

Art-Aesthetic Development of Children of Senior Preschool Age

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Abstract - In this article was given the role of the artistic and aesthetic development of preschool children in the conditions of socio-cultural changes in society.

Keywords - education, development, child, preschool education, values, traditions.

In our republic education system and behavior, preparation of harmoniously developed generation is raised to level of the basic priorities of a state policy. First of all, it concerns the initial stages of development of the person. Therefore it is considered, that a primary link of continuous educational system of Uzbekistan is the sphere of the preschool education having the major value in formation of the healthy and comprehensively developed person of the child, its preparation for the subsequent study in a comprehensive school. But until recently in this education system were absent different programs, alternative, flexible educational models on preparation of children for school insufficiently developed, and also were not implemented special state educational programs by an example of the developed countries of the world, providing socially-personal, emotional, speech, mathematical knowledge, physical and creative development, acquaintance with world around.

For maintenance of system structural and organizational monitoring of quality of a preschool education efficiency and quality of **process** of training in PE should correspond to modern requirements.

The followings can be concerned to them: creation of conditions for development of preschool children which open possibilities **of** positive socialisation of the child, its all-round personal, moral and informative development, formation of creative abilities and an initiative behavioural profile on the basis of corresponding to preschool age of kinds of activity, informative dialogue contacts to adults and contemporaries in sphere of its age interests.

On the basis of the Decision of the President of Republic Uzbekistan of **Sh.M.Mirziyoyev** № DP-3261 «About measures on radical perfection of system of a preschool education» [1] from September, 9th, 2017 in this major link of uniform system of continuous formation today are created effective systems of the government, the network is expanded and material-economic base of the state and not state educational preschool centres is strengthened, there is a completion process by their qualified pedagogical perdsnnels. All these are directed on maintenance of as much as possible full coverage of children with preschool education, introductions to teaching and educational process of modern formation of programs and technologies directed on all-round spiritually-aesthetic and physical development of children, radical increase of level of preparation of children to the general high school. Therefore with a view of all-round and harmonious development of children «State requirements of development of children of early and

preschool age of Republic Uzbekistan» and «State curriculum of preschool educational institution» «*Ilk Kadam*» ("First step") were been developed.

In structure of the State curriculum «*Ilk Kadam*» ("First step") the following of the competences of the preschool age child are reflected:

- Communicative competence - ability to use means of adequate dialogue in various situations.
- Social competence - ability correctly to behave with adults and contemporaries in vital situations, with observance of the co-ordinate rules and norms of behavior.
- Game competence - creative application by the preschool child of real life experience, knowledge and skills in the course of game and its organization.
- Informative competence - conscious perception of world around and application of the received knowledge, abilities, skills and valuable installations for the decision of game, educational and practical problems.

Besides, the program takes measures on the organisation of process of education and elementary formation of parents of modern children and society as a whole concerning development of children of preschool age; realisation of systematic teaching and educational activity in any preschool educational institution for the purpose of their effective readiness to training in a comprehensive school.

Very important that in the given curriculum the thematic kind of planning for the first time is presented and offered preschool educational institutions that gives following advantages, in our opinion, is: within a week one theme which is integrated through all kinds of children's activity is studied. As a result of it the child of preschool age in the game form receives strong knowledge, skills. It gets a certain experience and possibilities of its application in various vital situations. The Teaching and educational activity organised with the account of the State curriculum «*Ilk Kadam*» ("First step") allows to support physical, intellectual, social and emotional development of the child therefore it has a complete and positive picture of the world, understanding of world around, initiative and the first labour skills, and also game, educational, social abilities are developed.

In the aim of art-aesthetic development of children of the senior preschool age taking into consideration welfare realities of our republic preparation of the growing and changing person of the child for a life is provided, various ways of activity necessary for the decision of the vital

problems is developed and formed in child's mind, connected with development of moral values, there is a social orientation, correct construction of norms of dialogue with other people is provided, is timely and is high-grade the image of personal "I" is formed.

Told above defines art-aesthetic development as the organisation of a life and activity of children of the senior preschool age, promoting development of aesthetic and art feelings of the child, formation of representations and knowledge about fine in life and art, aesthetic estimations and the aesthetic relation to everything, that us surrounds. So, art-aesthetic development is a purposeful, regular process of influence on the person of the child for the purpose of development in it abilities to see beauty of world around, art and to create it. First, it is process of purposeful education of feeling fine. Secondly, this formation of ability perceive and see beauty in art and life, to estimate it. Thirdly, the problem of art-aesthetic development consists in formation of art taste. And, at last, fourthly, development of ability to independent creativity. The original understanding of essence of is art-aesthetic development causes also various approaches to its purposes. Therefore the problem of the purposes and problems of art-aesthetic development demands special attention.

The main aim of art-aesthetic development consists in «to implement in person art-aesthetic culture», including: perception - ability to see fine in any display in the nature, art, interpersonal relations; feelings - emotional estimation fine; requirements - desires and necessity to receive aesthetic experiences by contemplation, the analysis and creation fine; taste - ability to estimate and analyze display of world around from the point of view of conformity to its aesthetic ideals; ideals - personal representations about fine in the nature, person, art. This purpose also reflects also feature of art-aesthetic development, as parts of all pedagogical process. In all told above definitions, art-aesthetic development forms and improves in the child of preschool age ability of aesthetic consciousness fine in art and life, to state correct estimation and to perceive it, to form art taste and the creative active person.

Thus, art-aesthetic development of children of the senior preschool age on the basis of welfare values of our society will give the chance to develop the child versatily and consistently.

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