



**FORMATION OF PROFESSIONAL READINESS OF STUDENTS OF
PEDAGOGICAL UNIVERSITIES IN TEACHING PRESCHOOL
CHILDREN IN PRESCHOOL EDUCATIONAL INSTITUTIONS IN
DECORATIVE DRAWING**

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Abstract. The author in his article reveals the step-by-step process of professional readiness of students of pedagogical universities to teach children decorative and applied arts of preschool children in preschool institutions.

Key words. Student, readiness, preschool institutions, pedagogical universities. decorative and applied arts.

In the system of public education of independent Uzbekistan, which has embarked on the path of renewal and progress, one of the most important places is occupied by secondary educational institutions of pedagogical orientation.

Pedagogical universities of Uzbekistan have achieved certain success in solving the problems facing public education at the present stage in creating programs on subjects, textbooks, teaching aids.

Nevertheless, the problem still continues to be acute to provide preschool institutions with professional teaching staff capable of solving educational and upbringing problems.

Among the main reasons should be attributed to the change in the attitude of parents and the public to the preschool period of child development, to his upbringing in the conditions of kindergarten. Parents have become more demanding and competent in the matter of obtaining a decent education for their children in a preschool educational institution.

The country's leadership currently defines the status of a preschool educational institution as the first stage in the general educational structure. Due to this,



kindergartens are charged with the duty of providing parents with the right to choose educational services and priorities in raising their child.

The high level of parental requirements for preschool education is a consequence of their awareness of the importance of the preschool childhood period, during which the physical and mental qualities of the child as an individual are intensively formed, which are necessary for a person in his entire subsequent life.

This explains the great responsibility of preschool educators, who are called upon by the role of their activities to promote the development of the child as an individual and create optimal conditions not only for his mental and physical health, but also for spiritual development. And only highly qualified teaching staff can implement these vital functions. Qualitative changes in the content and structure of preschool education and training, certain contradictions between the increasingly complex tasks of primary school and the existing system of teacher training in pedagogical universities require further improvement of the training of preschool teachers, equipping them with the most effective forms and methods of teaching and education, which, in our opinion, is intended to play an important role in this aspect, expanding the horizons and knowledge of the applied arts of Uzbekistan.

From more than 30 years of experience working with students, graduates of pedagogical colleges, the author of the article came to the following conclusions.

Students have little awareness of Uzbek applied arts.

According to the curriculum in pedagogical colleges, it is allocated to study the subject of methodology of fine art. Such a very small number of hours, an unjustified reduction in hours, leads to the fact that graduates go to work in preschools, possessing limited, poor-quality knowledge of this important subject in kindergarten. Students do not have time to master the set of necessary theoretical and practical knowledge, skills and abilities that are characteristic of four types of activities: drawing, modeling, applique and design, it is important that if a student can gain theoretical knowledge from the methodological literature of a textbook in the Uzbek language, then there is no textbook in Russian, then he is deprived of the opportunity to obtain practical knowledge in sufficient volume, in lessons on the methodology of visual activity.

As shown by the practice of graduates and the opinions of preschool employees, students have a low level of knowledge on this subject, graduates experience significant difficulties in working with preschool children in preschools.

One of the serious reasons for this phenomenon is little information or its absence on the decorative arts of Uzbekistan, the reason lies in the practical absence



of methodological literature, manuals, handouts, games both in pedagogical universities and in kindergartens.

The situation has changed somewhat with the introduction of a section on the methodology of fine arts into the program "First Step" by the author, in which a significant place for study by preschool children is given to material on applied arts. Preschool institutions of Uzbekistan have been working under this program for the fourth year, using some manuals and books published during this time on this topic, very figuratively introducing in an accessible form to decorative and applied arts.

Among them, it is worth mentioning the manual "Unusual but very cute toys" for getting acquainted with the toys of Grandma Khamro, in which the author in a unique manner introduces the work of a folk craftsman who created clay toys, tells how he molded and painted them. The author has developed in detail a methodology for introducing clay toys in different age groups in preschool educational institutions, a system of notes taking into account the age characteristics of children. The manual is supplied with technological maps on the molding technique, compiled by the author, attached to it, accurately and clearly conveying the nuances of this amazing art form. After firing, Bibi Khamro paints the figurines. She uses paints diluted in egg white with a horsehair brush or a chicken feather. First, she draws a wide red line along the sides of the horse, closing it in a circle. Then she draws the harness with a solid line and colors the animal's face, and then scatters red and blue peas all over the upper part of the body, leaving the legs and belly untouched. She colors the other animals using the same principle, all except the elephant again. The elephant didn't get any peas, and compared to the other animals, its decorations look rather meager. No less interesting is the manual on decorative art "Magic Skullcaps", being an educational and methodological one, it contains detailed information on the history of the Uzbek skullcap trade, a decoding of the symbolism of the Uzbek ornament, which allows you to read the symbols, codes that were laid down by Uzbek masters in the composition of the patterns. The manual is supplied with colored technological maps and notes for all age groups, by types of visual activity. All this allows the child, under the guidance of an adult, to perform exercises in the techniques of drawing, applique and design, to master well the technical methods in decorative and applied arts and in the future to use this knowledge in independent activities in composing their decorative compositions.

Working with this material, university students will be able to deepen and expand their knowledge in the field of studying the features of composing



compositions of Uzbek patterns, elements, their transmission: for example, to draw some elements of patterns with the tip of a brush as a curl, and others with another technical method, a flower petal - with a stroke.

The methodological manual "Applied Art - for Children", in which the authors from Russia and Uzbekistan include lesson plans for age groups with colored samples of technological maps and is intended to assist students of pedagogical universities in learning to write lesson plans, with which they go to practice in preschool educational institutions, and to gradually show children of different age groups in kindergarten the technique of drawing. The history of the appearance of the material khan-atlas can be traced in the fairy tale we created, "The Legend of the Khan-atlas"; it introduces the reader through text and illustrations to the history of the appearance of this magical silk. At the end of the book, there are practical exercises for children on coloring the material on girls in national dresses.

In 2026, new teaching aids on familiarization with Uzbek ceramics and Uzbek clothing are being prepared for publication to help university students. Undoubtedly, these teaching materials allow deepening knowledge about the applied arts of Uzbekistan, but their small circulation only for the city of Tashkent and the Tashkent region limits the circle of users of this teaching and methodological material, including students of pedagogical universities of the Republic of Uzbekistan.

In some preschool educational institutions, creative heads open museums of applied arts of Uzbekistan and this is an excellent experience, since it is impossible to bring preschool children from all regions and outskirts of the country to the Museum of Decorative and Applied Arts of Uzbekistan in the city of Tashkent. And this experience should be introduced into other kindergartens and pedagogical universities of the republic, because it will give good results.

And how important is knowledge on this topic, both for students of pedagogical universities and children in preschool educational institutions, acquaintance with the works of folk craftsmen instills in them respect for creative work, the desire to create beautiful decorative objects, and the study of decorative and applied art involves not only the education of aesthetic feelings, but also the mastery of techniques for working with a brush, pencil, constructing patterns of folk crafts of Uzbekistan in the classroom and in applique.

Students learn the mysteries of the East: the symbolism of the Uzbek ornament - anor (pomegranate), pichok (knife), bargi (pepper leaf), olma (apple), pakhta guli (cotton flower), lola (tulip).



Having found these elements in the pattern of Uzbek masters, students can “read” the master’s drawn fairy tale, and then use this symbolism in their independent creativity. The formation of professional readiness of students of pedagogical universities must be carried out in the community of teachers, parents and students. Only such a tandem for creating conditions for cooperation will help in the preparation of highly professional specialists for work in preschool educational institutions.

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