

PEDAGOGICAL CONDITIONS FOR THE USE OF AESTHETIC ENVIRONMENT IN AN EDUCATIONAL INSTITUTION FOR THE ART AND AESTHETIC DEVELOPMENT OF PRESCHOOL CHILDREN

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Annotation. The article deals with the issues of creating an aesthetic environment in a preschool educational institution. Particular attention is paid to the formation of creative abilities of preschoolers in this environment. The content of the concepts of "creativity" and "aesthetic environment" is revealed, their relationship is established. The work of a teacher is described, pedagogical conditions are substantiated that contribute to the development of creative abilities in children in the aesthetic environment of a preschool educational institution.

Key words: aesthetic environment, preschool education, development of creative abilities, pedagogical conditions, creative development, pedagogy, preschool educational institution.

Introduction. Modern pedagogy pays great attention to the creative development of preschoolers in an educational institution.

In the republican state educational standard of preschool education, "artistic and aesthetic development" is considered as the formation of the creative abilities of each child [11]. In preschool pedagogy, certain aspects of the development of artistic abilities are revealed. Thus, the significance of creativity as a psychological property is considered in the works of T.S.Komarova [10], Ya.A.Ponomarev [17], K. N.Kobel [9], etc.

An analysis of modern scientific and methodological publications in the context of our study allows us to single out two main areas for studying the creative development of children: the first is the theoretical development of the content of this development, the second is associated with identifying the significance of the aesthetic environment in this process. At the same time, the issues of artistic and aesthetic development and pedagogical conditions that ensure the effectiveness of the formation of artistic and aesthetic abilities in children remain not fully explored.

The purpose of the study is to substantiate the pedagogical conditions that contribute to the effective use of the aesthetic environment in the formation of the artistic and aesthetic abilities of children in a preschool educational institution.

Material and methods of research. The authors carried out a theoretical analysis of practical and theoretical developments, scientific literature (psychological and pedagogical), normative documents on the research topic.

The study used both theoretical and empirical methods. Practical work was carried out in the process of teaching the subject preschool educational institution of the republic, children, teachers, a psychologists and aromatherapists took part in it.

Research results and discussion. The preschool stage is the first stage from which the education of a person begins, on which the basic knowledge and skills that accompany him throughout his life are laid, so it is important to pay special attention to this. The environment of an educational institution is considered in pedagogical science as an important socio-pedagogical factor and phenomenon that determines the characteristics of the interaction of the student, the educational system with the society.

The influence of the environment on the development of a personality depends not only on the pedagogical characteristics of the environment and its properties, but also on the internal setting of a person. L.I. Novikova believes that it is necessary to bring the environment closer to the needs and requirements of students. Only an environment built taking into account their characteristics, capable of evoking a positive emotional attitude, has a variety of influences on students: it is a source of knowledge and emotional experiences, serves as the basis for the integration of spontaneous and purposeful influences experienced by them, becomes a sphere of application of physical and spiritual forces that improve the self. environment [13, p. 3–4].

Approaches to preschool education are constantly changing and improving [12], [16]. Particularly significant in the system of preschool education is the aesthetic environment [18], which is aimed not only at the competent organization of space for learning, but also at the formation of a favorable atmosphere conducive to the most effective development of intelligence and creative skills. Competent creation of an aesthetic environment is impossible without the establishment of appropriate pedagogical conditions. In order to identify the conditions conducive to the creative development of a preschooler, it is necessary to understand the essence of the concepts of "creative development", "aesthetic environment" and "pedagogical conditions".

Creativity is considered to be the natural need of an individual to express deep feelings, change himself and the surrounding reality [15]. Acting as an object surrounding him, the aesthetic environment helps to realize the

creative need, and also contributes to the formation of the foundations of creative perception and acts as a stimulus to improve skills. Thus, creative development is an individual's approach to the process of transforming the environment, one's own thinking and perception, as well as to modifying one's individuality.

The aesthetic environment is a space that is a zone of active play of the child, which contributes to the development of his creative skills, intelligence and craving for art [14, p. 86], [18]. One of the main tasks when using it is to form motivation for creative activity, organize an atmosphere that encourages action, and create all the necessary conditions for classes. The role of the aesthetic environment is to make the development of creative skills accessible and natural.

The aesthetic environment is characterized by us, therefore, as an environment that should be competently equipped with various components of an educational nature, encouraging preschoolers to independently strive to develop creative skills and intelligence. Designed taking into account all the nuances, it has a positive impact not only on the educational process, but also on the moral character of the children in it.

Any process successfully functions under certain conditions, therefore, the creation of an aesthetic environment for the creative development of a preschooler will be more effective if there is a special set of pedagogical conditions.

The pedagogical conditions underlying the study are a set of opportunities that contribute to the effective solution of a number of pedagogical tasks within the aesthetic environment. An important aspect in this matter is the importance of the pedagogical process from the point of view of managerial activity.

Depending on the approaches to the analysis of this definition, the following characteristics of pedagogical conditions are distinguished:

- a set of certain opportunities of the spatial and educational environment, being in which contributes to an increase in the efficiency of the pedagogical process;
- a series of actions aimed at the development of the personality (both the object of the system and its subject);
- the process of organizing measures of pedagogical influence on the personality by methods of an educational nature with the transformation of certain characteristics of the development of the individual.

So, having studied different interpretations of the concept under consideration, we come to the conclusion that pedagogical conditions are understood as a set of objective possibilities, content, forms, methods, techniques, as well as the impact of the aesthetic environment, focused on solving the problems of children's creative development.

In our study, we will understand the pedagogical conditions as a set of necessary measures that ensure the creation and proper functioning of an aesthetic environment for the creative development of preschoolers.

Based on the above, as well as the analysis of pedagogical practice, we believe that the aesthetic environment in a preschool institution can be provided by creating the following pedagogical conditions:

- 1) introduction of the author's program "Fine Arts" into the educational process;
- 2) the use of active methods for the creative development of children (the creation of a wall painting "Seasons");
- 3) holding training seminars for teachers, which include conversations about the aesthetic environment, ways to implement it and competent work with it;
- 4) involvement of the family in the creative process organized by the preschool educational institution.

Let us consider in more detail each pedagogical condition that ensures the creation of an aesthetic environment in a preschool institution.

I. The introduction of the author's program "Fine Arts" into the educational process, which includes 28 practical exercises, made it possible to determine the ideological and thematic orientation of activities within the aesthetic environment:

- making watercolor or gouache drawings on the theme "Seasons", an informative conversation on the topic of the features of each season;
- examining a panel created within the framework of an aesthetic environment, determining the time of year and related phenomena, fixing these details on paper in the form of a drawing (outline of fallen leaves, the position of the sun, birds and animals) using colored pencils, watercolors or gouache.

II. Application of active methods of creative development of children. An example of this pedagogical condition in our case was the creation of the mural "Seasons". It involves the creation of a creative project, the purpose of which is to develop the child's creative abilities through work with removable details of the painting through communication with the teacher. Wall painting, represented by landscape painting, was the basis. The elements of the composition were a tree standing on a hill, a path, grass, etc., removable details - foliage, animals, birds, that is, details that characterize weather conditions. These elements were made of paper with subsequent lamination and equipped with magnets, which, in turn, were also supplied with wall paintings. When creating them, it is permissible to use a variety of textured bases that allow you to use the tactile sensations of the child (for example, for leaves - embossed and rustling paper, for clouds - velvet, etc.) Much attention was paid to the color palette of the design of the painting. Working with color as part of the educational process allows you to instill in preschoolers an understanding of the basics of color, teach them to differentiate between warm and cold palettes of

shades, and much more, thereby starting to master the basics of color. Attention should also be paid to the effect on the sense of smell, for which a series of essences was selected, corresponding to the details inherent in each season, for aromatherapy, for example, when creating a painting of the winter state - still lifes from spruce branches and tangerines, autumn - bouquets of tree leaves, etc. d.

It was necessary to provide musical accompaniment to the creative educational process. For an aesthetic environment that reflects cyclical natural changes, the musical work of A. Vivaldi "The Seasons" is perfect.

Wall painting classes were organized as a game, during which the child learns the world around him and develops his manifesting inclinations. Periodically being in the conditions of an aesthetic environment, he develops a craving for beauty, a need for beauty and a delicate taste. The most important task in this case is to work on focusing the attention of children on the space around them. To do this, it was necessary to create a textural base that allows using tactile sensations, making the educational process the most effective in terms of the comprehensive development of the child. One of the sets of removable elements contains parts with different textures, which, in addition to the benefits of tactile contact with the surface, contributes to the development of fine motor skills of the hands. Thus, the interest of preschoolers in various textures and surfaces will allow them to achieve maximum involvement in the learning process and involve various senses.

The base of the aesthetic environment, equipped with removable parts, changes its appearance in accordance with natural cycles, which allows you to explore the properties of the surrounding world as part of creative group activities. Removable elements contain questions of a general nature on the subject of the aesthetic environment, as well as puzzles from the TRIZ system.

The goal of the teacher in working with this space is to convey to the child the basics of natural cyclic changes, reproducing them within the framework of the educational aesthetic environment of the kindergarten. At the same time, it was important to increase the responsibility of children for changes within this playground, which allows them to instill in them independence, determination and initiative.

With regular classes, the teacher (whose role is leading at the beginning of work with the aesthetic environment) gradually moves into the position of an observer, allowing preschoolers to independently form the conditions of the educational process. The game form of conducting classes, a positive attitude, competent construction of phrases when working with removable elements also contribute to the fact that children have creative activity, backed up by a genuine interest in this activity. As a result of using the pedagogical conditions under consideration and a systematic approach to the organization of the aesthetic environment, it is possible to obtain an effective platform for the development of creative skills, creative perception and creativity of preschoolers.

III. We attached great importance to improving the pedagogical skills of educators. In this work we were assisted by the methodologists of the Center for Additional Education of the Republic. Conducting training seminars for teachers included detailed discussions about the aesthetic environment, ways to implement it and competent work with it. As part of these educational activities, knowledge about the creation of an aesthetic space in kindergarten groups was identified and generalized. Having increased the level of competence of educators, we provided both their theoretical and practical training, which provides for the correct design of the educational process within the aesthetic environment of an educational institution. Conducting seminars is necessary to understand the processes of effective interaction with the aesthetic environment, the qualitative organization of the educational process and the pedagogically correct approach to communication with the child. At the first stage of the seminar, the content of the concepts of "aesthetic environment" and "pedagogical conditions" was revealed, within the framework of which it is created and affects the artistic and aesthetic development of children. Further, criteria were studied to help the teacher determine the levels of the child's creative development, and methods of working with the aesthetic environment were also considered.

When conducting seminars, we used the methodological recommendations developed by us "Aesthetic environment in a preschool institution". As experience has shown, the main pedagogical conditions that contribute to the effective use of the aesthetic environment in the artistic and aesthetic development of preschoolers can be considered:

- involving children in a game situation related to the decoration of the children's room;
- emotional impact on the child's senses in the process of creative work;
- the transfer of knowledge from a teacher to a preschooler in the framework of a friendly conversation in the course of organizing the aesthetic environment of an educational institution;
- development of creative perception, thinking, skills and artistic and aesthetic abilities, taking as a basis the cyclical nature of the seasons and their inherent features.

IV. The involvement of the family in the creative process organized by the preschool educational institution involved the organization of exhibitions of works made jointly with the parents. The exhibitions were combined with a change in the type of painting according to the seasons and served as a means of decorating the interior of a group or an entire preschool institution.

For children of this age, the family and preschool educational institutions are the main educational institutions. By developing artistic and creative abilities through joint work with parents, we not only made up for

the lack of parental attention, but also strengthened our connection with the kindergarten (thanks to collective exhibitions).

Conclusion. As experience has shown, the aesthetic environment in a preschool educational institution contributes to the artistic and aesthetic development of children. The results of the study allow us to conclude that there is a need for targeted training of teachers to work within the aesthetic environment. In the system of modern preschool education, little attention is paid to the importance of its creation, which is largely due to insufficient material and scientific and methodological equipment for the content of education in a preschool institution in the direction of the creative activity of children. In order to solve this problem, purposeful actions are needed aimed at improving educational programs, including author's ones, taking into account the regional-national component.

Thus, the pedagogical conditions identified and tested in the classroom are the basis for further effective work within the aesthetic environment.

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