

METHODS OF TEACHING PRESCHOOL CHILDREN TO DRAW

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ANNOTATION:

It differs in the fact that when teaching preschool children to draw, the program is complicated in stages. The first lesson of drawing begins with the introduction of paper and pencils. Understand that these materials differ from toys to different subjects known to children. With pencils can perform various types of activities. The paper was clean, traces appeared on it from the movement of the pen. The opened tip of the pen leaves a mark on the paper. And the two ends do not leave a trace. If you press slowly, then on paper there are no traces of it. If pressed hard, the paper can be torn off. Showing such an explanation and actions will arouse interest in drawing in children. In addition to these, it included a program to train simple technical skills such as knowing how to properly hold a pencil, a mustache, how to use them in order, how to draw a paint on the tip of a mustache.

Key words: Aesthetic education of children, psychology, anatomy and physiology, hygiene, pediatrics, children's literature, theory and aesthetics of art, fine activity, music history and theory, children's creativity, preschool pedagogy, decorative, drawing.

INTRODUCTION:

The methodology of aesthetic education of children as a part of preschool education

pedagogy. The subject of the course, its interrelation with other pedagogical cycle Sciences, with child psychology, Anatomy and physiology, hygiene, Pediatrics, children's literature and other methods. Theory of art and aesthetics-the methodological basis for guiding the visual activity of children. Aesthetic education as a tool for the comprehensive development of children, the study of children in the process of aesthetic education and its consequences, the organization of educational and educational work with children of preschool age in the training of visual activity, the role of these lessons in the daily routine of the child, the peculiarity of organizing visual activity in extracurricular times, the.

Methods of teaching children's visual activity: maksad and functions of teaching children's visual activity, skills and creativity of artistic activity, methods of teaching children's visual activity in the family and preschool institutions, methods of teaching children visual activity, methods of introducing them to fine arts, organizational forms of teaching methods of introducing them to visual activity.

Methods of musics education of children: subject of musics education, maksadi and its functions, simple theory of musics, history of music literature and musics, methods of teaching musics in the family and preschool institutions, methods and ways of trying to listen to raks, kushik to listen to musics, the use of musical educational houses, emphasis on staged performances, planning of works and taking into account, organizational forms of teaching music education methodology.

Drawing takes the main place in the teaching of children to visual activities and includes three types:

Draw a separate predicate.

Draw a meaningful picture.

Draw a decorative picture.

The main task of teaching visual activity is to help the child in imagining the surrounding being. Observation in them is to develop sloth, to educate and teach methods of describing a sense of aesthetic beauty. At the same time, the most basic task of visual activity is the formation of creative activity, such as the creation of different logos of various objects in children with visual materials suitable for a certain age.

Drawing a picture of individual subjects, according to research done by psychologists, in order to distinguish one subject from another, it helps the child to perceive the same subject, to know the shape of the subject. The error in the pictorial process of formation is explained not only by the fact that the child does not have enough misconceptions and skills, but also does not know how to correctly perceive the subject. Since the child's ability to describe is still well developed, it is also as difficult as thinking and describing before him. In the picture, the form is limited to the correct contour, but at the same time the 1th stages of the work do not consider the lines to be correct, accurate drawing and the outline of the contours (definition), the task of the process of working on the picture. If the general form is not found, then you can not draw a contour with a straight line, because it is always changeable, accordingly, drawing it will also change ,that is, the result, the end, direction of the figure, as well as the variable.

When describing a subject, the artist first determines the signs of the main form on paper. Such a way of describing a preschool child, especially a 3-4-year-old child, is very difficult, since he can not imagine the subject as

a whole. To him it is easier to draw a predicate step by step on one side. This way of describing will facilitate the work of the child. Continue drawing by selecting a single piece before, remembering or seeing the next piece of nature, divide the same piece into pieces. Step-by-step, it is necessary to teach children to draw the general signs of the picture on paper, because there is a specific difficulty in drawing the picture by dividing it into pieces. In this case, it will be difficult to determine, to draw the main parts of the required shape and the location of the second-level pieces between them and their position in space in a definite orthogonal position. The main general tasks of teaching drawing activities for all age groups are as follows:

1. To teach to describe the shape and structure of the subject, to indicate the interaction of its parts, to the changes in them as a result of the action.
2. Drawing teach to depict some characteristic details that make it imaginative, vivid.
3. To teach how to combine the color of the subject, its meaning and the character of the image among themselves.
4. Develop technical skills in drawing with paints, colored pencils and other materials.

Draw a meaningful picture. The main purpose of meaningful drawing is to teach the child to express the impressions he receives from the environment. A meaningful picture is a description of several contents in a certain color. On what content do children draw? Children try to draw nature, based on a small story, a fairy tale and surrounding children. For example, the pictures" we are on Saturday "and" late autumn " take for example a child. Such classes with children will help them in every possible way to achieve perfection.

In this, the child develops mental rudeness. This process takes place gradually, so a meaningful drawing is included, starting from the middle group. Bunda is also taught the

image of 2-3 subjects standing side by side. In order to distinguish objects in a meaningful image from each other, it is necessary to teach its size, large or small size of objects, depending on their location in space. For a preschool child, it is very difficult to distinguish spatial relationships between objects. The general tasks of drawing meaningful pictures, teaching in kindergarten are as follows:

To teach the expression of the content of the subject to distinguish its basis.

Teaching to describe the interaction between objects.

To teach to describe the spatial location between objects and indicate their location in space.

Draw a decorative picture. Decorative paintingtiradi develop aesthetic sense in a child like other types of fine activity. When introducing children with samples of folk applied art, the educator should educate in them such feelings as respect for the work of people who create the spirit of patriotism in these works of art.

Decorative painting includes the following general tasks.

Formation of a compositional sense in children in connection with different forms of pattern.

Develop color abilities.

To teach to distinguish types, methods of folk applied art and the use of their individual elements in children's own creativity.

Strengthen the technical skills of drawing with a pencil and a mustache.

When teaching children to draw decorative paintings, the educator teaches them to see the interdependence, color, composition of the components of the pattern with the element of the figure. The development of color talent in decorative painting is considered the main issue.

Formation and development of drawing

skills in a group of children from the age of one to three years. Teaching drawing in preschool institutions

It starts at the age of 2 years. This period is the period of preparation of children for illustrative activities. During this period, children learn to hold a pencil and walk on paper. But it does not develop in the process, the child does not know how to hold the pen correctly, the educator gradually accustoms him to hold the pen correctlytiradi, it is interesting that the bunda is not that the child is doing, but the movement of the pen, knocking on the paper sheet with its tiptiradi. Correctly with a pencil draw different barcodes, dots, make different movements on the sheet of paper, then simple lines gradually become more complicated. At this time the child will be pleased to see the various traces that are laid on the paper. This period has an impact on the development of visual activity in the child. Although the preschool program in this group does not require group training, but if the children want, it is possible to make them sit around the table and draw pictures.

1. In groups of children from the very first age, it is possible to give a pencil to children from the age of one and a half. But in the figurative sense of the action that children are doing, the concept begins from the 1 small group.

1 Small group (from the age of 2 to the age of 3 years).

2. By this period, the speech grows, the circle of imagination grows, it is able to act independently with materials. In this group, the educator teaches children to observe the actions they are doing. Drawing will teach you to know the types of subjects with different lines, to make them look like some things. Children are asked questions, What did you draw, that will give a lot of questions, which will make it clear to which subject the child's drawing will look like. The action of the child will be involuntary. Not all children can

simultaneously determine the similarity between the subject in his work, which is formed as a result of his actions, the growth of this feature causes the development of self-speech. They describe simple subjects and phenomena in the work indicated by the educator. For example, it rains, it's snowing, it's snowing, the leaves are flying, it's like water is flowing in the river.

Gradually in 3th year, the interest in colors increases in children. They use different colors, making it look like a predicate. For example, on a sheet of paper that is not so large, it is painted in red and says "I put flowers." In this group, the educator offers children to draw and finish some part of the subject. For example, a rope to a sphere, a stick to a flag and red, green, blue, yellow colors are taught to know and use. Like "The Sun", "Coal-blue grass", "flowers". Children first draw with a pencil, after 3-4 classes they paint using paint, they are taught to use it. Children can draw a picture with paints on the following subjects. For example, "the leaves are pouring out of the trees, "lights are lit in the House."

2th half of the year the educator teaches the child a simple image of the subject. The educator will draw a sphere, draw a ball, and the children will draw a road. Going to the 2 and a half of the year, children are taught to practice with them, putting on a mustache-take, decorating the doll's shirt or a napkin and gloves with a stain. When teaching to portray a child at this age, the educator uses different methods.

One of the ways to teach qualitatively is the method of passive action, that is, the child himself acts independently. The educator gives the child a pen in his hand and makes drawing movementstiradi or plays. Children develop the Coordination of the hand movementtirib go, the educator performs the same rhythmic movements on the paper sheet, teaches to the right-to the right, then gradually perform

complex movements. For example, thread oats or smoke is coming out and so on.

The use of an artistic word by an educator helps children to imagine the image of what is being portrayed. The method of using such poems and songs about the tables, the sun, is an important technique. 1 in the small group, the harmony with the educator children is widely used. The educator draws an arch on a large sheet of paper, and children like lights (by the method of sewing a mustache on paper). Such classes can be organized by the educator with a group of 5-6 children. It is possible to arrange tip classes with children aged 2,5 years. It is possible to conduct games, for example, giving children pictures and telling them what is depicted on it. For example, the sun, flag, flowers can be depicted. The children will tell them, the educator will help the tormented child. The educator analyzes the work of children and shows the variety of their work and the similarity between the subject and the image.

Content and tasks of training in the first subgroup. A two-year-old child can correctly hold a pencil, a mustache, but his experiences are few, there are no able-to-do and cognitive shells, hand movements have not developed sufficiently. Therefore, the main tasks are connected with the general educational impact on children. The functions of teaching in the first subgroup are as follows:

Arouse interest as a result of the drawing process as a public work.

Drawing materials — "pencils, paints" and familiarize with the methods of their use. To teach an adult person to understand that drawing is a picture, an image of a subject.

Teach the principles of drawing straight and curved lines and sides berk shapes.

The second-to teach drawing in a small group. This group of children (3-year-old children) develops psychologically, their experiences grow much more. The educator is

engaged in drawing lessons with children of this age, and the children are interested in drawing. In this group, the working process is interesting, not the quality of the painting work of the cable. According to the picture, the children of the whole group learn to listen to the oral instructions of the educator, to follow the methods indicated by the educator. Children at this age are characterized by a rapid transition to gaming activities in painting. For example, draw a circle and stroke it with a pencil inside, symbolizing it that the bird is crumbling with a grain. Bunda occurs in the color selection qualification of young children. Children learn to express by word in the process of painting, which draws the attention of the child the colors that he liked them. The word fills the events that can not be described in the picture independence in children, actively grows. The educator gives children the opportunity to independently use the knowledge and skills that they receive during the training. If 1 teach the child the image of something in a small group, 2 teach the child the visual methods of things in a small group. Children are taught the image of the predicate of different shapes, draw a narsalami consisting of a circle, a straight rectangle, a triangle and a set of lines of different directions. In order to teach how to correctly describe the shape of objects, it is necessary to teach the children's hands to act formally. Children should be taught the connection between the shape of the subject and The Shape of the hand. Before the educator is taught to describe the subject, he will consider it before the training (that is, the observation will take place). Children depict balls, balloons and Christmas tree toys of different colors with the soul tongue. To the image of a rectangular figure, children are tormented in this group, therefore. this form is given in the 2nd half of the year. Children fall on a tree, standing on a tree, they will see the

image of a puppet, a cart. It is taught to know red, yellow, blue, green, black, white colors.

It is also possible to recommend color mixing (pink, airy color and maple, brown). This group does not require children to accurately call and depict colors, but the educator should gradually teach the subjects the real image of the coloring. For example, coal Blue Grass is growing, sap-yellow chicks are grazing on the grass, etc. In this group, the children's picture will be very poor in terms of content, that is, the content of the work will be mostly expressed in words. For example, draw a car and give a mazrrjun with a word. For example, this car is walking or carrying a load; like. During the training, children learn to depict subjects of one type several times. This strengthens the technical skills of the bolalami. During painting, the educator can give new tasks with the aim of expanding the contents of the picture to children who quickly finish the work.

For example, it is recommended to put a grain or different worm next to the chicks walking on the grass, and in this way it is necessary to enrich the content of the children's drawing work and teach the children the same.

Content and tasks of teaching in the second group. Although in the 4th year of his life the child does not know how to depict the subject better or worse, but they begin to understand the meaning of drawing. They draw shapes without shapes, which they themselves draw, basically resembling a sign of a subject. It is necessary for the educator to encourage children to try to find similar signs of the subject with the picture, and at the same time to teach how to correctly depict various forms. At this age, the functions of teaching visual activity are laid down in one plan. Simply give the main characters(color, shape)of the predicates and teach them to the image of various straight and circular shapes.

Knowledge of color perception is to develop knowledge of basic color separation and saying; Development of compositional skills, placement of images in the middle of paper.

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