



THE EFFECTIVENESS OF METHODS FOR DEVELOPING ARTISTIC THINKING IN PRESCHOOL CHILDREN

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Abstract

The preschool education system prepares the foundation for the perfect development of children intellectually, mentally and aesthetically. During this period, the child's multifaceted abilities, including artistic thinking, develop at a rapid pace. Artistic thinking serves as the basis for the child's perception of being, the embodiment of real and imaginative images, the creation of new ideas. In turn, methodologies aimed at developing children's artistic thinking significantly affect their aesthetic taste, figurative thinking and socio-cultural adaptation. Established experiments show that the methodology for the development of artistic thinking requires a specific approach, a multi-stage process and continuous search.

Keywords: Preschool education, artistic thinking, methods, abilities, experience.

Introduction

One of the most basic methodologies aimed at the development of artistic thinking is to teach children to independently perceive the environment and works of art. In the educational process, through various colors, shapes, sounds and movements, the child's self-expression is expanded. At the same time, stimulating the artistic activity of children in such directions as fine arts, music, dance, drama gives more favorable results. In such a process, children will have the opportunity to create various works of art, promote new beautiful thoughts using figurative thinking, imagination and emotion. Artistic thinking is directly related to the freedom of the child's thought, the openness of his imagination and the breadth of his perception. That is why training on asking open questions, organizing creative assignments, describing fantasy and dreams to develop artistic thinking

makes education effective. The child begins to discover his artistic world in the process of combining colors, making new images from different shapes, creating images inspired by the tone of music. In methodological approaches, it is necessary to reflect on values that will help the child think, expand his unrestricted imagination.[1]

In lessons and classes, it is very important to use such types of activities as play, drawing, sculpture, hand-making yohud story weaving, which are oriented towards children, depending on their individual abilities and interests. In methodological processes, the main place is occupied by the comprehensive support of the child, the stimulation of each of his actions. As a result of implementing a consistently developed methodology, children's basic mental activities, such as memory and attention, thinking and imagination, fantasy and creativity, begin to develop consistently. One of the most important factors in this process is that the educator or educator teaches his artistic knowledge and potential to children, seeks to work with them on the basis of active, sincere and mutual trust. One of the effective ways to develop artistic thinking in preschool children on the basis of pedagogical methodology is to harmonize group and individual work with each other. Such an approach creates a favorable environment for the child and helps to show the individual characteristics of each participant. The opportunity arises for the child to recognize his self, to be capable of giving independent thoughts and ideas, to act as an image of what he imagines. The use of colorful didactic tools, modern technologies and artistic materials that can help children feel free in training will further increase efficiency. Therefore, methodological mediation in support of the development of artistic thinking acquires instrumental significance.[2]

Methods developed on the basis of methodological research, new scientific results, pedagogical experiments serve not only for the development of artistic thinking, but also for the formation of the child's attitude to the environment and society, creative vision of life. Methodologies aimed at the development of artistic thinking prove their effectiveness with a multi-stage, systematic and result-oriented focus. As a result of such methodological work, children develop imaginative imagination and vision, a sense of harmony of color and sound, aesthetic taste, and the ability to artistically perceive their real world. It can be noted that properly selected and consistently introduced methodologies also give high results in the field of pedagogy. In the process of developing artistic thinking,



the main focus should be on the upbringing of children's ability to think independently. This reinforces the skills of bright, clear, figurative and abstract thinking. During classes, the child's possibilities of hypothesis, reflection and fantasy are perfected. This involves creating an environment that encourages the child's open and creative thinking and provides them with the opportunity to act freely and independently. During the activity, the child strives to openly express his inner world, his interest in the work of others increases, and his ability to create independent works increases. Through this, they become more active in society.[3]

In the process of methodological work aimed at the development of artistic thinking, it is of great importance to focus on the age of the child, personal characteristics, family environment. Each child has his own unique abilities, taste and inner world. Accordingly, working on an individual and specific approach for the consistent development of artistic thinking increases efficiency. The environment in which the child is a cradle, the directions of upbringing in it, pedagogical requirements are manifested as the main factor in the qualitative result of methodological work. Since the educator or educator organizes various activities aimed at the activities of the child, through them he creates certain opportunities for the child to enter the world of intuition, thinking, feeling and imagination. The procedure and methodology of training various leading methods are used to increase the active participation of children, their interest in activities. Among them, activities such as conversation, commenting on pictures, various aesthetic games, musical activities, storytelling and poetry, and color-sorting exercises have proven effective. Through such actions, artistic knowledge, figurative perception and New-Idea and power are awakened in children. These skills, on the other hand, set the stage for coming of age as an active, open and independent minded individual. The development of children's artistic thinking in the educational process is also strengthened by the use of new pedagogical technologies and modern didactic materials. In such an approach, children are more strengthened by figurative thinking, communicating their opinion through artistic means, expressing their attitude and attitude. In preschool children, the range of imagination is expanding, their worldview, interest in the profession, creativity increases. At the same time, children increase their independent thinking skills, the part of getting a creative approach to life situations. Step-by-step, consistent and systematic views are important in the development of artistic



thinking. Each child begins to perceive the other world, his environment in his own artistic form. For them, the creation of new images, the artistic aesthetic interpretation of the existing being, the perception of works of classical and Modern Art will be equally valuable. This causes the imagination of children to expand, causing hidden aspirations to arise in them. Methodological works are consequential in this respect, developing not only the artistic thinking of children, but also their creative attitude to life, high moral qualities. The effectiveness of methodological work lies in the fact that it fosters in children not only artistic thinking, but also a harmonious personality, high aesthetic taste, and a sense of understanding and appreciation of beauty. They begin to perceive themselves and their surroundings in a deeper, more comprehensive way in the process of regular training, creative activity and acquaintance with works of art. In this way, the development of the artistic thinking of preschool older children, carried out harmoniously with modern and classical methods, creates the basis for coming of age as an independent and creative person. Methodologies, on the other hand, are an important tool in raising children who are mature in all respects, able to express their ideas in an artistic way, who have a broad look at life.[4]

Conclusion

In conclusion, methodologies aimed at developing the artistic thinking of preschool older children have high efficiency. They serve not only to ensure the physical and mental progress of children, but also to give rise to independent, figurative and creative thoughts in them. In this case, methodological activities carried out consistently and reasonably, achievements of pedagogy and psychology, artistic activities organized on the basis of modern technologies give fruitful results. As a result of such work, children begin to form as a person of broad imagination, artistic perception of oneself and the environment, creative and independent thinking as early as the preschool age. Hence, the methodology for the development of artistic thinking remains one of the most important and priority areas of the preschool education system and plays an important role in the development of society.

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