristics of different materials, including decorative painting, pottery, appliqué, and clay work.

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