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International Conference on Interdisciplinary Studies and Scientific Research

Helsinki, Finland

31th January, 2024

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METHODOLOGY OF DEVELOPMENT OF VISUAL CREATIVITY OF STUDENTS OF PRE-SCHOOL EDUCATION ORGANIZATION

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ABSTRACT:

The task of preschool education is to educate children in terms of the rich national, cultural-historical heritage and spiritual and moral aspects of the people: to form children's feelings of national patriotism, to form the need for education in preschool children, and to educate them on a regular basis. preparation for the process, development of children's thinking, formation of skills of independent and free expression of one's opinion, provision of physical and mental health of children.

KEYWORDS: Fine art, aesthetic ability, visual activity, educational activity, emotional-aesthetic attitude.

One of the main goals is to identify the abilities and opportunities of children through modern visual arts, to form them correctly and bring them to life. It is the task of educating educators who understand the unique complexities of fine art and have the skills to share its subtle aspects with preschool children. The educator's role in shaping children's aesthetic abilities through visual activity in pre-school educational organizations is incomparable. He should have deep knowledge and high qualifications, for this he should regularly work on himself, constantly raise his scientific theoretical level, rely on advanced experiences.



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The state national program was directed to the fundamental reform of the education system, adapting it both in form and content to the requirements of the time, and continuously improving the quality and efficiency of education. The program of the pre-school education organization and the visual art program at the school are aimed at educating children's aesthetic attitude towards the surrounding environment, art, and developing their creative abilities and imagery. In the activities of the preschool educational organization, the tasks necessary for them to successfully study at school are solved. In the process of painting, appliqué, and clay works, children develop thinking, analysis, synthesis, repetition, concretization. Also, in these processes, children learn to work in a team, to subordinate their actions to the actions of their friends. Visual activity classes in children's pre-school education organization form skills necessary for educational activities in children.

The primary direction of visual activity of pre-school educational organizations is artistic and aesthetic education of pre-school children. The effect of this direction becomes clear only when all means of the aesthetic direction (theatre, music, fiction, painting, appliqué, etc.) are used in a comprehensive manner. "Illustrative activity" classes held in pre-school educational organizations are of great importance in solving the issues of aesthetic education given to children. Because visual activity is an artistic activity by its nature. All types of artistic activities open wide opportunities for children to know beauty, to develop an emotional-aesthetic attitude to existence.



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