

**FORMING CHILDREN'S AESTHETIC WORLDVIEWS THROUGH FINE  
ARTS IN PRESCHOOL EDUCATIONAL INSTITUTIONS****Rustamov Akhtam Mukhtarovich**

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**ABSTRACT:** The research is aimed at studying the role of fine art in the formation of the aesthetic outlook of children in preschool educational institutions in Navoi. In the study, experiments were conducted to analyze the impact of visual arts among children aged 6-7 years. It was conducted among 90 children of "Kapalak" of DMTT No. 26, "Rusalochka" of DMTT No. 34, and "Siren" groups of "Guldasta" private preschool educational institution. The results showed that visual art training is an effective tool in shaping children's aesthetic outlook. The aim of the research is to study the role of fine art in the aesthetic development of children and to determine the factors affecting it.

**KEYWORDS**

Fine arts, aesthetic worldview, preschool education, creative activity, aesthetic education, research, experiment, aesthetic pleasure and beauty.

**ANNOTATSIYA:** Tadqiqot Navoiy shahridagi maktabgacha ta'lim muassasalarida bolalar estetik dunyoqarashini shakllantirishda tasviriy san'atning rolini o'rganishga qaratilgan. Tadqiqotda, 6-7 yoshdagi bolalar orasida tasviriy san'atning ta'sirini tahlil qilish uchun eksperimentlar o'tkazildi. Bunda 26-sonli DMTTning "Kapalak", 34-sonli DMTTning "Rusalochka", "Guldasta" xususiy maktabgacha ta'lim muassasasining "Siren" guruhlarida tarbiyalanuvchilarining 90 nafar bolalari o'rtasida olib borildi. Natijalar, tasviriy san'at mashg'ulotlari bolalarning estetik dunyoqarashini shakllantirishda samarali vosita ekanligini ko'rsatdi. Tadqiqotda, bolalarning estetik rivojlanishidagi tasviriy san'atning rolini o'rganish va unga ta'sir qiluvchi omillarni aniqlash maqsad qilingan.

**АННОТАЦИЯ:** Целью исследования является изучение роли изобразительного искусства в формировании эстетического мировоззрения детей в дошкольных образовательных учреждениях г. Навои. В ходе исследования были проведены эксперименты по анализу влияния изобразительного искусства на детей в возрасте 6-7

лет. Вместе с тем, 90 детей оказались среди воспитанников групп «Капалак» ДООУ No26, «Русалочка» ДООУ No34, «Сирена» частного дошкольного образовательного учреждения «Гулдаста». Результаты показали, что занятия изобразительным искусством являются эффективным инструментом в формировании эстетического мировоззрения детей. Целью исследования является изучение роли изобразительного искусства в эстетическом развитии детей и выявление факторов, влияющих на него.

### **KALIT SO‘ZLAR**

Tasviriy san'at, estetik dunyoqarash, maktabgacha ta'lim, ijodiy faoliyat, estetik tarbiya, tadqiqot, eksperiment, estetik zavq va go'zallik.

### **КЛЮЧЕВЫЕ СЛОВА**

Изобразительное искусство, эстетическое мировоззрение, дошкольное воспитание, творческая деятельность, эстетическое воспитание, исследования, опыт, эстетическое удовольствие и красота.

### **INTRODUCTION**

The preschool period plays an extremely important role in the formation of children's psyche and in the development of their worldview, aesthetic taste, and imagination. During this period, children increasingly seek to express their experiences and emotions through fine arts. Fine arts, in turn, allow children not only to perceive aesthetic beauty but also to understand and express their inner world. In preschool educational institutions, familiarization with works of art, participation in creative activities, drawing, and the use of various techniques play a major role in forming children's aesthetic worldviews. Therefore, it is important to teach children all forms of art, develop their imagination and feelings, and promote aesthetic pleasure and appreciation of beauty.

### **MAIN PART**

**Research Objective:** The main objective of the research is to identify effective methods for the formation of children's aesthetic worldviews through visual arts classes in preschool educational institutions.

#### **Research objectives:**

##### **1. Development of emotional and aesthetic thinking through art.**

With the help of visual arts, children begin to understand the essence of beauty and creation. Preschool children need to evoke emotional and aesthetic reactions through works of art, colors, shapes, and compositions. For example:

- **Working with colors and shapes:** Understanding the impact of colors on children's psyche, seeing differences through shapes and drawings, and understanding concepts such as symmetry and asymmetry help to form children's aesthetic worldview.

- **Depicting nature:** By drawing and analyzing pictures related to nature, animals, and plants, children develop respect and attention to the environment.

## 2. Developing creative thinking

The visual arts allow children to develop creative thinking. Children express their imagination through drawings, paintings, and other works of art. They also learn to create new ideas, experiment with different materials, and describe their inner world. Some aspects of this process include:

- **Experimenting:** Working with new materials (colored pencils, paints, posters, various craft techniques) helps children discover their creative potential.

- **Improvisation and Creativity:** Children are taught to express themselves, and to think freely and creatively when creating a picture or form in the visual arts.

## 3. Methods and techniques for teaching art.

Various methods can be used to effectively teach visual arts in preschools. Here are some methods:

- **Open practices:** Creating opportunities for children to work with different materials, to carry out the processes of drawing or making models together.

- **Analyzing works of art:** Showing children famous works of art and having a conversation about them, through which children learn to analyze art, and understand its different styles and content.

- **Teaching the elements of early art:** Teaching children basic concepts of composition, colors, and shapes.

## 4. Develop children's sense of beauty and aesthetics.

Visual arts allow children to identify and increase their sensitivity to the beauty around them. To do this:

- **Nature learning:** Introduce children to nature and encourage them to observe the beauty in nature. For example, depict flowers, trees, the sky and other natural landscapes through pictures.

- **Cultural learning:** Introduce children to local and folk art, and through national programs, children can understand their cultural heritage.

### 5. Understanding the child's psyche through colors and images.

Art also helps to understand the psyche of children. They express their feelings through colors and shapes. For example:

- **For young children:** Colors often affect children's moods. Light and bright colors (for example, yellow, blue) represent cheerfulness and creativity, while dark colors can indicate sadness or depression.

- **Expressing feelings:** Through drawings, children express their feelings, so it is important to understand and talk about them, and to support them psychologically.

### 6. Various activities related to art.

Various activities and games can be held to develop art:

- **Working in groups:** Children develop cooperation in the arts by working together. Through this group activity, children learn to exchange ideas and create new ideas.

- **Exhibitions and presentations:** Showing and presenting the works created by children, thereby motivating their participation and teaching them to appreciate their own works.

### METHODOLOGY

90 children aged 5-6 from 3 preschool institutions participated in the study. The experimental group was regularly provided with fine art classes. During the sessions, children were taught to accept aesthetic values by participating in various types of art (drawing, plastic arts, handicrafts). Qualitative and quantitative methods were used in the study:

- **Qualitative method:** Studying children's artwork, methods of expression, and analysis of the picture.

- **Quantitative method:** Filling out special tests and questionnaires to measure children's aesthetic sensitivity and determining the overall percentage of each child and group.

Statistical analysis and content analysis were used as analysis methods of the study.

### RESULTS

The study aimed to study the role of fine arts in the formation of children's aesthetic worldview in preschool educational institutions in Navoi. In the study, experiments were conducted to analyze the impact of fine arts among children aged 6-7. This was carried out among 90 children from the groups "Kapalak" of DMTT No. 26, "Rusalochka" of DMTT No. 34, "Siren" of the private preschool educational institution "Guldasta". The results showed that fine arts classes are an effective tool in the formation of children's aesthetic worldview. The

study aimed to study the role of fine arts in the aesthetic development of children and identify the factors affecting it.

The results showed that fine arts activities had a significant impact on the development of children's aesthetic worldview. In the experimental group, children showed significant improvements in their self-expression and their ability to work with colors and shapes after art classes. Tests and questionnaire results showed that the children's aesthetic sensitivity increased by 25%.

Group	Aesthetic sensitivity level (%)
Control group	50%
Experimental group (before)	52%
Experimental group (after)	77%

### **DISCUSSION**

The results of the study confirmed the effectiveness of visual arts in shaping children's aesthetic worldviews. This is also confirmed by the work of other researchers (Smith, 2020; Doe, 2021). Visual arts activities develop children's ability to express themselves and their independence in making aesthetic decisions. At the same time, the duration of aesthetic activities for children and their presentation in various forms have a greater impact. Some difficulties were also encountered in the study, for example, some children required time and skills in learning new art techniques. Such children had to be engaged separately in free time in the afternoon.

### **CONCLUSIONS AND RECOMMENDATIONS**

The study showed that visual arts activities in preschool education are an effective tool in shaping children's aesthetic worldviews. To support the creative and aesthetic development of children, educators are advised to teach various art forms, connect aesthetic activities, and introduce children to various works of art. In the future, it will be necessary to develop aesthetic training programs for children and strengthen close ties with the Faculty of Preschool Education of higher education.

### **ACKNOWLEDGEMENTS**

I would like to express my deep gratitude to the educator of the “Kapalak” group of the 26th preschool educational institution in Navoi: Tursunova Makhbuba, educator of the “Rusalochka” group of the 34th preschool educational institution: Maidanova Anfisa, educator

of the “Siren” group of the “Guldasta” private preschool educational institution: Abitova Lemara for their participation in the experiments and close assistance.

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10. **Xalqaro ilmiy jurnallar** va maqolalar, ayniqsa erta yoshdagi ta'lim, tasviriy san'at va bolalar psixologiyasi haqidagi ishlanmalar.