

# DIDACTIC APPROACH TO SCULPTING AND GRAPHIC METHODS IN TEACHING PRESCHOOL CHILDREN TO VISUAL ACTIVITY

G. Dadajonova

Senior teacher of the department ,  
Tashkent University of Applied Sciences Pre-school education

DOI: [https://doi.org/10.63001/tbs.2024.v19.i02.S.I\(1\).pp104-109](https://doi.org/10.63001/tbs.2024.v19.i02.S.I(1).pp104-109)

## KEYWORDS

art,  
type,  
sculpting,  
tools,  
color application,  
level,  
build,  
play,  
environment,  
paper,  
materials,  
process,  
benefit,  
process.

Received on:

25-07-2024

Accepted on:

09-11-2024

## ABSTRACT

In the article, in the method of visual activity, painting, clay making, sculpture, graphic drawing, and appliqué are included in the program of the preschool educational organization as one of the main methods. Application training is of great importance in the all-round development of children. It awakens children's imagination and fantasy, gives birth to creativity, activates observation, develops attention, imagination, and will. Develops hand skills, shapes perception, aiming, and color perception. The program of the pre-school education organization on visual activity and the subject of visual arts at school are aimed at educating children's aesthetic attitude towards the environment, developing creative abilities and artistic images. In the activities of the preschool education organization, the opinion is expressed about solving the tasks necessary for them to successfully study at school.

## INTRODUCTION

In the world, it is important to form children as individuals from the period of preschool education. It is necessary to train children of pre-school age to develop visual ability and creativity on the basis of a methodical approach, to develop cognitive characteristics and innovative pedagogical technologies. In the "Education for All" program of the UN, it is important to develop knowledge, skills and competencies related to preschool education specific to the 21st century from the first period, influence through mobile means, and wide application in practice. It is necessary to form a speech based on the unity of thought based on educational, educational and developmental goals in the development of visual ability and direction to creativity in preschool children based on a methodical approach. In the process of preschool education, many scientific researches are being carried out in order to identify the pedagogical and psychological characteristics that create the need to focus on visual ability and creativity, as well as to introduce various approaches into practice. Formation of skills of understanding the environment by focusing on visual ability and creativity in preschool children is based on systematic pedagogical influence and methodical approaches. It is necessary to form a preschool educational organization, family, school and social institutions on the basis of a methodical approach to direct visual ability and creativity of preschool age. In the modernization of the pedagogical model of this process, it is necessary to select and introduce effective technologies that ensure the integrative

development of field competencies that are required to be formed in children.

In our country, the legal-normative foundations of the fundamental reform of the preschool education system and its optimization at the level of world standards have been developed. Measures are being taken to organize the educational process based on modern requirements and to implement innovative educational forms and technologies in order to make children healthy and mature in all aspects in the DTS of preschool education and upbringing. "Therefore, it is both a debt and a duty for us to implement such huge reforms in the field of preschool education." It is appropriate to research socio-pedagogical factors and didactic principles of mental, spiritual and physical development of children in preschool education in the modern context. In particular, it is important to improve the didactic support and informational environment of preparing preschool children for school education based on the methodical approach of shaping their visual ability and creativity. The preschool education system, which is considered the first stage of the general education system in Uzbekistan, serves to create the basis for the formation of the general culture of children educated in public schools, the development of physical, cognitive, moral and creative qualities, and the creation of the necessary conditions for educational activities. According to the State Education Standard of Uzbekistan, the most important

direction of education in preschool education is socio-communicative development.

It is important to study visual ability and creativity for the purpose of social adaptation, to develop pictorial-illustrative skills on the basis of a methodical approach to visual ability and creativity. It is known in the theory and practice of formation of visual ability and creativity in preschool children based on a methodical approach that the most effective approach involves drawing what has been seen and describing what has been learned, but this situation is not typical for most of the educational institutions in Uzbekistan. In the formation of visual ability and creativity in preschool children on the basis of a methodical approach, the child can easily start drawing in the process of playing, and this period is the best and most effective period for the child. It is appropriate to research the socio-pedagogical factors and didactic principles of mental, spiritual and physical development of children in preschool education in the modern context. In particular, it is important to form preschool children's pictorial ability and creativity on the basis of a methodical approach, and to improve the didactic support and informational environment of preparing them for school education. This article serves to a certain extent in the implementation of the specified tasks. Drawing, making things from clay, and appliqué are types of visual activity, the main task of which is to represent the environment in a visual way. Visual activity is of great importance in the comprehensive education of school-aged children. Image activity is of great importance in educating children from the conscious side.

Drawing plays a central role in teaching children visual activity and includes three types: Drawing individual objects. Meaningful drawing. Decorative drawing. The main task of teaching visual activity is to help children imagine the surrounding existence. It is to develop their observation, to educate the sense of aesthetic beauty and to teach them the methods of description. At the same time, the main task of visual activity is the formation of creative activity of children, such as creating different representations of various objects with visual materials suitable for a certain age.

According to scientists, people can distinguish 1300 different colors at their strongest color perception. By developing color perception, the ability of aesthetic education is brought up in children. Having mastered cutting technology, they perform such works as object, meaningful, decorative appliqué from paper, appliqué from dried plant, straw. Undoubtedly, one of the most convenient and effective ways to form preschool children's understanding of the world, interest in learning, and their creative abilities is clay (sculpting) activities. In this type of training, along with the formation of creative skills in children, the process of developing fine motor skills of hands, which is of great importance in school education, takes place. That is why certain didactic tasks are set in sculpting classes. According to him, the purpose of clay work (sculpture) classes is, first of all, to form creativity in children, to develop interest and motivation in fine art, in general, to create examples of beauty through the formation of technical and creative skills related to the field of sculpture. It is assumed that the following educational and educational tasks will be solved in the clay work classes conducted with preschool children.

1. Teaching children to see and feel (through their fingers) the size and other parameters of existing objects.
2. Formation of technical and creative skills in children regarding the use of various expressive means of making figurines.
3. Developing the skills of appropriate use of sculpting tools.
4. Formation of skills for making an image (item) suitable for a given topic.
5. Cultivating the initial skills of creating an independent composition based on the impressions and imaginations formed by observing and perceiving events and phenomena in the environment.
6. To teach to interpret the content of the work done.
7. Forming the initial elements of children's communicative competence as a means of training teamwork skills.

8. It is directed to prepare children for school education by means of visual activity. Therefore, educators need to approach this educational and educational process in a comprehensive manner. After all, an integrative approach to the process in organic connection with other types of activities in visual activity training ensures high-quality and effective activity. Sculpture as a type of visual activity. In the system of visual activity classes conducted in pre-school educational institutions, a large place is reserved for sculpting classes. Because sculpting classes are a convenient type of activity for pre-school children to develop imagination and practical skills necessary for school education. The well-known sculptor I.Ya.Ginsburg, while describing the educational value of sculpture, emphasized that sculpture plays a similar role in learning visual arts, as arithmetic plays a role in learning mathematics. Because in other types of pictorial activity, some details and elements of objects (for example, the appearance of objects according to the laws of perspective, the visual image of existence in general) change. As a result, it is necessary to understand the illusions in the image in order to fully perceive the work of visual art and describe it based on certain laws. Since it is possible to clearly see and depict them in sculpture, the process of teaching children to correctly interpret proportions and to distinguish the main from the secondary is easy. That is why it is necessary to consider the clay work classes in preschool educational organizations to create the first ideas about objects in children, to consider them as "reading alphabet".

The main subject of sculpture is undoubtedly the human figure. However, in order to fully reveal the human image, sculptors depict other existing objects and details.

In the painting and graphic types of visual arts, artists create works by expressing the relationship of light and shadow as a means of expression, creating an illusionistic image of volume. Although the sculptor's works are created based on this law, the relationship between light and shadow can be seen realistically. Because the expression of light and shade due to the concave or convex parts indicates the shape and volume of the sculpture. This conclusion means that teaching preschool children the basics of sculpture should take the leading place in their visual activities.

Application is a type of visual activity. The word "application" is derived from the Latin word, which means "to place". The material used in the application is unique. Paper, straw, dried plants are placed in a package and glued with different types of glue. Fabric, leather, wool, and looks like fluff. The appliqué can be single-colored or multi-colored. A uniform appliqué gives a graphic touch, and a multi-colored one gives beauty. There will be artistry in it and in this. The appliqué is characterized by a three-dimensional image of the product. The uniqueness of the application consists of large circles.

Color is a means of increasing the expressiveness of the application. Therefore, matching colors in appliqué work is a search for the harmony of expressiveness of imaginative and decorative composition. The application creates conditions for children to learn compositional learning on paper. The application work prepared by the child should meet aesthetic requirements. The application teaches to see the general, typical and individual signs of an object, develops their interrelationship, whole, parts, rhythm, and symmetrical perception, can show the ability to show the shape and color of an object step by step. Application is the activity of performing artistic works through a simple and suitable medium, keeping the real basis. For example, independent work panels, photo, poster. Illustrative image, elementary mathematics teaching tool, nature, creative game for speech development method, toy, March 8 holiday gift, such as wall newspaper, exhibition for decoration in armed forces and other holidays. Children's appliqués play an important role in the decoration of preschool educational institutions.

"Building" is derived from the Latin language and means to bring various objects, parts and elements into a certain state. Children are taught to make various toys from construction materials, paper, cardboard, wood and other materials. Characteristically, children's construction is often similar to visual and play

activities, which reflected in the surroundings. Children's creations are mainly used in practice. For example, for games, for making a Christmas tree, for a gift for mothers.

Construction activity is a practical activity, a reality aimed at a predetermined goal. In the process of training in construction activities, children's mental, moral, aesthetic and labor education is further formed, and they develop the ability to analyze the objects around them, independent thinking, artistic taste, willful qualities of the individual (striving for the goal, persistence, etc.), all of which prepare children for school.

Paper and natural materials are widely used to make various toys in the preschool educational institution. Children are given different types of paper: watan, cardboard, thin and various papers. The educator prepares natural materials together with the children and prepares them within a year. In the summer, they pick straw, decorative tree fruits, and nuts. Fruit seeds are thoroughly washed and dried, such seeds are stored in special boxes. Materials such as paper, cardboard, plasticine, wire, matchsticks, glue, scissors are also used to make such guides. Paper, waste materials in nature. These materials are used in the process of making various toys in the kindergarten. This process is not only useful, but also fun and loved by children. Children work with different types of paper. Various natural materials, decorative tree fruits, branches and leaves, etc. are prepared in advance by the teacher together with the children. For example, seeds and grains are thoroughly washed, dried and collected. Acorns and chestnuts are picked as soon as they fall from the tree. Maple and ash seeds are collected in winter. Each type of natural material is stored in separate boxes. They are also used for making toys, auxiliary materials, paper, cardboard, plasticine, wires, glue, and work tools: scissors, braids, needles, etc.

In the process of painting, appliqué, and clay works, aspects of thinking such as analysis, synthesis, repetition, clarification are formed in children. Also, in these processes, children learn to work in a team, to subordinate their actions to the actions of their friends. Visual activities in kindergarten form skills and abilities necessary in children's educational activities.

Such qualifications and skills include: listening and remembering the assignment within a certain time, planning and evaluating one's work, finishing the work started, finding and correcting errors and shortcomings, keeping materials, work tools and workplace in order, etc.

Investigations conducted by pedagogues show that such a system of education in kindergarten has a great impact on preparing children for school. Also from psychologists E.A. Labunsky et al.'s study of visual activity of schoolchildren shows that the structure of visual art classes at school, children

It is organized on the basis of the knowledge, skills and abilities acquired in kindergarten, taking them into account.

Pedagogical observation of children's individual development. The pedagogue systematically monitors the children's lives in order to better understand the child and the real reasons for his behavior, to see the child's development, his inner world, to support him, to determine the ways of development, to determine his needs and interests. Observation is also the process of gathering accurate and objective information about a child's behavior and learning, whether he is working or playing alone or with others. In organizing the monitoring process, both the process and the result are evaluated; information is collected and recorded in different situations and contexts; and the analysis of children's behavior is the basis for pedagogical decisions. The teacher's work should begin with pedagogical observation, because it leads to understanding the child, and from understanding to choosing the right strategy for communication with him and his family members. We can only observe the children in the group to see how they are feeling and how the training is going. We will also find out whether the materials and activities in the group and development centers have aroused the children's interest or not, and whether or not they are meeting their needs.

Observations also provide us with the information we need for reflection: how particular children or groups of children learn, how to work in their zone of proximal development, and how to use their knowledge. They can also tell us about specific types of

behavior: How does the child respond to rules and regulations? How does the transition period, quiet and active periods, periods of working in a group and individually? How does the child say goodbye to his parents in the morning, how does he behave during meals, get dressed, rest, etc. What materials does the child use and how? Can the child use them easily? Does he like a variety of materials or just a few? Can he use them creatively or in the usual order as before? What is the child's interest in certain activities and materials? How does the child interact with other children? Does the child play with a lot of people or just one or two? Does the child talk to other children? Does the child initiate play first or wait to be called on? What types of activities does the child enjoy doing with others? How does the child interact with teachers and other adults? Can the child ask for help when needed? Does he need a lot of attention or help? Does the child need constant praise? Does he like communicating with the educator? Does the child spend time with the adults who come to the group? How does the child use language? Is the child easy to understand? Can he communicate his intentions? How big is his vocabulary? How does the child act? For example, does he climb, run, jump? Does he feel confident in action? Does he enjoy playing soccer, dancing, and other activities? Is the child's mood and temperament stable or variable? Is the child calm or angry? Does he often cry, often laugh and smile? Can children verbalize their feelings? Can they get along with children and adults? Do they get upset easily? What role does the child play in the group (eg, leader, follower, listener, speaker)? Does the child need special support to participate in group life? Purposes and tasks of monitoring. The purpose of the observation is to study the qualitative indicators of children's developmental achievements in a well-organized educational environment.

Tasks of pedagogical control:

- collection of evidence reflecting the development of the child's development areas and expressed in his development parameters;

- creating an objective and informative picture of the individual development trajectory of each student;

- the activity of studying the child's development in the development of various types of education;

- individualization of the educational process (including supporting children, creating their individual educational trajectory or pedagogical correction if necessary);

- creating an educational environment when working with a group of children (taking into account the individual characteristics of children in group work);

- ensuring control over the solution of educational tasks, which allows more complete and appropriate use of the methodological resources of the educational process.

Observing the child's development is important in the activity of a pedagogue, and it is used and serves as a means of improving the quality of education of preschool children:

1. Identify the interests, needs and skills of each child
2. To give the most appropriate assessment of the situation in the child's development
3. Choosing the right pedagogical strategy.
4. Identify processes that require attention.
5. Determining how best to solve problematic situations.
6. Understanding the dynamics of a child's change and development as a result of time and education.
7. Making changes to the learning environment.
8. Amendments to Planning.
9. Generalization of information that can be used by parents or MTT specialists.
10. Establish feedback to determine whether their pedagogical efforts were effective (or ineffective).

Organization of observation process in preschool education:

Monitoring should be systematic and regular. As a rule, it is planned every day and is held with a small group of children for 10-15 minutes during the day. The pedagogue chooses the moment when the children "immerse" in the activity. During the observation period, the teacher's assistant (or one of the adults present in the group) actively participates in the teaching process.

The main requirements for the pedagogical control method:

1. Observation is conducted in a situation familiar to the child and is aimed at helping the child;
2. Observation should be carried out for 2 weeks (or 1 month), because it leads to an objective picture of the child's development;
3. Additional information about the child can be obtained from conversations with parents and other employees of the preschool education organization;
4. It is necessary to pay attention to the child's inclinations, interests, characteristics of communication and learning.

Before starting the lesson, the educator must determine the nature, toy, illustration he has chosen and where he should stand in relation to the children. Before the lesson, the teacher must practice drawing, making from clay, cutting. This allows the educator to determine the ways and means of depicting it and to work more on each complex part and draw children's attention to it. In the process of preparing for the training, the educator refers to methodical literature, works on which methods and methods can be used. When the educator is ready to organize the training, he gradually moves the children from the game activity to the educational activity. The process of organizing the training takes one to two minutes. This part can be organized differently depending on the training. For example, children will be able to see the objects or illustrations that they will have to describe, and the little ones will be able to play with them and touch them with their hands. Starting from a small group, we teach children to sit around the table slowly, quietly. Depending on the type and content of the training, it can be conducted differently. For example, in a small group, it can be held in a half-moon shape. In this case, the educator sees each child and can go to each of them to help.

All exercises are divided into three parts:

- the beginning of the training - explanation of the task; the progress of the training, the completion of the task by the children;
- the end of the training - analysis of the completed task with the children.

Parts I and II can last from 2-5 minutes, depending on the age of the children and the task, in Part I, the teacher informs the children about the task they will perform. The teacher's explanation should create an emotional and creative mood. In part II, the teacher examines whether the children begin to perform the given task. It is necessary to observe that there is no pause between children's work, that if the child completes one task, he immediately moves on to the next one. During the training, children learn to work quietly, not to stand in their place without question. Children in a large group first put the water and brush in their place with the teacher's permission, then by themselves. Since children are not independent in a small group, more often the educator comes to the children. Starting from the middle group, children learn to address the teacher by raising their hands. Children are gradually taught to work independently. They learn ways to solve existing difficulties by themselves. Children will be warned a minute before the end of the session. This is a plus for younger children because they haven't mastered this connection yet. Starting from a small group, children are offered to enrich the picture with an element if they finished their work earlier.

Organization of training in mixed age groups has its own characteristics. This group is divided into 2-3 higher groups, each of which has its own program content (even if all the children are engaged in the same activity together, at the same time). Fine art is an elegant art that combines painting, sculpture, graphics; it reflects reality in visual images in its easily recognizable spatial forms. Types of visual arts, depending on their characteristics, create a sense of the objectively existing qualities of real existence - size, color, space, as well as the material form and light atmosphere of the object, movement and changes, from the emotional concreteness of the image to illusionism. can pass. Fine art does not describe only what can be seen, but also reflects the temporal development of events, one or another part of it (fabula), free story-writing, dynamic

movements in its works, and expands the possibilities of ideological assimilation of the world. Fine art illuminates the mental image of a person, his interactions with others, and the psychological and emotional content of the visual state. Sometimes it creates non-existent images that are a product of the artist's imagination. It reflects different eras in human history. Not only the emotional state of the period, but also its ideological essence, political, philosophical, aesthetic and ethical ideas become the content of Fine Art. The expressiveness of visual art images allows the artist to express his attitude to a certain life event at a high level; because of this, as an active form of knowledge of life, it plays an important role in the social life of society, in establishing the public consciousness of a certain system. As one of the forms of knowledge of the world, it forms social consciousness and is of great importance as a form of expression of people's hopes and dreams. In modern conditions, it appears as a part of ideological struggles. In the visual arts of the 12th-16th centuries, the growth of worldly themes and views is determined by the increase of the forms and appearances in the images. In this movement and development, interest in studying the rules of fine art on a scientific basis increased. Important studies on optics, anatomy, perspective, ray theory were carried out. The watercolor technique was perfected, the creators tried to materialize the humanitarian ideas of the Renaissance, relying on the traditions of ancient art. In the 17th-19th centuries, visual art was diverse in terms of style, and the expansion of the art world began with the development of national local schools. In this period, especially, monumental art experienced its real flowering period, artists, architects, sculptors, craftsmen created wonderful examples of synthesis of arts. Artists and sculptors have a special place in these achievements.

The types and genres of fine art have increased, genres of realistic direction (portrait, landscape, still life, domestic genre) have begun to take the leading place. Restraint, line, color, texture proportionality typical of the Renaissance period is replaced by vibrant shapes and play of colors. Since the 17th century, the creation of works depicting existence in forms similar to itself, while the direction of classicism prevailed in visual arts, increased. The establishment of the academic education system ensured the development of professional art schools. A retreat from classic (classical) realistic (academic) art styles and a search for unconventional styles began. This situation was reflected in the formation and development of impressionism, post-impressionism and other styles. Fine art of the 20th century is complex and contradictory. On the one hand, while maintaining the requirements and styles of classical realistic art, attention is paid to its expressiveness, and there is an effort to fill each created image with deep figurative content, on the other hand, the strength of the effort to find new means of expression and image, to create a completely new art is manifested in the non-traditional Fine Art style. The visual art of Uzbekistan is in sync with the processes taking place in the world community, and is characterized by the desire of every artist to express his views and experiences in new styles and forms. Sculpture is a type of fine art; is based on three-dimensional representation of existence in three-dimensional forms. The object of the image is mainly a person; as well as animals (anima-listika), nature (landscape) and things (still life). The main form of sculpture is a round sculpture that allows you to look around, and a relief type of embossed (bubble) image that can be seen only from one side. The relief, in turn, is divided into bas-relief, which is slightly raised in relation to the surface, and high-relief, in which the image is greatly raised in relation to the surface; there is also a carved appearance, which is applied to a flat surface where the image is visible due to the play of light. According to the function and content, sculpture is divided into several types: monumental sculpture, decorative sculpture, easel Sculpture (see Easel art), small types of sculpture are closely related to each other and develop with their own characteristics.

Monumental sculpture related to the art of architecture includes monuments, memorials, sculptural ensembles erected in order to perpetuate the memory of important historical events, famous persons, they express great content and have independent

significance; however, this type of sculpture should be in harmony with the immediate environment, architectural structures and nature, which will give it more grandeur and impressiveness. One of the characteristic features of monumental sculpture is the depiction of heroes in an upbeat spirit. Since monumental sculptures are intended to be seen from afar, large solid forms are widely used; small elements of a person's face, folds in clothes, small parts may not be shown. In sculpture, the artist can increase the impact of the work by using the play of light and shadow (the sculpture comes to life when the light falls on it, and the light-shadow reflection changes in it when the light falls on it, and as a result, the impression the viewer gets from it also changes). This is especially useful for monumental and decorative sculptures, because the morning sunlight gives a different charm to a sculpture placed in a square or boulevard, while the evening sun's rays add a different charm. sculpture does not end with the reflection of a person's appearance, quiet or active state, the work expresses emotions, excitement, sadness, etc. Sculptor's skills, correctly found movements, facial expressions play an important role in making the work effective. Various materials such as stone, granite, bronze, marble, wood, metal (precious metals such as gold, silver, pickel), cement, plaster are used for H.'s works. The raw material selected in H. determines its color. There are cases of painting statues only in folk sculpture. when creating sculptural works, soft materials (special clay, wax, plasticine, etc.), hard materials (various types of stones, wood, etc.) are created by cutting (burning) or removing unnecessary parts by carving; materials that have the property of transitioning from a liquid state to a solid state (various metals, gypsum, concrete, etc.) are cast using a mold; special types of clay are used in the preparation of ceramic sculptural works, the form is covered with unpainted iaqsh or colored glaze and fired in special furnaces. The sculptural work is placed on a base (pedestal or pedestal); Sometimes the sculptor can use sculptures and reliefs mounted on several bases to reveal his goal.

Sculpture became an integral part of the composition of buildings built in the Romanesque and Gothic styles. In the second half of the 13th century - at the beginning of the 14th century, examples of European realistic sculpture began to appear (N. Pi-zano and others), reflecting worldly ideas (bright human characters, the spirit of love for life) became the main task of sculpture (Donatello, A. Verok-k'o and others), multi-plan reliefs were created; the art of bronze sculpting was perfected, majolica (pottery) and carving began to be widely used in practice. Michelangelo's work was a high peak of Renaissance art. The sculpture of the XVII-XIX centuries is also rich and colorful; During this period, baroque, classicism, and realism styles competed in European sculpture. In the Renaissance era, instead of the calmness and solidity typical of sculpture, vigor and exuberance came with the Baroque style, while classicism, on the contrary, tried to return to the calmness of the Renaissance era, to arrange everything with reason. The style of realism, which strengthened its position, strove to fully reflect existence, express human feelings more deeply (L. Bernini, A. Canova, J. Goodon, etc.). From the second half of the 19th century, democratic principles were increasing in sculpture, the themes of domestic life and work attracted artists. In European sculpture, various naturalistic currents and directions were formed, there was a retreat from the synthesis of previous arts; during this period, the currents of impressionism and symbolism found their expression in sculpture. The development of sculpture in the late 19th and early 20th centuries was influenced by the new currents of the time. In this process, the work of the French sculptor O. Rodin became important. Not only French, but also many modern European and other sculptors were influenced by him. The sculptural art of the 20th century is based on contradictory factors. On the one hand, the direction of realistic art strove to expand its artistic scope and increase the effectiveness of the means of expression, while on the other hand, avant-garde art widely demonstrated its possibilities. Under the influence of 20th century artistic styles (Cubism - P. Picasso, A. Arkhipenko, A. Laurent; Constructivism - A. Kolder; Pop Art and other representatives of the avant-garde), sculpture

was enriched with a new look and non-traditional methods and materials. In the middle of the 19th century, a revival of sculpture began in the countries of the Near and Middle East. In Central Asia, including Uzbekistan, sculptural works began to be created, works in the round and relief image-relief type appeared. The fountains were put into operation, the habit of decorating the avenues with decorative sculptural works expanded. Frog, deer, dog, lion and other sculptures made during this period decorate many places (Tashkent, Bukhara, etc.).

In Bukhara, Sitorai Mohi Khosa is notable for its marble lion statues, Islamic and Giri patterns, and polished water channels carved with beautiful inscriptions. Examples of stone and marble carving are common in the architectural monuments of Khiva (including relief stone and marble poyus-tuns). From the beginning of the 20th century, the methods of folk traditional applied art were widely used and developed: the building of Muqimi Theater (1943) and Navoiy Theater (1948) and other types of sculpture began to develop widely. Traditional small sculpture is also enriched with new content and themes (U. Zhorakulov, Kh. Rahimova, A. Mukhtorov, etc.). From this period, the first examples of realistic H. were created in all types. Monumental and decorative sculpture developed in direct connection with the art of architecture: the works of E. Rush, Ya. Kuchis, Ya. Strazdin, O. Korzhinskaya were the first examples of this art. Portrait and genre compositions appeared in workshop sculpture (A. Ivanov, F. Grishchenko, etc.). The new stage of Uzbek sculpture dates back to the second half of the 20th century. By this time, the number of sculptors expanded. an academic system was formed in sculpture. A. Boymatov, A. Ahmedov, D. Roziboyev, A. Shoymurodov, E. Aliyev, H. Husniddinkhojayev, Ya. Shapiro, L. Ryabsev, D. Ryabichev and others contributed to its development by creating in all types and genres of sculpture. .

Graphics (Greek graphike, grapho - I write, draw) is a type of visual art. Printed works of art based on painting and drawing, but with their own means of representation and expression. The term "graphics" was originally used to mean the art of letters and calligraphy. At the end of the 19th and the beginning of the 20th century, it acquired a new meaning, with the development of the printing industry and the emergence of photomechanics, G. became a type of fine art. The main types: easel Graphics (non-practical, independent painting, estamp, lubok), book, newspaper-magazine Graphics (illustration, decoration of printed products, their formation), applied graphics (industrial G.si, postage stamps, ex-libris), poster. Means of expression: a contour line, a line, a spot (black, colored), a sheet of paper (often white paper). The stylistic tools of graphics are diverse: from sketchy lines, etudes, sketches, which are quickly drawn depending on the nature, to carefully thought-out compositions (depicting a scene, a landscape; serving the purpose of decoration; font compositions). The ability to quickly prepare graphic works, products, the ability to create cycles and series, suitability for campaigning and propaganda, etc. made it the most popular and important field of visual arts. Technically Graphics. It is divided into 2 types: hand-drawn pictures and printed products printed in a printing press, published in multiple copies (engraving, lithography, monotype, etc.). Watercolor, gouache, pastel on the border of painting and graphics can belong to both painting and graphics. The history of the first one is very long. It begins with primitive art samples that primitive people drew on cave walls and rocks. The latter is mainly related to the development of polygraphy, but long before the emergence of the printing industry, engraving was made in China in the VI-VII centuries (in Europe in the XIV-XV centuries). Lithography appeared only in the 19th century. Book Graphics and related easel Graphics have developed rapidly. Major artists created in this field: A. Dürer, L. Cranach, G. Holbein the Younger, K. Kollwitz in Germany; J. Piranesi in Italy; L. Leydensky in the Netherlands; Rembrandt in Holland; P. P. Rubens in Flanders; In France Callo, O. Daumier; F. Goya in Spain; In Russia, A. Zubov, A. Venesianov, O. Kiprensky, I. Shishkin, V. Serov and other mature representatives of World Graphics of the 20th century: P. Picasso, J. Effel (France); R. Guttuzo, G. Mucci (Italy); F. Mazerel (Belgium); H. Bidstrup



(Denmark); R. Kent (USA); G. and L. Grunding, O. Nagel. W. Klemke (Germany); T. Kulisevich, Yu. Mroszczyk (Poland); D. Moor, V. Deni, V. Favorsky, A. Ostroumova., Lebedeva, Kukrinik., (Russia) and other Uzbekistan G. formed and developed in the 20th century. Artists I. Ikromov, V. Kaydalov, L. Abdullayev, T. Muhamedov, K. Nazarov made a great contribution to the development of Uzbek fine art with their book decorations, K. Basharov's first book illustrations and wonderful linocut works, and laid the foundation for the creation of the Uzbek School of Graphics. In the last quarter of the 20th century, artists such as M. Kagarov, L. Ibrohimov, M. Sodikrv, A. Mamajonov, A. Bobrov, V. Apukhtin, F. Basharova, A. Lee, G. Lee joined the ranks of artists. also ensured that it is thematically enriched. Uzbek graphic artists work effectively in all areas of graphics (watercolor, lithography, xylography, etc.) are applying.

In conclusion, it should be said that if the teacher strongly suggests to finish the work, all the children should finish the work and the teacher should give the children an opportunity to finish their work in the afternoon. Analysis of children's work is one of the important methods. The analysis of children's work has an educational value. Children's work is hung as a wall diary. Children carefully review their work on the wall journal. The teacher asks the children's opinions and gives a general assessment of the children's work. After the lesson, it gives the children another opportunity to review their work. If the training is long and there is no time left, it can be done after a walk or in the afternoon. In children's work, the teacher creates a corner for parents and leaves the children's work there until the next session. Of course, they are first well decorated. They can be decorated in different ways. For example, as a passport. The passport is bigger than the children's work, the children's name and surname are written on it, and it allows to keep it for a long time. If it is not possible to organize a corner, an album is made of children's work. One sheet is allocated to each person and an envelope is attached to the sheet. The name of the child is written, and every work done by the child is counted in this envelope.

## REFERENCES

- Sadikova Sh.A. Preschool pedagogy. T.: Thought Boston 2013
- Kayumova N. Preschool pedagogy. T.: TDPU 2013
- Khasanova Sh.T. Theory and methodology of teaching visual activity. T.: TDPU 2019.
- Methodology of drawing, making objects and visual activity. M. Sh. Nurmatova ...
- <http://kutubkhona.adu.uz/kutubkhona/53rasmbuyumlaryasashpdf.pdf>
- Nurmatova Sh., Khasanova Sh.T., Azimova D.E. Practical training in the workshop. T.: 2010. Cholpon publishing house.
- "Is your child ready for school?" methodological manual. T.; 2001.
- Hasanboeva O. et al. Family pedagogy. T.: "Alokhachi", 2007.
- Askarali Sulaymanov Sculpture lessons in preschool educational institutions. T.: -2015. <http://library.ziyonet.uz/ru/book/35985>
- Amirova G.A., Sulaymanov A.P., Djurayev B.R. Organization of application training in pre-school educational institutions. T.: -2014. Scientific-methodical manual.