

2023 THE ROLE OF PARENTS IN THE FORMATION OF SPIRITUAL AND AESTHETIC QUALITIES OF PRESCHOOL CHILDREN WHEN TEACHING THEM DRAWING SKILLS

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Annotation

The article reveals the role of parents in the spiritual and aesthetic education of their children in one of the types of visual activity - drawing. The qualities that are formed in this process are described - the aesthetic qualities and feelings of preschool children.

Keywords: Spiritual and aesthetic qualities, visual activities - drawing, preschoolers, parents.

Introduction

As is known, the spiritual wealth of a child, the ability to be surprised by the world, expressed emotional sensitivity to everything that surrounds him, gives parents the opportunity to develop and strengthen these qualities in the child, to connect them with his perception of works of art, to promote the development of creative practice of children. All this should be done by parents in the process of raising preschool children, including in the process of teaching drawing skills.

Mastering drawing skills begins with the reproductive type of activity, i.e. the child, with the help of parents, accurately reproduces the technical methods already known to them, after which the productive activity of the process of mastering drawing skills begins, i.e. parents motivate their children and should help their child quickly reach the heuristic level (facilitate the selection of new information), and then the creative level, when the child himself sets a goal, formulates it, details it and searches for possible conditions (paths) leading to the achievement of the goal. (N.P. Sakulina, P.M. Yakobson, T.S. Komarova, O. Khudoerova, R. Khasanov, S. Bulatov, H. Ergashev, etc.)

In recent years, in the field of preschool education in the near and far abroad, there have been intensive searches for the most age-appropriate programs for children, including those related to teaching them drawing.

In particular, the foreign program "Origins" (Moscow: Karapuz, 2001) under the direction of Doctor of Pedagogical Sciences L.A. Paramonova defined the content and nature of the modern pedagogical process aimed at developing the basis of personal culture in a preschool child based on the most important principle of humanistic pedagogy - the principle of dialogue between an adult and a child.

The main goal of the program is the formation of a well-rounded personality from birth to 7 years old, its universal, including creative abilities. In particular, the content of the section "aesthetic development" is considered in the unity of the formation of the child's aesthetic attitude to the world and his artistic development by means of folk, classical and modern art. The basis of this development is the formation of artistic abilities through children's creativity.

The program "Harmony of Development" (author PhD D.I. Vorobyova. SPb.LGOU, 2002) considers its main idea to be the comprehensive, harmonious development of a child aged 2-7 years. In this case, the main activity is fine art and various types of art. The structure of this program provides for work in two interconnected areas: accumulation of social experience of self-knowledge and the world around (see, hear, play) and implementation of this experience in the conditions of independent creative activity (do, create). Transfer of social experience (knowledge, abilities and skills) is carried out in classes and in free activities with the obligatory participation of parents.

The program of education, training and development in kindergarten (authors M.A. Vasilyeva, T.S. Komarova and others) considers basic preschool education and upbringing as introducing children to the main components of human culture (knowledge, art, morality, work).

Particular attention in the program, among others, is given to the formation of different types of creativity - visual, musical, etc., the formation of moral principles of the individual. In the section on aesthetic education, it is noted that this type of education, carried out in and outside of classes, contributes to the formation of the first ideas about art, the ability to perceive it, the

ability to develop fine motor skills in drawing, coordination of hand and eye movements, that is, visual control is carried out.

The authors of the program believe that at the age of 2 to 3 years, it is important to arouse children's interest in actions with pencils, felt-tip pens, brushes, paints, to form ideas about the fact that a pencil, felt-tip pens and paints are used to draw.

At the age of 3 to 4 years, the development of aesthetic education should continue, drawing children's attention to the beauty of surrounding objects, as well as natural objects. In drawing, a child should learn to depict simple objects and phenomena, conveying their figurative expressiveness, get acquainted with the shape of objects, their size, structure, color; learn to see the beauty of color in natural objects, paintings, folk toys, clothing, to show a positive emotional response to the beauty of nature, works of art (book illustrations, paintings of folk crafts, household items, etc.)

At the age of three to four years, it is necessary to continue to develop the ability to draw individual objects and create plot compositions; to consolidate the idea of the shape of objects (round, oval, square, rectangular, triangular), the size of their parts; to teach, when conveying the plot, to arrange images on the entire sheet in accordance with the content of the action and the objects included in the action; to continue to consolidate and enrich children's ideas about colors and shades. At the age of 5-6 years, it is necessary to continue to develop children's interest in visual activities, to enrich the sensory experience of children, to consolidate knowledge of the basic shapes of objects and natural objects; to develop aesthetic perception, to teach to contemplate the beauty of the surrounding world, which contributes to the development of such mental operations as analysis, comparison, synthesis (what it looks like). All this will allow you to successfully teach the transmission in the image of not only such properties of an object as shape, size, color, but also individual details, the relationship of objects and their parts. At this age, the child improves in visual skills and abilities, and his artistic and creative abilities are formed.

At the age of six to seven years, in addition to developing a stable interest in visual activity, children need to have their sensory experience enriched, their examination of objects by hand movements included in the process of familiarization with them, developing figurative aesthetic perception,

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figurative ideas, forming aesthetic judgments, the ability to reasonably and comprehensively evaluate images created by both the child himself and his peers.

At this age, the development of the ability to draw from life continues, analytical abilities develop, including the ability to compare objects with each other, to find common and distinctive features in each of them. It is necessary to continue to acquaint children with folk and applied art; teach plot images in accordance with their location in life, the ratio of images by size, etc.

The national state program "First Step" interprets the development of creativity and productive activity in children based on national priorities today. When teaching drawing, the first task is to cultivate the spiritual and aesthetic qualities of a preschool child, which involves developing his spiritual and aesthetic sensitivity to everything around him.

The goal of our research work was, taking into account the age characteristics of children, to recommend those pedagogical technologies that parents can use in the process of spiritual and aesthetic education when teaching drawing in the family. A small child already has elementary spiritual and aesthetic feelings. He reaches out to a bright toy, sings along to an adult's cheerful song, dances to the rhythm of music, etc.

The development of these feelings is comprehensively facilitated by the mother, who, during a walk, says to the child: "Look at how beautiful the sky is today, softly blue, with light, as if dancing clouds, and the mountains with a haze, admire the autumn park - some trees are burning with sunbeams, others are yellow-orange or yellow-green. And how beautiful all these shades are in the blue autumn sky!" This type of observation under the guidance of an adult, even the most simple aesthetic judgments, recommendations that the child hears from parents, contribute to the development of a more accurate and subtle characterization of what he saw, the formation of spiritual and aesthetic qualities in preschool children. For example, if a child hears from his parents that the "badam" pattern on a man's skullcap is beautiful in its combination of symbols and colors, and in a woman's - beautiful, bright, elegant plant patterns prevail, or he is told stories - legends about the origin of silk material - khan atlas and this reflection of the rainbow in a mountain river - all this has a great influence on

familiarization with the spiritual heritage of the indigenous peoples of Uzbekistan.

Thus, under the influence of parents, the child gradually begins to understand that not only what is bright and elegant is beautiful, but also what is masterfully made by the hands of Uzbek craftsmen. The child then tries to reflect the impressions received in drawings.

It should be noted that in the formation of spiritual and aesthetic qualities, drawing classes with parents have great potential, the very basis of which should be the systematic development of the child's ability to actively and purposefully examine objects and phenomena surrounding him, and to convey what he saw in a drawing as best he can.

At the stage of the ascertaining experiment, we conducted a survey of parents in the city of Tashkent and the Tashkent region, during which we tried to obtain initial data on the level of parents' awareness of the formation of spiritual and aesthetic qualities (a total of 239 questionnaires were answered).

To the question "Would you like to expand your knowledge of the spiritual heritage of your people?" 94.5% answered affirmatively. 90.3% of parents agreed that in order to form the child's knowledge and skills in drawing, they need to obtain a certain amount of knowledge.

Of particular interest was the question asked to parents: "During what activity, in your opinion, are spiritual and aesthetic qualities most successfully formed?" 61.2% of respondents answered, "in the process of nurturing a sustainable interest and respect for national traditions, history, legends of their people and crafts: 41% answered that in the process of perceiving the beautiful (nature, clothes, toys).

When we tried to find out "How do you assess your knowledge of spiritual and aesthetic qualities?", 48.5% answered "good", 44.7% - that they do not have sufficient knowledge.

During the survey, it was revealed that 83.1% of parents need methodological literature on the formation of spiritual and aesthetic qualities of their child, and 81.4% of respondents answered that in order to solve this problem it is necessary to cultivate a sustainable interest in productive activities, 87.02% of respondents noted the need to engage in drawing as one of the important aspects of spiritual and aesthetic education.

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At the same time, 53% of parents believe that their preschool child draws satisfactorily for his age, and 31.42% - well.

The survey also revealed the ambiguity of approaches to the use of elements of Uzbek ornamental drawing in teaching drawing: 26.65% of the parents surveyed answered that their children use this technique, 35.2% - that they use it sometimes, and 38.6% of children do not use them at all.

It is characteristic that 51.1% of children very rarely draw on the themes of folk tales, legends, 21.7% - use them often, and 27.2% do not draw on these themes at all.

It is noteworthy that only 31.5% of children draw animals living in Uzbekistan, and the rest either rarely or do not draw them at all.

86.45% of parents created conditions for drawing at home, only 46.35% of them read books to their children. According to 83.35% of parents, a child reveals his or her worldview to them with the help of a drawing, and 17.25% believe that in this way a child expresses his or her attitude to the spiritual heritage of his or her people.

All parents were unanimous in their answers (95.45%) that it is very important for children to hear a positive assessment of their parents' drawings.

Our attempt to find out what kind of visual material a child likes to use the most resulted in a variety of answers (parents could give several answers).

- colored pencils – 83.6%
- pencils – 28.2%
- watercolors – 37.85
- gouache paints – 16.8%
- pastels – 7.6%
- charcoal – 2.9%
- chalk on asphalt – 44.5%

We tried to establish the reasons for the child's lack of desire to draw. According to respondents, these are:

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	Activities	Degree of significance, %		
		1	2	3
1	Lack of materials for visual activities (paper, paint, brushes,	40	28	31
2	colored pencils, markers)	28	49	23
3	Lack of desire to work with children	33	22	45

Having recorded the initial data on the level of parents' knowledge about their children, we tried to establish what kind of help parents can provide in the process of developing spiritual and aesthetic qualities in a child in the process of drawing. The following answers were received when asked to rank what kind of help parents can provide in developing spiritual and aesthetic qualities according to the degree of importance of the named types of activity:

	Activities	Degrees of significance in %				
		1	2	3	4	5
1	Ensure availability of materials for	43	23	18	10	6
2	visual activities	17	27	23	12	22
3	Organize and hold exhibitions of the child's works, both at home and in the building of your mahalla	27	28	25	17	3
4	Organize excursions to museums, exhibitions	16	20	20	38	6
5	View books of illustrations by compatriot artists	2	2	13	22	60

The data obtained allowed us to develop a program for the formation of spiritual and aesthetic qualities of preschool children and to identify the most effective ways to solve this problem using modern pedagogical technologies in the family.

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