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THE IMPORTANCE OF IMPROVING THE METHODOLOGY FOR DEVELOPING ARTISTIC-CREATIVE ABILITIES OF PRESCHOOL-AGE CHILDREN THROUGH VISUAL ACTIVITIES IN PRESCHOOL EDUCATION

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Annotation: This article discusses the high level of attention currently paid to the development of education in our country, particularly to preschool education, as well as the fact that it is a state requirement for children in preschool educational institutions across the republic to grow up mentally mature, physically healthy, and, above all, talented and creative. The article also notes that the preschool period has been recognized by scholars as the most important stage in the formation of human thinking, based on clear evidence. Furthermore, the article presents ideas on the importance of teaching visual arts to preschool children as an activity aimed at developing their thinking abilities, visual memory, creative imagination, and artistic taste. It also highlights that, in preparing children for school, teaching visual activities—such as drawing, clay modeling, appliqué, and construction—enables them to acquire relevant skills, which in turn lays the foundation for their successful mastery of visual arts and labor lessons at school.

Keywords: depiction, drawing, ability, effectiveness, creative development, aesthetic education, appliqué, image, creativity, visual arts, artistic image.

Introduction. Today, the task of preschool education is to educate children on the basis of the nation's rich national, cultural, and historical heritage, as well as their spiritual and moral development; to foster feelings of national patriotism in children; to cultivate in preschool-age children a need for knowledge and a propensity for learning, thereby systematically preparing them for the educational process; to develop children's thinking; to form the skills of expressing one's thoughts independently and freely; and to ensure the physical and mental health of children. Another key objective is to identify children's abilities and potentials through modern visual arts and to properly shape and bring them to the fore. There is also the task of training educators who possess the skill to understand the specific complexities of visual art and to convey its finer aspects to preschool-age children. A child's artistic-creative growth involves the development of imaginative thinking, aesthetic perception, and the acquisition of the skills and competencies necessary for creating artistic images. For example, organizing a walk in nature or a park, or an excursion during the autumn season. Through the aesthetic feelings arising from children's observation of objects or their surroundings, the educator can instill in them the ability to correctly evaluate the environment and people's labor, as well as qualities such as love for the homeland. Encouraging children to perform their work more beautifully and better, creating works that please others and bring them joy—this is considered the primary task of artistic and moral education.

Visual activities are of great importance in preparing children for school. Acquiring knowledge and skills in drawing, clay modeling, and construction materials can serve as a foundation for the successful mastery of visual arts and labor lessons at school. It prepares them for learning activities and teaches them to listen to the teacher and follow instructions. Searching for simple yet important ways to solve a given task is one of the main criteria of learning activity. During the visual activity process, monitoring one's own work also plays a role in completing school assignments. Furthermore,

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the child undergoes psychological preparation through visual activities—developing a desire to study, a curiosity for new knowledge, goal orientation, systematic engagement, and so on. Thus, the skills acquired during visual activities lay the groundwork for children to adapt quickly to school life.

The main part. Visual activity is one of the primary means of providing aesthetic education to children and developing their creative abilities. Distinguishing each object's size, color, shape, and spatial position constitutes the components of aesthetic perception. The development of aesthetic perception in children is linked to a deeper sensitivity to color, rhythm, and proportion. When children perceive or depict color, shape, and their diversity, they derive pleasure and enjoyment from the richness of color combinations. As children's aesthetic perception develops, they learn to make aesthetic judgments about objects and their specific qualities. This fosters their ability to understand works of visual art and to develop emotional responses and attitudes toward them. Visual activity plays a significant role in the artistic-creative development of children. In preschool educational organizations, the role of the educator in shaping children's aesthetic abilities through visual activities is unparalleled. The educator must possess deep knowledge and high qualifications, continuously work on self-improvement, constantly raise their theoretical-scientific level, and rely on advanced pedagogical experiences. The curriculum for visual activities in preschool educational organizations and the visual arts curriculum at school are designed to cultivate children's aesthetic attitude toward their surroundings and toward art, as well as to develop their creative abilities and representational skills. In the educational activities of preschool organizations, tasks essential for successful schooling are addressed. During drawing, appliqué, and clay modeling activities, children develop thinking processes such as analysis, synthesis, comparison, and concretization. Moreover, through these activities, children learn to work in a group and to coordinate their actions with those of their peers. Visual activity lessons in preschool educational organizations help form the skills and competencies necessary for learning activities. The primary focus of visual activities in preschool educational organizations is the artistic-aesthetic education of preschool-age children. The effectiveness of this direction becomes evident only when all aesthetic education tools (theater, music, fiction literature, drawing, appliqué, etc.) are applied in an integrated manner. The "Visual Activity" lessons conducted in preschool educational organizations are of great importance in solving aesthetic education issues for children. This is because visual activity, by its very nature, is an artistic activity. All types of artistic activity lessons offer broad opportunities for children to perceive beauty and to develop an emotional-aesthetic relationship with reality. In visual activity lessons at preschool educational organizations, children primarily carry out practical work and engage in storytelling based on artworks and pictures; at school, they become more deeply acquainted with various forms of visual art, such as painting, graphics, sculpture, and decorative art.

In preschool educational organizations, visual activity lessons are diverse: drawing, clay modeling, appliqué, and construction activities. All these types of lessons are given great importance. The successful resolution of educational and upbringing issues in primary grades is closely linked to the visual activity lessons conducted in preschool institutions. During visual activity lessons in groups, children learn to freely use pencils and brushes, and to control the strength and character of their hand movements. This contributes to skill acquisition and develops smooth, free, and consistent hand movements in children. While drawing objects of various shapes, sizes, and proportions, children learn the necessity of maintaining direction according to the object's working characteristics and moving in accordance with the object's size. Through visual activity lessons in preschool educational organizations, children learn to use materials in an orderly manner, keep them clean, plan the use of only necessary materials, and determine how to use them. These activities develop children's attention

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and visual memory. In the preparatory groups of preschool educational organizations, the demands for drawing from nature or representing objects increase, and these requirements approach school-level standards. When teaching representation from nature, the sequence of work is demonstrated only at the initial stages of learning in the preparatory and senior groups. Children learn to analyze nature, to sketch the overall form roughly on paper, to compare their drawing with nature, to correct errors and shortcomings, and to strive for likeness. During visual activity lessons, the ability to identify or recognize geometric shapes, to name them using correct terminology, and to become familiar with concepts such as width, size, length, height, and the spatial interrelationships of parts, helps children thoroughly master elementary mathematical concepts in the first grade of school.

Construction activities, involving building from various materials, develop children's ability to estimate by eye and help them to master technical lessons at school. Thus, through visual activity lessons, children's artistic taste and creative abilities grow, and they are gradually prepared for schooling. This is because children actively engage with objects, become familiar with their specific qualities, shapes, colors, and sizes, and learn to identify differences and similarities—all of which fosters sensory education and enables visual and imaginative thinking.

Results and discussion. Today, the "Visual Activity" lessons conducted in preschool educational organizations are of great importance in solving the issues of aesthetic education for children. This is because visual activity, by its very nature, is an artistic activity. All types of artistic activity lessons offer broad opportunities for children to perceive beauty and to develop an emotional-aesthetic relationship with reality. During "Visual Activity" lessons, the following educational and upbringing tasks are addressed:

- Cultivating artistic taste;
- Developing practical artistic skills and competencies;
- Developing fantasy, creative thinking, imagination, and perception;
- Developing precise hand movements and fine motor skills of the fingers;
- Creating opportunities for the emergence of the seeds of professional artistic-creative activity.

An analysis of the structure and content of the improved state curriculum "First Step" (Ilk Qadam), developed for preschool educational organizations, reveals that from the younger groups onward, the greatest amount of time is allocated to visual activity. If we sum up the types of visual activities – drawing (2 hours), appliqué (0.5 hours), construction (0.5 hours), and clay modeling (1 hour) – the total amounts to 4 hours. Considering that the weekly workload is 12 hours, visual activity constitutes one-third of all activities. Thus, visual activity represents the largest section with integrative content and is implemented in logical and didactic connection with other types of activities. This factor implies that the content and methodology of visual activity lessons should be continuously improved in harmony with other types of activities.

In visual activity lessons at preschool educational organizations, children primarily carry out practical work and engage in storytelling based on artworks and pictures; at school, they become more deeply acquainted with various forms of visual art, such as painting, graphics, sculpture, and decorative art. In preschool educational organizations, visual activity lessons are diverse: drawing, clay modeling, appliqué, and construction activities. All these types of lessons are given great importance. The successful resolution of educational and upbringing issues in primary grades is closely linked to the visual activity lessons conducted in preschool institutions.

During visual activity lessons in groups, children learn to freely use pencils and brushes and to control the character and force of their hand movements. This contributes to skill acquisition and develops smooth, free, and consistent hand movements in children. While drawing objects of various shapes, sizes, and proportions, children learn the necessity of maintaining direction according to the

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object's working characteristics and moving in accordance with the object's size. Through visual activity lessons in preschool educational organizations, children learn to use materials in an orderly manner, keep them clean, plan the use of only necessary materials, and determine how to use them. These activities develop children's attention and visual memory.

In the preparatory groups of preschool educational organizations, the demands for drawing from nature or representing objects increase, and these requirements approach school-level standards. When teaching representation from nature, the sequence of work is demonstrated only at the initial stages of learning in the preparatory and senior groups. Children learn to analyze nature, to sketch the overall form roughly on paper, to compare their drawing with nature, to correct errors and shortcomings, and to strive for likeness.

During visual activity lessons, the ability to identify or recognize geometric shapes, to name them using correct terminology, and to become familiar with concepts such as width, size, length, height, and the spatial interrelationships of parts, helps children thoroughly master elementary mathematical concepts in the first grade of school. Construction activities, involving building from various materials, develop children's ability to estimate by eye and help them to master technical lessons at school.

Thus, through visual activity lessons, children's artistic taste and creative abilities grow, and they are gradually prepared for schooling. This is because children actively engage with objects, become familiar with their specific qualities, shapes, colors, and sizes, and learn to identify differences and similarities—all of which fosters sensory education and enables visual and imaginative thinking.

Visual activity also provides moral education to children. In their works, children reflect events and phenomena occurring in their own lives and in society; they derive satisfaction and excitement from them. During the visual activity process, qualities of willpower are cultivated in children – such as completing a task they have started, setting goals and striving to achieve them, overcoming difficulties, and helping their peers. In the process of creating collective works, qualities such as mutual assistance and cooperation are developed; during the evaluation process, moral qualities are formed, including the ability to relate realistically to others' work, to assess it correctly, and to take pleasure in both one's own work and that of one's peers.

Visual activity is an activity that encourages children to work persistently toward achieving the goals they have set for themselves. Visual activity is considered the primary means of providing aesthetic education to children. Distinguishing each object's size, color, shape, and spatial position constitutes the components of aesthetic perception. The development of aesthetic perception in children is linked to a deeper sensitivity to color, rhythm, and proportion. When children perceive color, shape, and their diversity, the more they derive pleasure and enjoyment from the richness of color combinations. As children's aesthetic perception develops, they learn to make aesthetic judgments about objects and their specific qualities. This fosters their ability to understand works of visual art and to develop emotional responses and attitudes toward them.

Visual activity occupies an important place in the artistic-creative development of children. A child's artistic-creative growth involves the development of imaginative thinking, aesthetic perception, and the acquisition of the skills and competencies necessary for creating artistic images. For example, organizing a walk in nature or a park, or an excursion during the autumn season. Through the aesthetic feelings arising from children's observation of objects or their surroundings, the educator can instill in them the ability to correctly evaluate the environment and people's labor, as well as qualities such as love for the homeland. Encouraging children to perform their work more beautifully and better, creating works that please others and bring them joy—this is considered the primary task of artistic and moral education.

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In preschool educational institutions, great attention is paid to drawing based on observations in the senior group, as this serves as the initial stage in preparing children to draw from nature. This develops children's visual memory and, in some cases, helps them to accurately represent an object as a natural model.

Recommendations. For the effective organization of visual activities in preschool education, the following recommendations may be offered to educators:

- Use materials and tools appropriate to the children's age when engaging them in visual activities.
- Apply interactive methods during visual activity lessons, i.e., transform children into active participants.
- Organize observations of art and nature, and teach children to see the beauty in their surroundings and to express their own aesthetic attitude toward it.
- Utilize all types of visual art (drawing/painting, sculpture, design) in developing children's aesthetic taste, and introduce children to these art forms.

Conclusion. This article examined the role and importance of visual activities in developing the artistic-creative abilities and aesthetic taste of preschool-age children. Visual activities help develop children's creative thinking, their perception of colors and shapes, as well as their ability to appreciate beauty in the environment. This process, in turn, serves as an important tool for shaping aesthetic taste in children. Effective organization of this activity in the educational process requires appropriate methods and approaches. The recommendations and practices presented in this article are of great significance for the implementation of visual activities in children's education. Furthermore, this activity contributes not only to children's aesthetic development but also to their intellectual and creative growth.

During visual activity lessons in groups, children learn to freely use pencils and brushes and to control the character and force of their hand movements. Acquiring this skill develops in children the ability to perform light, free, and uniform hand movements. While drawing objects of various shapes, sizes, and proportions, children learn the necessity of maintaining direction according to the object's working characteristics and moving in accordance with the object's dimensions. In preschool educational institutions, great importance is attached to teaching children to use materials cleanly and orderly, to keep them tidy, to use only necessary materials, and to plan how to use them. These lessons develop children's attention and visual memory.

In the preparatory groups of preschool educational organizations, the demands for drawing or representing objects from nature increase, and these requirements approach school-level standards.

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Children learn to analyze nature, to sketch the overall form roughly on paper, to compare their drawing with nature, to correct errors and shortcomings, and to strive for likeness. Demonstrating the sequence of work in representing from nature is carried out only at the initial stages of learning in the preparatory and senior groups of preschool educational organizations.

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