

Decorative and Applied Art in Primary School by Extracurricular Circle

Azatbaeva Aynura Adilbaevna

2st year master's degree Nukus State Pedagogical Institute named after Azhiniyaz
(Nukus, Republic of Karakalpakstan)

Annotation: This article presents about the circles at school.

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The years after the collapse of the Soviet Union for the newly formed independent states became a period of searching for new ways of development in all spheres of human activity, including education. The Soviet education system, which had been developing for decades, in which the teaching of children to creative activity was carried out purely symbolically, and the subjects of drawing and work themselves, contributing to the creative development of children, were considered secondary and were not among the main subjects, was subjected to serious criticism and reassessment by the new government. The time has come to change priorities, as a result of which the humanistic beginning has become more noticeable in the education reform that has begun. The younger generation began to turn to the origins of national culture. The issues of the revival and preservation of traditions and the development of art came to the fore.

At the same time, Russian pedagogy was guided by the understanding that the best result in the upbringing of children occurs in the early period of childhood, when the emotional perception of the surrounding world by the child is most vividly colored and filled with the novelty of cognition. During this period, the foundation of the child's future creative potential is formed.

The introduction of schoolchildren to national cultural values by means of decorative and applied arts seems to us to be one of the important stages in pedagogy, since it allows us to activate and maximize the potential of children in their educational and creative activities.

The organization of decorative and applied art circles in schools and classes in them give children the opportunity to touch the origins of ancient Tajik culture and get acquainted with national traditions in practice. Such an approach to the organization of extracurricular work can be organized through the circles of decorative and applied arts, which, in our opinion, have a number of noticeable advantages compared to other types of visual activities in the system of aesthetic education. These advantages are characterized by a wide variety and diversity, because:

- firstly, they cover a variety of activities that broaden their horizons and contribute to introducing children to such activities as painting, modeling, embroidery, ganch and wood carving;
- secondly, they activate and develop certain psychological and physiological qualities in children, such as motor skills, sense of color, shape, composition, etc.;
- thirdly, they introduce primary school children to the traditions of their people and contribute to the development of national pride and respect for historical and cultural heritage ancestors.

The increased interest in decorative and applied art in the republic, as a more effective and efficient means of education, is easily explained, especially from the standpoint of today, when a sense of pride in belonging to an ancient civilization and the growing self-consciousness of the people inevitably return us to the origins of national culture, to folk art.

Modern pedagogical science has accumulated a lot of research on the role of folk applied art in the upbringing and development of the younger generation and the influence of historical and moral traditions of the people on this.

Such scientists as N. N. Rostovtsev, V.S. Kuzin, B.M. Nemensky, A.S. Hvorostov, V.I. Shorokhov, T.Ya. Shpikalova and others were engaged in the general theoretical and methodological development of the problem of aesthetic education by means of folk art and the development of creative abilities of children.

It is for these reasons that the development of methods of educational and creative activity of children of primary school age using the means of folk decorative and applied art is relevant and appropriate. This statement is based not only on the analysis of scientific literature, but also on the experience of school circles of decorative and applied arts of Uzbekistan.

The analysis and generalization of scientific research on the methodology of the work of the circles of folk decorative and applied art allow us to reveal that in pedagogical science there is no exhaustive answer to the question of improving the teaching and upbringing of schoolchildren by means of decorative and applied art.

The use of folk arts and crafts for educational purposes makes it possible to carry out aesthetic education of children according to the laws of beauty, to form their aesthetic attitude to reality and to activate their creative activity.

A great help in the aesthetic education of children are the circles of secondary schools of interest. Today, various types of circles are successfully working: drawing, painting, painting, music, cutting and sewing, embroidery, sculpture, wood carving and ganch.

All these types of art, without exception, are unique means of comprehensive and harmonious personal development.

Regular classes in arts and crafts circles contribute to the aesthetic and moral development of children. They give children an idea of the above-mentioned types of folk decorative and applied art and provide an opportunity to fully develop their creative abilities.

Classes in the circle of folk decorative and applied arts allow:

1. to form students' aesthetic attitude to the surrounding reality;
2. to acquaint children with various types of folk decorative and applied art, to realize their preferences and develop inclinations; to give children knowledge of the elementary basics of fine art, to form skills of working with various artistic materials from nature, from memory and presentation;
3. to develop and activate creative abilities in the visual activity of each student.

Classes of children in the circle of folk decorative and applied arts are based on an active educational beginning, which includes educational and educational and creative tasks.

School-age children are engaged in the circle. Classes are held twice a week for 2 hours. Products made by children's hands are periodically exhibited at various exhibitions in the school, district and city.

The program of the described circle provides training in wood carving.

Students make up four groups, which are staffed by age and artistic abilities like this:

The lesson plan, made up of several cycles of tasks that complement each other, is consistent with the schedule of school classes and takes into account the increase or decrease in the activity of schoolchildren at the beginning of each quarter and after the end of school holidays.

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