

CONDITIONS FOR DESIGNING AESTHETIC LESSONS IN PRESCHOOL
ORGANIZATIONS

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Abstract: The article examines the theoretical and practical conditions for designing aesthetic activities in preschool educational institutions. Modern approaches to the organization of the environment, content, methods, and forms of preschoolers' aesthetic education are highlighted. The importance of integrating art, creative tasks, as well as individualization and consideration of children's age characteristics in lesson design is emphasized. The main problems of implementing aesthetic activities are analyzed, and recommendations for their effective organization are proposed.

Keywords: preschool education, design, aesthetic education, creative development, educational environment, art, preschoolers, classes, teacher.

Modern preschool education involves creating conditions for the harmonious development of the child's personality. Aesthetic education is an integral part of the educational process, as it contributes to the formation of artistic taste, emotional responsiveness, and the development of creative abilities. The design of aesthetic activities in preschool educational institutions requires a comprehensive approach, including: creating an environment, filling the content, and applying effective pedagogical technologies that contribute to the development of each child's individuality.

1. Theoretical foundations of designing aesthetic activities

The design of the educational process in preschool educational institutions is built on the principles of systematicity, humanization, a creative approach, and variability. This reflects the modern requirements for preschool education: the transition from frontal activities to individualization and the search for new forms for the realization of children's creative potential. Aesthetic education includes the development of a sense of beauty in young children, the ability to perceive, understand, and create artistic images, to participate in visual, musical, theatrical, and other artistic and creative activities.

The conditions for effective design include:

integration of various types of art (music, visual activity, sculpture, artistic word, theater);
creation of a favorable psychological atmosphere, stimulating independent creativity;
taking into account the age and individual characteristics of each child;
interaction with parents and involving them in aesthetic projects.

The theoretical basis consists of the works of L.S. Vygotsky, V.A. Sukhomlinsky, D.B. Elkonin, B.M. Nemensky, in which the importance of artistic and aesthetic experience in the development of the preschooler's personality is emphasized.

2. Practical conditions for organizing aesthetic activities.

2.1. Organization of the object-spatial environment

Effective aesthetic activity is impossible without a specially organized environment that promotes stimulation of all sensory organs of the child. In the group room, creative centers are distinguished: drawing corners, musical instruments, theatrical attributes, illustrated books, etc. It is desirable that the materials be accessible to children so that everyone can try themselves in various types of activities.

2.2. Content and Methods of Lessons

The content of the lessons should be built on the gradual complication of themes and artistic tasks: from familiarization with color, line, form to the creation of complex creative works.

The following methods are widely used in lessons:

visual;

practical (independent creative activity);

game;

integration of educational areas ("music and movement," "drawing and reading," "nature and art");

problem-situational;

project.

For example, an aesthetic activity can include: viewing reproductions, listening to music, conversation, practical creative tasks (drawing, shaping, making up a fairy tale), and a mini-presentation of works.

2.3. Individualization and differentiated approach

In the process of designing, the level of preparation and interests of children is taken into account, which allows creating situations of success, maintaining interest in all participants, regardless of their previous experience.

2.4. Involvement of parents

It has been proven that partnership with the family not only makes lessons more productive but also broadens the child's artistic horizons - exhibitions, joint creative master classes, and family competitions are organized.

3. Typical errors and problems in design

The predominance of the demonstration method over the activity method (children watch more than they do).

Lack of variable creative materials.

The lack of consideration of the child's individual developmental pace and inclinations.

Formalization of activities ("for reporting," without real involvement of preschoolers).

Insufficient integration with other fields (science, nature, history).

To eliminate these risks, it is important for the teacher not to follow templates, but to create and design lessons in cooperation with children and their families.

4. Recommendations for the effective design of aesthetic activities

Start with diagnostics - find out the children's interests, development level, and inclinations to engage everyone as much as possible.

Use integration - combine different types of artistic activities, connect art with the child's life.

Stimulate independence - create conditions for the child to freely choose: techniques, materials, plot.

Organize an assessment not only of the results, but also of the process - praise the efforts, and not just the results of the work.

Use the project method - develop the idea not on one, but on a series of lessons, include final exhibitions, performances, presentations.

Turn to modern technologies - use interactive whiteboards, digital reproductions, and animation.

Develop partnerships with parents - hold joint artistic events, involve families in an educational environment.

Conclusion

Effective design of aesthetic activities in preschool educational institutions is only possible with a comprehensive approach, taking into account the personality of each child, the characteristics of the collective, and the institution's resource base.

Aesthetic development in early childhood influences the formation of a harmoniously developed, creative, emotional, and intellectually developed personality.

For the successful implementation of aesthetic activities, a motivated, creative, and flexible position of the teacher, support from parents, and a well-organized subject-spatial environment are necessary.

It is important to continuously search for and implement new techniques and technologies to support preschool children's interest in art and creativity.

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