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MAKTABGACHA YOSHDAGI BOLALAR PSIXIK TARAQQIYOTIDA RASM CHIZISHNING AHAMIYATI

Аннотация

Ushbu maqolada maktabgacha yoshdagi bolalarning psixologik kognitiv jarayonlarni rivojlantirishda tasviriy san'at va rasm chizishga bo'lgan qiziqishining ahamiyati haqida so'z boradi.

Kalit so'zlar: Maktabgacha yosh, tasviriy san'at, qiziqishlar, rasm chizish, bolalar, kognitiv jarayonlar.

ЗНАЧЕНИЕ РИСОВАНИЯ В УМСТВЕННОМ РАЗВИТИИ ДЕТЕЙ ДОШКОЛЬНИКА

Аннотация

В данной статье рассматривается значение интереса дошкольников к изобразительному искусству и рисованию в развитии психологических познавательных процессов.

Ключевые слова: Дошкольный возраст, изобразительное искусство, интересы, рисование, дети, познавательные процессы.

THE IMPORTANCE OF DRAWING IN THE MENTAL DEVELOPMENT OF PRESCHOOL CHILDREN

Annotation

This article deals with the importance of preschool children's interest in fine arts and drawing in the development of psychological cognitive processes.

Key words: Preschool age, visual arts, interests, drawing, children, cognitive processes.

Introduction and relevance. 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 treasure of the human spirit.

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

The following psychological processes must be taken into account in the formation of interest in visual arts in preschool children:

formation of a conscious attitude to drawing in the course of training in preschool children (because the child just draws, the child's motives for drawing are mostly not understood);

formation of children's skills and abilities in fine arts (the above goal can be achieved only through the process of regular and sequential training) [1];

development of children's abilities and talents, making drawing a daily need for them, etc. (the attention paid by the teacher inspires children)[1].

The main factor that arouses interest in visual art in preschool children is their aesthetic needs, and satisfying these needs is extremely important. The most necessary condition for the creative process in children is manifested in the presence of their interests, and it is through the drawing process that the ground is created for the formation of their psychological characteristics, such as attention, memory, thinking, imagination, imagination, creative thinking.

In the book "Child Psychology and Experimental Pedagogy", the psychologist scientist E. Clapared commented on the methodological basis of interest, motive, needs, characteristics of children's thinking and the laws of development, and defined interest as follows [2]. - Interest is a person's attitude to a certain thing and event that is valuable and pleasant for him. In this, the unique character of a person is directly embodied. Curiosity is

useful in conscious, careful, stable and conscious assimilation of knowledge, formation of skills and qualifications, helps to develop personal abilities, intelligence, fluency, and better understanding of the world. Curiosity acts as a source of aspiration, activity, internal motivation and need fulfillment in a person. Curiosity is expressed in obstacles that arise in a person's selective attitude to existence, unique decision-making, self-control, and striving for a goal. Interests are personal and social, direct and indirect, broad and narrow, unstable and stable. Curiosity involves scrutiny, curiosity, and knowing.

As psychologists have determined, cognitive interest is manifested in the child's desire to learn new things, to know the incomprehensible things about the qualities, characteristics of objects, reality phenomena, to study their essence, to find connections and relationships. It has been proven that the basis of cognitive interest is active mental activity. Under the influence of cognitive interest, the child is able to concentrate longer and more steadily, shows independence in solving mental or practical problems.

Research methodology. One of the leading and intensively studied psychological problems today is the problem of talent and creativity. The ideas of purposeful development of a creative personality have been put forward by many scientists of the world. Creative process and psychological aspects of creativity B.G.Ananev, R.Arnhelm, 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. Roseta, S. L. Rubinstein, R. Stenberg, E. P. Torrens, V.S. It is covered in the works of Yurkevich and others [3].

In the above-mentioned works, sympathy for different views and disregard for the importance of the social environment can be seen. They recognize the high-level social existence of a person, approach it from a scientific-theoretical point of view, but the psychological, physiological and biological aspects and components of a person are not classified, and the external environment is said to be the main factor [3].

However, children's interest in visual arts develops on the basis of the desire for self-expression rather than the external environment [3].

Interest as a motivation for visual activity Ye.A. Flerina, N.P. Sakulina, T.S. Komarova, T.G. Kazakova, G.G. Grigoreva sets the task of educating a mature, creative person capable of changing activities. And in order to fulfill this task, they come to the conclusion that, first of all, it is necessary to create the necessary conditions for creativity in the child. They emphasize that it is necessary to follow such methods and methods, which help to arouse children's interest in activities, create a positive emotional reaction to such activities.

If a child is interested in drawing, he will have a strong desire to evaluate his work, notice the variety of shapes, the brightness of color combinations, and all this the child will be able to see and describe in a state of interest. Psychologists say that interest should be a motivation for further activity.

When developing programs for preparing children for visual activity, scientists highlight the formation of interest as the main task of preschool children's education, and this is also reflected in the programs of the new generation.

Scientists, pedagogues and psychologists emphasize that if a child is not interested in something, there is no creative and emotional activity that brings joy in his life.

Motives are at the heart of interest. A motive is an impulse to act in response to a need, and the child's motivational sphere begins to develop at the beginning of preschool age. However, the behavior of a small preschool child still does not differ much from the behavior of young children: he acts mainly under the influence of situational emotions and desires based on various reasons [4].

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

Visual activity begins at an early age and continues to develop in preschool children. N.P. According to Sakulina, the 1. table

Analysis of indicators of correlation between interest in visual arts and methods in children determined by parents (based on Ch. Spearman's criterion)

	Methodology of determining the formation of motifs of visual art in children	Activity orientation	Find and draw the missing element	Combine pictures	Independent drawing	Wartegg Circles	House methodology
Child drawing at home	-0,065**	-0,023	-0,082**	-0,050**	-0,019	-0,058**	-0,070**
The importance of a child's drawing	-0,054**	-0,012	-0,071**	-0,025	-0,011	-0,044*	-0,036*
A child's ability to draw	-0,056**	-0,020	-0,028	-0,013	0,036*	-0,004	-0,021
How a child tries to draw	-0,051**	0,006	-0,017	0,011	0,025	-0,026	-0,019
Child asking parents to draw together	-0,065**	-0,026	-0,085**	-0,052**	-0,017	-0,046*	-0,045*
Parents drawing with their child	-0,062**	-0,023	-0,082**	-0,034	-0,022	-0,044*	-0,049**
The importance of drawing in children's mental development	0,069**	-0,024	0,054**	0,045*	-0,001	0,039*	0,046*

Note: *- $p \leq 0.05$, ** - $p \leq 0.001$.

At the beginning of our scientific research, we put forward the hypothesis that the family environment, especially the attention of parents or adults in the family, is very important for the formation of visual art motives in preschool children. In the 2nd chapter of our work, we confirmed the above opinion based on the results of the questionnaire received from parents. However, when analyzing the correlation indicators of our methods and questionnaires received from parents, it became clear that there was an inverse relationship between the methods of formation of visual art motifs in children of parents who said yes, my child always draws at home. ($r = -0.065$; $p \leq 0.01$). Finding the missing element and drawing ($r = -0.082$; $p \leq 0.01$), combining pictures ($r = -0.050$; $p \leq 0.01$) scales, as well as Wartegg's circles aimed at determining creativity ($r = -0.058$; $p \leq 0.01$) and Uycha methodology aimed at determining school readiness ($r = -0.070$; $p \leq 0.01$) were also observed. And this may be related to the characteristic of parents to show their child in a state of constant high achievement. At this point, we found it permissible to quote a famous saying in our nation. It is not for nothing that proverbs like a black beetle calling its child white and a hedgehog calling it

first drawings appear when an adult gives a child paper and a pencil, and the same applies to modeling [5].

If timely conditions are created for the manifestation and development of interest in drawing in children, it becomes a bright and fruitful tool for the child's self-expression and development. Through the development of activity, the child grows, forms and develops.

According to G. G. Grigoryeva, the development of visual activity is closely related to the development of the general motivation-need sphere of the child's personality, and the process of mastering drawing is the process of becoming a child as the subject of this activity. At the same time, subject-object relations are carried out in the process of perceiving depicted objects and embodying them in images, as well as through subject-subject relations in the process of mastering activities. This happens on the basis of the development of activity motives [5].

Analysis and results. Activities in classes are activities that encourage children to work hard to achieve their goals. Visual arts are the leading means of aesthetic education for children. In this case, distinguishing the size, color, shape, and location of objects in space are considered parts of this aesthetic sense. The development of aesthetic sense in children is related to a deeper perception of the color, rhythm, and proportion of objects. When a child perceives color, shape, and its variety, he will enjoy and enjoy the variety of color changes. The development of aesthetic sense in children develops an aesthetic assessment of the object and some of its qualities. It educates them to understand visual art works, feelings and attitude towards them. Visual arts play an important role in children's artistic and creative growth. The artistic and creative growth of a child is the acquisition of figurative thinking, aesthetic perception, and skills necessary for image creation [5].

Based on the analysis of the above points, it is appropriate to continue the comments at the next stage with a correlational analysis representing the indicators of the existing relationship between the methods obtained during the research (Table 1).

soft are used in our nation to show the attitude of parents and their children. This means that forcing their children to draw at home by parents does not increase, but rather decreases, the motivation of preschool children for visual arts, or in a word, children get bored of this type of activity. As a result of parents forcing their children to engage in artistic activities, which is a type of creative activity, it can cause preschool children to lose their interest, their abilities will not develop, and as a result of their haste, "pauses" can be observed in the formation of qualities important for drawing, such as creativity, initiative, and meticulousness. it is [7].

We can see that correlations were observed between the answers given to the question of whether it is important for children to draw pictures and the following methods: the method of determining the motives of fine art in children ($r = -0.054$; $p \leq 0.01$), finding the missing element of the method of determining the level of formation of fine art motives and the drawing scale ($r = -0.071$; $p \leq 0.01$), the method of Wartegg circles aimed at determining creativity ($r = -0.044$; $p \leq 0.05$) and the house method aimed at determining readiness for school ($r = -0.036$; $p \leq 0.05$). From these reciprocal, negative relationships, it became clear

that the lack of pedagogical and psychological knowledge among parents who consider it important for children to draw pictures, which can direct the child to visual activity, serves as an "obstacle" in the successful implementation of any activity related to drawing in children.

An inverse correlation was found between the question asked to determine the drawing ability of preschool children and the method of determining the motives of visual art in children ($r=-0.056$; $p\leq 0.01$). This can also be explained by the fact that parents worry so much about their children, they go beyond the limits in taking care of their children: they prepare lessons for them, clean the room, put school supplies in their briefcases, etc. In this way, the parents actually put most of the responsibility of the child on themselves and, in a word, try to present their children as an ideal to others. In our scientific research work, most

of the parents tried to show their children as "artists" with the idea that my child can draw something from the age of 2. And the origin of the inverse relationship between our questionnaire and our methodology showed that children who can draw "something" do not have motives. So, there is a huge difference between drawing "something" and "drawing beautifully", and age characteristics also play a special role in the formation of interests in visual arts in preschool children. As the child grows older, the skills of drawing a beautiful picture are formed. As a proof of this opinion, our next analysis was the correct correlation of the independent drawing scale ($r=0.036$; $p\leq 0.05$) of the method of determining the levels of formation of visual art motives in children as "artists" who can draw beautifully[8].

From this we can conclude that cognitive interest appears with the correct interaction of adults with the child.

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