



THE IMPORTANCE OF THE ROLE OF THE TEACHER IN THE ARTIS-TIC AND AESTHETIC DEVELOPMENT OF PRESCHOOL CHILDREN ACCORDING TO THE PROGRAM "WORLD OF WIZARDS"

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Abstract

In the article, the author reveals the role of the educator in artistic and aesthetic development, how it influences the formation of children's aesthetic attitude to the environment: development of the ability to see and feel beauty in nature, actions, art, to understand the beautiful; education of artistic taste, the need to know the beautiful through the author's program "World of Wizards".

Keywords: Artistic and aesthetic development, visual activity, educator, preschool age, program, integration method, kindergarten.

Introduction

The preschool education system in the Republic of Uzbekistan is developing at an accelerated pace today. With the opening of the Ministry of Preschool Education two years ago, there was an increase in the network of public and private kindergartens; so if in 2017 a total of 5211 preschool educational institutions functioned in the republic, of which 4961 were public, 250 were private, the picture is changing for the better today. Currently, there are 7,104 kindergartens operating successfully in the country, including 5,667 public, 652 private and 206 public-private partnerships. The percentage of children covered



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by the preschool education system has also increased significantly. At the end of 2018, more than 900 thousand boys and girls aged three to seven attend kindergartens, which is 37.7 percent of the total number of children of the corresponding age in the Republic of Uzbekistan. Many kindergartens are opening, this is a positive trend in the republic, but there is also a significant drawback - a shortage of qualified personnel. Today, 58 thousand educators work in kindergartens of the republic, 85 percent of whom have only secondary specialized education. Data analysis determined the forecast indicators for 2018-2020, where the need for more than 47 thousand personnel, mainly with higher education, is clearly visible. Among them are methodologists and educators, speech therapists, psychologists, and music workers. The Ministry of Preschool Education plans to create conditions so that only qualified specialists work in the preschool sphere. Therefore, the main task now is to improve the level of training and retraining of personnel working in preschool educational institutions. In this regard, in each region of the republic, targeted four-month retraining courses in the direction of "Preschool Education" for more than nine thousand people have been organized at the expense of the State budget. In the same direction, 1965 students have been additionally accepted to special correspondence departments of 15 universities. The state program "First Step" created and operating today laid down important principles - personal development of the child and respect for his personality, implementation of educational activities through play, research and cognitive activities through creative activity, which will ensure artistic and aesthetic development, how the child will learn to perceive them, to understand the idea of the artist now depends on the work of the preschool specialist - teacher, methodologist in the preschool educational institution. Today, educators have an excellent opportunity to implement this program "World of Wizards" of artistic and aesthetic direction, in particular, to pay attention to the world around children during walks, excursions, games, everyday life, visiting exhibitions of artists, museums, in their independent activities to the variety of colors, shapes, sounds, smells In the visual arts, modeling, drawing, applique and construction, children learn about the possibilities of each type of visual arts, its sections, the properties of visual materials - simple and colored pencils, gouache and watercolor paints, pastel crayons, sanguine, charcoal, colored paper; equipment -



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brushes, stacks, scissors, etc. They learn about experimenting with paints, composing compositions from natural and waste materials, composing architectural structures from LEGO, and all this through the development of emotional responsiveness in children, experiencing emotions - happiness, joy, surprise, pride, admiration of everything that they see and create themselves. To help preschool specialists, scientists who have been implementing the state program "First Step" for the fourth year, have prepared an original partial program "World of Wizards". According to this program, educators face the extremely important task of teaching a child to "communicate" with works of fine art, to develop a positive-emotional sphere, artistic perception, communication through artistic images, therefore the educational tasks presented in the program are of great importance for systematic classes to introduce senior preschool children to fiction, drawing, modeling and applique, especially if the educator, guided by this program, teaches children to select shapes, colors, make beautiful ornaments, oriental patterns, establish proportions of depicted objects [1, p. 78]. Today, the quality of competent teaching of children in preschool educational institutions depends very much on the level of professional training of the educator.

An interesting statement on this issue by Tamara Semenovna Komarova, which today fully reflects the essence of the activities of a kindergarten teacher, is: "The main function of a teacher, educator is to educate, train, and raise a child. The training of a teacher, his knowledge, experience, and the formation of his professional skills should be aimed at fulfilling this function. The work of a teacher can be figuratively compared to the activity of a gardener, whose task is to create and grow plants, and not to describe this activity (he can do this at his own discretion). His function is to grow, create conditions, and care. And his activity is assessed based on the result he achieves in growing a garden. The same applies to the assessment of the work of a teacher - what he has achieved in the upbringing and education of children, and not in the development of concepts, programs, diagnostic methods, etc. These are the tasks of scientists, by the way, even many managers are not capable of creating such documents. Therefore, one cannot agree with endless instructions to educators to draw up such documents. This will not improve the quality of the educational and upbringing activities of the teacher" [2].



Recently, in the Republic of Uzbekistan, the problems of the theory and practice of artistic and aesthetic education of children, which determines the formation of an attitude to reality, that is, as a means of spiritual and aesthetic education, and a comprehensively developed, spiritually rich personality of a preschool child, have become relevant and have received increased attention.

The main substantive conditions for the training, development and artistic and aesthetic education of preschool children in pedagogy were considered by some domestic and foreign researchers (T.S. Komarova, T.L. Chabrova, A.G. Gogoberidze, O.V. Solntseva, etc.) [3, 4, 26]. In this new program, educators will be able to correctly direct the education of senior preschool children to artistic taste, the formation and development of creative skills, and their awareness of the sense of beauty in the world around them.

Artistic and aesthetic education is an integral part of the spiritual world and becomes one of the necessary prerequisites for raising the culture of society. In preschool children, it promotes the development of aesthetic needs, tastes, views, and attitudes toward the world of art, beauty, and artistic creativity. All these personal qualities are laid in early childhood and remain throughout life. The main objective of the program is that artistic and aesthetic education forms a child's positive attitude toward art and the need for it.

The author used the integration method in the program "World of Wizards", which will be implemented by educators in the process of practical activities by children and the child's independent creation of artistic images, which, according to T.S. Komarova is the core of all educational work with preschoolers [3, p. 20].

Work with individual works of art, which are presented to senior preschool children in the program in a "pure" form (portrait, still life, landscape, etc.), in the notes the authors detail the methods and techniques of teaching.

For effective training of the teacher according to the program "World of Wizards", the teacher must have basic knowledge in the field of the history of fine art, master the technique of drawing, know the means of expression of fine art (color, shape, line, stroke, spot, volume, format, composition of the drawing and its laws, etc.), types and genres of art.

In the process of conducting lectures and practical classes with full-time and part-time students studying in the profile "preschool education" we found that most



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students confuse the types and genres of fine art. When listing genres, students' knowledge is confused with the types of fine art activities such as drawing, modeling, some name portrait, landscape and still life, such genres as animalistic, everyday, historical, fairy-tale-mythological and others. Students do not know at all, and a small percentage of students name only after leading questions from the teacher. Of the types of fine art, painting and sculpture are named first, then architecture and graphics, and decorative and applied art is usually in last place, the study of which is given much attention in kindergarten. Educators show very poor knowledge of works of fine art provided for by the programs. Not more than 10% of students of the correspondence department correctly name some paintings of Uzbek landscape painters Tansykbaev Ural Tansykbaevich, Benkov Pavel Petrovich, Karakhan Nikolay Georgievich, from paintings of Russian artists V.M. Vasnetsov "Bogatyr" (the main version is "Three Bogatyr"), educators are little familiar with the works of the fairy-tale-mythological genre of V.M. Vasnetsov. Analysis of responses of students of both full-time and correspondence departments shows that few people know about the methods and techniques of work on familiarizing preschoolers with works of fine art, described in the works of T.L. Chabrova, A.A. Gribovskaya, comparison of two paintings, the method of evoking adequate emotions and subsequent creative work could significantly increase children's interest in works of fine art. For example, when using the technique of "entering the picture", children can be asked to look at the picture of U. T. Tansykbaev "Spring in the Mountains", mentally step over the frame of the picture, find themselves in the depicted space and try to imagine what smells can be felt early in the morning in the mountains, touch the roughness of the grass, listen to the singing of birds. Comparing the pictures, children "enter" them, analyze their impressions of the works. Thus, a situation arises when a number of teachers have a weak understanding of the basics of visual literacy, poorly understand the basic concepts of color science, which in turn affects the quality of teaching children in preschool educational institutions. The authors of the program suggest that educators organize excursions to nature, to architectural monuments, squares, metro stations, museums or exhibitions of works of art with children. The authors of the program recommend that educators think over all forms of training - classes, excursion content, independent activities of children,



taking into account the laws of children's perception, educational and upbringing tasks, they note that it is important not only to impart new knowledge to preschoolers, but also to evoke aesthetic feelings in them. To help students of pedagogical universities, teachers of preschool educational institutions under the program "World of Wizards" for creative and inventive work, domestic scientists have prepared for the first time a textbook on fine art (by a group of authors Chabrova T.L., Komarova I.I., Davletova R.Kh.), teaching and methodological guidelines and manuals on decorative and applied art of Uzbekistan: acquaintance with toys of Grandmother Hamro - "Unusual toys, but very cute", Uzbek tubeteikas "Magic tubeteikas", "Applied art - for children". The following teaching aids are currently under development: "Uzbek Clothes" and "Ceramics". The author T.L.Chabrova has carried out fundamental work to study the stylistic features of fine arts and Uzbek folk art (motifs and ornamental elements, their most typical combinations; color scheme, background color combinations and pattern elements for each type of product; ornamental compositions - pattern construction on flat products, ornament types, repetition of geometric, plant and animal form elements, their arrangement, rhythm, symmetry, asymmetry in pattern construction, combination of large and small forms: manufacturing techniques associated with the image of pattern elements on products; material from which the product is created), and has developed and compiled an alphabet of Uzbek ornamentation, which provides an explanation of symbolic ornaments of Uzbek crafts.

Elements of patterns for classes in kindergarten and school on decorative drawing, modeling, applique and design, created on the basis of original products of folk craftsmen, were selected.

All these materials, as noted by many researchers of children's fine art, domestic - S.S. Bulatov, E.A. Naneishvili, R. Khasanov, T.L. Chabrova and near and far abroad - N.P. Sakulina, E.G. Kovalskaya, T.S. Komarova and others, have an aesthetic impact on classes in fine art both in school and in kindergarten.

The importance of fine art in the spiritual and aesthetic education of children is limitless. Introducing children to works of folk art helps to cultivate patriotic and international feelings, introduces them to folk traditions - the world of beauty,



while forming good artistic taste, the ability to see, notice and feel the beauty and harmony of works created by folk artists of Uzbekistan.

In the process of preparatory work for school with pupils of pre-school educational institutions, some difficulties were identified, namely:

- insufficient development of programs for preparing children for school;
- incompetence of teachers and parents on this issue;
- lack of educational and didactic material for all types of visual activity.

And as a result - different levels of preparedness of children for school.

The new program "World of Wizards" for in-depth training and development of children using the methodology of visual activity will allow children with an average and low level of "preparedness for school" to be brought to a higher level. The effectiveness of this program is that it is based on methodological guidelines for the methodology of fine arts for all age groups and types of fine arts, as well as programs and textbooks on the subject of fine arts developed for primary school.

Spiritual and aesthetic activity is based on mental processes, without the development of which its successful implementation becomes impossible. At the same time, classes and lessons in fine arts contribute to the development of these processes.

Based on this, the spiritual and aesthetic attitude to reality can be associated with the following indicators - the presence of interest and emotional attitude of the child to works of folk decorative and applied art; the ability for aesthetic evaluative activity; the ability to express an aesthetic judgment when perceiving the surrounding reality, knowledge of sensory standards and characteristic features of folk crafts, productive activities that use various visual means, knowledge and skills obtained through familiarization with folk crafts.

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