Key Factors for the Formation of Aesthetic, Ecological and Creative Qualities in Preschool Children

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Abstract: This article shows the pedagogical aspects and didactic content of upbringing harmoniously developed preschool children, describes the pedagogical and psychological interpretation of preschool education.

Keywords: Preschool Education, Creativity, Aesthetic Education, Ecological Culture.

1. Introduction

It is no exaggeration to say that the reform of the education system is one of the most important areas of our government's attention today. In recent years, laws and decisions aimed at reforming and developing the preschool education system have been adopted and put into practice. In the example of the Resolution of the President of the Republic of Uzbekistan dated May 8, 2019 "On approval of the Concept of development of preschool education in the Republic of Uzbekistan until 2030", this concept further improves the system of preschool education, covers the target tasks of the preschool education system and identifies priorities and stages of the process. Creating conditions for the comprehensive intellectual, moral, aesthetic and physical development of preschool children is also one of the main directions of the Concept. In order to widely introduce innovations, advanced pedagogical and information and communication technologies in this system, the provision of preschool educational institutions with computers, connection to the Internet is being carried out gradually.

2. The Main Results and Findings

The development of important human and personal qualities necessary for life in children through preschool education is a separate research topic. In today's era of global development, environmental culture is gaining great relevance. The purpose of environmental culture in preschool education is to form a set of basic environmental knowledge, attitudes and beliefs in the process of acquainting children with the environment in accordance with the rules of social environmental ethics and ensuring civic responsibility for its condition. Effective implementation of environmental culture in preschool education, the formation of the basis of a responsible attitude to the environment in children has become one of the most pressing problems in the science and practice of pedagogy. After all, love for nature, a sense of responsibility for it - are very comprehensive and complex psychological and pedagogical concepts. They form a holistic whole that includes the higher spiritual and mental layers. This problem is very important because the work of cultivating such a feeling should begin at an early age.

Nowadays, not only educators, but also representatives of other fields are paying attention to the direction in which the talents of preschool children are high. When working with gifted children, psychologists need to know the key factors that determine the structure of talent. These are as follows:

- High level of general intellectual or mental abilities;
- Dominance of the cognitive motive - superiority over other types of motives;
- Demonstration of creative activity in the formulation and solution of problems when faced with new objects, tasks, events.

Early manifestation of talent is observed between the ages of two and six. Such children tend to read at the age of two or three, learn to read and count at the age of three or four, and can write words and small sentences at the age of five or six. In the preschool years, gifted children are distinguished from others by the level of development of intellect. They are very active, ask a lot of questions, are curious, can easily remember and retell information they receive from adults, and have a rich imagination. Gifted children are often interested in various calculations, weaving poems or fairy tales, playing musical instruments, playing chess, drawing, singing, and
dancing. Between the ages of seven and ten, children are often interested in collecting collections (stamps, medals, pictures of favorite cartoon and movie heroes, and hockey…), making projects of various objects from paper, wood, and other materials.

Gifted children between the ages of 3 and 5 are proactive in their independent search for answers to all the unknowns and news, and ask adults a variety of questions. Through the answers to these questions, they understand the world around them, the causes and consequences of events, and are able to consciously control their personal actions.

Characteristics specific to a 3-year-old child:

1. Speech consists of words that are semantically connected.
2. Plays a role in the game.
3. Can draw balloons, apples and other objects.
4. She can undress herself.
5. Can place cubes on top of each other.
6. He can go up and down stairs without support.

4-year-olds, on the other hand, can realistically assess their own capabilities. However, 4-5 year olds are not yet able to perceive and evaluate their personal characteristics, nor are they able to draw a definite conclusion about themselves. Self-awareness develops at an early kindergarten age, trying to figure out what it was like before and what it will be like in the future.

According to the formation of the personality of children of kindergarten age, this period can be divided into 3 stages:

- The first period - from 3 to 4 years, is associated with the strengthening of emotional self-control;
- The second period - 4-5 years, associated with moral self-government;
- The third period is characterized by the formation of personal business and entrepreneurial characteristics.

This is why researching a preschooler’s personality is a very complex process, as many personality research methods are designed for adults and are not based on the child’s ability to self-analyze. In addition, personality traits studied using psychodiagnostics are not fully formed and unstable in preschool age. At the disposal of child psychodiagnostics are available only special projective methods, ie methods for studying the child’s motives for success and anxiety, or expert methods can be used to assess personality traits. In this case, adults, educators, parents who know the child well, will act as experts. Only in this way will we be able to assess the child's personality traits.

We know that intellectual tests are used to assess a person’s level of development of mental activity and their particular cognitive processes (cognitive attention, imagination, memory, speech). Below are a series of tests to determine the cognitive processes, creative abilities and abilities of children in preschool age, as well as lessons on the development of cognitive processes in children of this age, as well as tips for parents.

In kindergarten children, the development of intuition, perception, attention, memory, imagination, thinking, speech, imagination, emotion and will is accelerated. The child is still unable to distinguish colors well from each other. It is advisable to give him toys, colored clothes, colored rings, boxes and the like to help him know the difference in colors. Kindergarten-age children perceive different things, even if they are based on their obvious traits (color and shape), but are unable to analyze them in depth.

Children and adults are constantly confronted with aesthetic phenomena. In everyday work, communication with art and nature, in daily life, in interpersonal communication - everywhere beautiful and ugly, tragic and funny play an important role. Beauty gives us pleasure and enjoyment, stimulates labor activity, makes meetings with people pleasant.

The ideas of aesthetic education originated in ancient times. Ideas about the essence, tasks and goals of aesthetic education have changed from the time of Plato and Aristotle to the present day. These changes in views necessitated the development of aesthetics as a science and an understanding of the essence of its subject. The term “aesthetics” comes from the Greek “aestetikos” (perceived through emotion). Materialist philosophers (D.
Diderot and N. G. Chernishevsky) believed that the object of aesthetics as a science was beautiful. This category formed the basis of the aesthetic education system.

Kindergarten-age children develop the ability to perceive images analytically with the help of adults. As children perceive pictures, adults should be taught to analyze them with a variety of questions. In this case, mainly the attention of children:

1. To correctly understand the content (plot) of the picture;
2. To correctly perceive the position of each object depicted in the general view of the picture;
3. The focus should be on understanding the relationship between the objects depicted.

Attention is a constant companion of any of our activities. Therefore, the importance of attention in human life is enormous. The attention of kindergarten-age children is largely involuntary. Play is very important for the development of voluntary attention in children of kindergarten age. During the game, children gather their attention and advance certain goals on their own initiative.

The thinking and development of children of kindergarten age has its own characteristics. Thinking begins to develop very quickly during the kindergarten age of the child. This is due, firstly, to the relative increase in life experience in kindergarten children, secondly, to the fact that children's speech is well developed during this period, and thirdly, to the ability of kindergarten children to move freely and independently.

The fact that children of kindergarten age have questions in all areas indicates that their thinking is becoming more active. If the child cannot find an answer to his question or if the adults do not pay attention to his question, his curiosity will begin to fade.

Usually, any thought process arises due to surprise, amazement at something, and as a result various questions arise. Many parents and some educators scold children if they ask too many questions, saying, "Don't be too arrogant," "Where did you learn such things?" As a result, the child sighs and tries to understand as he knows how. And some shy kids don't ask any questions. Such children should be asked questions by adults themselves in various activities and trips, and thus activate them.

Any thinking usually starts with comparing, analyzing, and synthesizing something. That is why we call this comparison, analysis and synthesis a process of thinking. Travel helps to activate and develop the thinking process in children. On trips to nature, children compare different things with each other, try to analyze and synthesize. If a 2-year-old has a vocabulary of about 250 to 400, a 3-year-old has a vocabulary of 1,000 to 1,200, and a 7-year-old has a vocabulary of 4,000. This means that during kindergarten, a child's speech improves significantly, both quantitatively and qualitatively. The growth of speech in kindergarten children also depends in many ways on the cultural level of the family.

As adults engage in children’s speech development, they should keep in mind that children of kindergarten age may not be able to fully comprehend their speech qualities in some cases. In addition, the ability of children to distinguish complex speech sounds from one another is not yet fully developed. One of the most important conditions for correcting language sweetness is to speak fluently with the child, pronouncing it fully and correctly.

At an early age, children may experience the first manifestation of abilities - a tendency to any type of activity. Doing it, the child experiences joy, pleasure, he is interested in the process itself, not in the result. The child loves to draw, not to draw; build a house, not build it. Skills begin to develop most rapidly and vividly from the age of 3-4 years, and general conditions are set for their formation in early childhood. Thus, in the first three years of life, the child learns basic movements and subject movements, which form active speech. The gains made in early childhood continue to develop in the preschool years. General skills fall into two groups - cognitive and practical. The formation of cognition is included in the formation of figurative forms of knowing truth: cognition, figurative memory, visual-figurative thinking, imagination, that is, in the creation of the imaginary foundation of the mind. Central to the structure of cognitive abilities is the ability to create images that reflect the properties of objects, their overall structure, the basic features or proportions of parts and situations. Cognitive abilities primarily include emotional, intellectual, and creative.

The development of human personality abilities takes place in activity. But the activity itself cannot automatically develop a person’s abilities, which requires certain conditions.
1. The activity should bring strong and constant positive emotions to the child, bring joy. The child should feel a pleasant sense of satisfaction from his activity, so that he will have the desire to do it voluntarily, without coercion, which, of course, will help to develop the abilities of his personality. Since the development of human personality skills can only be combined with sincere interest and constant inclinations, accordingly, parents and educators (teachers) need to activate children’s interests. If the child is really interested in any activity, soon (often unexpectedly for others) these interests and inclinations will completely capture the child, which in turn will have a positive impact on the development of human abilities.

2. For the development of abilities, it is very important that the child's activity is as creative as possible, and different circles and departments play an important role in the development of the child's personal abilities. Parents often make a mistake in the form of a projection of the child's own desires (often unsuccessful) (for example, the parent wanted to be a pianist, but for some reason it did not work, and he forced the child to learn music with all his might), which is very inconvenient. Circles and sections should be diversified, paying attention to the interests of the child, if possible, if it is not possible to identify tendencies.

3. It is also very important to organize the child's activities in order to develop his / her personal abilities in such a way that he / she always pursues goals that are slightly more than his / her existing capabilities. It is necessary to develop personal skills, to instill in children to be demanding and critical, to persevere in overcoming difficulties. It is very important to form the right attitude towards their abilities, achievements and successes. It is impossible to inspire a child directly or indirectly with the idea of originality, superiority over others, not to overestimate the child's abilities, to praise and differentiate them with other children.

Thus, in order to develop a child’s ability, adults (parents, teachers) need to be genuinely interested in the child, engage with him or her, do any work, tasks together, and devote as much time as possible to them.

3. Conclusion

In conclusion, it should be noted that the conceptual framework for the development of various skills in preschool education has been created and the need to develop various innovative methods of its use remains a pressing issue.

References


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