



VISUAL ACTIVITIES OF PRESCHOOL CHILDREN

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ABSTRACT

This article discusses the visual activities of preschool children. The problem of understanding the psychology of color selection in children based on their drawing skills was analyzed.

KEYWORDS: *preschool children, figurative expression, color, method, psychology, child psychology, ability*

DISCUSSION

Forms of teaching preschool children are not about achieving results, but about building knowledge, skills and abilities. This goal defines its main feature. If the child is interested in the process of drawing and tries to draw beautifully, such a process is a game or an effective action. But when a child sets a specific goal for himself during a drawing lesson, these actions take on an educational look. For example, drawing better than the previous ones, painting the image correctly, or drawing straight lines are also types of such actions.

While the child's mental development takes place during learning and in passing on to the child the experience left by the previous generation, most of the knowledge and skills he acquires while communicating with adults, following their requirements, advice and instructions. Also V. Lebedev, Yu.Vasnetsov, A. Paxomov, V. Konashevich, E.Charushin, E. Rachev, K. Artistic images created by illustrators of children's books, such as Rotov, A. Kanevsky, expand the knowledge and skills of preschool children with their very concrete and emotional, colorful pictures, accuracy of pictures and compositions, completeness of life observations.

The role of descriptive activities in the mental development of children is great. Kindergarten children love to draw, make different things out of clay or plasticine, build buildings out of cubes, build bridges. In their descriptive activities, children try to reflect the external environment, the things in it, the animals, and not some unnatural, imaginary things. There will be elements of creativity in such activities of children. Children try to express their desires, aspirations, aspirations in such a way

through drawing, painting, making something out of clay or plasticine, application work. Although children's descriptive activities are very simple, in such activities they try to create something new by adding something of their own, not just passively depicting things and events around them. That is why some abilities in children begin to appear very early in their visual activities. It is known that a person is not born an artist, sculptor, painter. Such abilities in a person arise and develop in the process of engaging in descriptive activities from a young age. For example, we do not see any descriptive activity in infants. Such activity occurs from about two and a half years of age of the child.

For example, a two-year-old boy draws something with a pencil (holding it upright) and explains his curves as "this tree," "this man," "this house," "this cat." Children this age do not aim to depict anything while drawing. They are then called by the first name that comes to their brains, depending on the lines they draw. This period in children's visual activities is called the preparatory period.

Children's descriptive activities begin mainly in the middle and large groups. But the descriptive activities of this period are also in many respects schematic in nature. For example, when children draw a picture of a person, they draw one small and one large circle, from which they can draw arms and legs. When they draw a picture or make a statue of something, they do not adhere at all to the issues of size, perspective. This is why their drawings can be very large or very small in size. What is the reason for this?

First, kindergarten-age children do not have the same well-developed ability to observe as adults,



and they do not compare the objects in their drawings with real objects in real life. Children's descriptive activities are largely based on their imagination. For example, when a 4–5-year-old kindergartener was asked to draw a picture of his mother, he never began to draw in spite of his mother. When he was asked why he did not look at his mother, he replied that he knew her very well. The second reason why the visual activities of kindergarten children are so simple is that they have not yet developed some complex movement skills. In addition, kindergarten children do not aim to liken what they describe to real-life objects when they engage in visual activities. They also conduct visual activities in the form of games. They are not interested in the result of the imagery, but in the imagery itself. Children's visual activities are organized spontaneously, not systematically, consistently. That is why the child is able to rely only on his own imagination, without deep and complete observation of reality during such activities.

If the educator organizes the children's descriptive activities in a consistent manner and puts this work in a pedagogically correct way, the children's attitudes to the descriptive activities will change. When children are given a set goal and told to do so, they begin to take work seriously without turning imagery into play. For example, if children are asked to draw a holiday picture after a holiday, they will do it. Descriptive activities can be a great help in educating children of kindergarten age mentally, morally, and especially aesthetically. Therefore, it is necessary to pay attention to the pedagogically correct and interesting organization of descriptive activities of children of kindergarten age in accordance with the purpose.

Kindergarten-age children enjoy spending a long time drawing with colored pencils, colored paints, and creating a variety of appliques out of colored paper. But children's attitudes toward colors are unique. They paint what they like with very bright, beautiful colors, and what they don't like with black, dark browns. Children's descriptive activities have a serious impact on their imaginary and emotional processes. Because they are not indifferent to their work, no matter what imagery they are engaged in. They display their work and drawings in a visible place through their visual activities.

Preschool children's construction activities play a special role in the development of their observation and thinking. Build-up games are always goal-oriented games that require complex learning, skills, and knowledge from children. In building games, children learn that the details of different things (i.e., parts of them) are interrelated not only externally but also internally. Then they gather the necessary parts and get to work. A building game requires children to have completely different skills and training than drawing or appliqué. Therefore, even if children are very interested in construction

work, children of the first age will not be able to do it. They lack some skills, agility, experience. Kids this age can't go beyond building a bridge and putting things up like wood and planks. Older children, on the other hand, can make different things based on a picture (pattern). The following types of construction activities are usually distinguished:

- a) Standard construction;
- b) Construction under certain conditions or instructions;
- d) Construction on the basis of assumptions.

Children can do the construction work alone and as a team. In both cases, construction activities help children develop cognition, attention, observation, memory, and thought processes. Educators should provide guidance and instruction to children in organizing construction games. Adults are able to evaluate children's work, compare other children with the work process and outcome, allow the child to properly monitor their own actions, and evaluate their own knowledge and abilities. Children develop self-monitoring and self-assessment skills in relation to the learning task completed. In many cases, children approaching school age perform tasks that seem easy to them unwillingly, and strive for a result that is consistent with the level of knowledge and skills acquired from the child's point of view.

According to pediatricians, a healthy child is a child who plays well, speaks well and draws well. Just like language and play, painting is a means of revealing a child's inner world. Therefore, it is necessary to give the child the opportunity to draw so that he can express his inner experiences and feelings. Through the picture, the child can express his joys and sorrows, fears and fantasies, his attitude to the environment. According to psychologists, there is no child who does not draw, if the child does not want to draw, it means that he has a certain psychological stress. In children, color perception begins to appear very early. For example, according to the experiments of Professor NI Krasnogorsky, color differentiation begins to appear in children from 3-4 months. The child was fed from different colored bottles (breast milk), but only milk was given in a red bottle. After a while, the child would only react to the red bottle, i.e. only take the pacifier in the red bottle to his mouth, and be indifferent to the other bottles. This experience shows that children perceive and distinguish colors very early.

During drawing, children do not control their emotions, they create a "work" of the soul, not the mind. Therefore, it is very important to pay attention to all the details they draw, because it allows you to draw clear conclusions about the mental state of the child and his attitude to things around him. Let's find out how children feel by analyzing their drawings:

1. If our child is in a hurry, impatient, revengeful of excessive praise, playing with broken toys, we notice that the color he uses the most is red.



This is a unique feature of the child, and the child is brought up under the influence of education and environment. There is nothing to worry about. Such children have a very strong nervous system and are among the people who will achieve great success in the future, are not afraid of difficulties, will finish the work they started.

With frequent quarrels in the family, feeling lonely and in need of protection, children rarely use red.

2. Children who use pink a lot feel the need for adult support. Their natures are delicate, they are dependent on others. She is looking for a constant support, waiting for her parents to show love. It is necessary to be in constant tactical contact with such a child, that is, to kiss and hug them a lot.

3. If we do not pay enough attention and love to our children, dark green will prevail in their creations.

In fact, people who are stubborn and stubborn by nature prefer the color green. The light color of green indicates the need for protection. Usually children who do not feel the love of motherhood express this color a lot, and in the future, despite having high intellectual abilities, they will continue to prioritize safety for fear of innovation and hardship. We need to make sure that such children grow up with a sense of security and protection.

4. Our children, who prefer yellow in their drawings, will be creative, curious and imaginative. Such children can play with simple objects (simple sticks, stones, ..) as if they were different toys. They may not get bored even if they play alone. Because they are characterized by fantasy (imagining oneself in the world of fairy tales) and originality.

5. If our children's drawings show a predominance of orange and orange colors, we should immediately pay attention to their sleep time. More insomnia causes them high nervousness, unexplained screaming. We need to be extra careful if we use too many orange and orange (orange) colors. It is more difficult to calm such children, it is better to focus their efforts on doing things around the house to help parents.

6. It should be borne in mind that the feelings of our children, whose blue color is more predominant in their drawings, tend to be calm, noisy, selfless, and that such a child needs rest.

7. If the child is overly cramped, in need of freedom and encouragement, the predominance of blue-green in the drawings is noticeable. The requirements for such children should also be slightly reduced. Because these kids are naturally caring and honest with others. They do not need excessive demands.

8. Children who love purple will have a rich inner world and imagination. Children often use this color when they feel lonely, weak and defenseless. At this time, the child will need more love and encouragement.

9. When a child uses brown too much, there can be problems in his health, in his family. If such children do not receive serious attention and their problems persist, many emotional traumas can result in negative emotional states.

10. A gray child can use a lot of gray even when he is very tired and in a state of frustration. But the regular use of the screw is characterized by the constant rejection of the child, shyness, isolation, the tendency to wrap himself in his shell.

11. Regular use of black means that the child is experiencing stress. High self-confidence.

12. White is often used when a child feels lonely, nervous exhaustion, and emotional distress. They have no interest in life.

If the child presses the pencil with strong pressure, emotional tension is observed. If the pressure is too strong and the paper is torn, it is a sign that the conflicting situation is prevailing in our child. Lines drawn with weak pressure indicate impatience and passivity.

Of course, it is only the work of an experienced psychologist to draw conclusions by analyzing children's pictures. But in the development of children's creativity, in their development as physically and mentally healthy, it does not hurt anyone to know some important aspects of the scientific basis of science.

Because of their young age, children are not only unable to express their opinions in interpersonal relationships, but also to assess the situation. By analyzing the placement of objects in a child's drawings, the predominance of the colors used, you will learn about things that the child will never hear from themselves. Because when children draw, they describe what is in the psyche.

Creativity is a form of artistic expression of the child's personality is an important factor in development and childhood experience.

Different develop their imagination and creativity in forms children with disabilities have a national spiritual heritage and learn to respect culture. The child expresses his feelings through music, theater, visual activities, and so on assimilates. Rafael Santi's creative ability in the field of painting was eight years old, in Michelangelo thirteen, with I.E. Repin. He began to appear at the age of four in VASerov and at the age of six in VISurikov.

Sculpture classes are widely used in the system of visual activities in preschool educational institutions. Because sculpture is a convenient type of activity for preschool children to develop the necessary imagination, practical skills for school education. Well-known sculptor I.Ya. Gintsburg, while describing the educational significance of sculpture, noted that just as arithmetic plays a role in the study of mathematics, sculpture plays an important role in the study of fine arts. Because in other types of visual activities some details, elements



of objects (for example, the appearance of objects according to the law of perspective, the visual image of the being in general) change. As a result, in order to fully comprehend a work of fine art and depict it on the basis of certain laws, it is necessary to understand the illusions in the image. In sculpture, the ability to see them clearly, to describe them, makes it easier to teach children to interpret proportions correctly, to distinguish the primary from the secondary. Therefore, sculpture lessons in preschool education should be considered as the "reading alphabet" to create in children the first ideas about objects.

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