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MAKTABGACHA TA'LIM TASHKILOTLARIDA TASVIRIY FAOLIYAT MASHG`ULOTLARINI TASHKIL ETISH TEXNOLOGIYALARI

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Annotatsiya: Ushbu maqolada maktabgacha ta'lim tashkilotlarida bolalar ijodkorligini rivojlantirishda tasviriy faoliyat mashg'ulotlarini tashkil etish texnologiyalari bayon etilgan.
Kalit so'zlar: Ijodkorlik, tasviriy faoliyat, san'at markazi, ta'limiy rasm.
Аннотация: В статье описана технология организации изобразительной деятельности в развитии детского творчества в дошкольном образованиию
Ключевые слова: Креативность, визуальная активность, арт – центр образовательная картинка.
Annotation: This article describes the technology of organizing visual activities in the development of children's creativity in preschool education .
Key words: Creativity, visual activitiy, art center,educational picture.

Prezidentimiz Shavkat Mirziyoyevning O'zbekiston Respublikasi Konstitutsiyasi qabul qilinganining 25 yilligiga bag'ishlangan tantanali marosimdagi ma'ruzalarida " Maktabgacha ta'lim sohasida ana shunday ulkan islohotlarni hayotga joriy etish biz uchun ham qarz, ham farzdir. Qanchalik qiyin bo'lmasin, bu tarixiy vazifani amalga oshirishimiz shart va uni barchamiz birgalikda albatta bajaramiz"49. Maktabgacha ta'lim tashkilotida tasviriy faoliyat mashg'ulotlarini rejalashtirish va hisobga olish zarur. Tasviriy faoliyat – bu bolalarni o'z oldiga qo'ygan maqsadlarini bajarishda tinmay mehnat qilishga undovchi faoliyatdir. Tasviriy faoliyat bolalarga estetik tarbiya berishning asosiy vositasi hisoblanadi. Har bir predmetning katta-kichikligini, rangini, shaklini, fazoda joylashishini ajratish bu estetik sezgining bo'laklari hisoblanadi. Bolalarda estetik sezgining rivojlanishi – rangi, ritmi, proporsiyani chuqurroq sezish bilan bog'liqdir Maktabgacha ta'lim tashkilotida tasviriy faoliyat bo'yicha ishlarni rejalashtirishda asosiy tamoyili, bu tasviriy faoliyatni ta'lim-tarbiyaviy ishning eng muhim bo'limlaridan biri sifatida qarash hisoblanadi. Tasviriy faoliyat bo'yicha ishni ma'lum bir vaqtga rejalashtirishda, shu davrda faoliyatning boshqa turlari bo'yicha amalga oshiriladigan ta'lim-tarbiyaviy ishlarni ham nazarda tutmoq lozim. Tasviriy faoliyat bo'yicha mashg'ulotlarni rejalashtirishda, albatta tasviriy faoliyat mashg'ulotlari o'rtasida o'zaro bog'liqlikni ham hisobga olmoq zarurdir. Tasviriy faoliyatning har bir turi o'ziga xos vazifalarni hal etadi, ammo qanday bo'lsa-da, ularni bir yo'nalish, maqsad bo'yicha (tevarak-atrof, hayotning xilma-xil, o'ziga xos ko'rinishlardagi tasviri) birlashadilar. Tasviriy faoliyat bo'yicha ishni rejalashtirishda tarbiyachi, albatta har bir turdagi mashg'ulotlar soniga qat'iy rioya qilishi lozim. Tasviriy faoliyat bo'yicha mashg'ulotlarni rejalashtirish, yuqoridagilardan tashqari, mashg'ulot qanday materiallar bilan o'tkazilsa, maqsadga muvofiq bo'lishini ham tarbiyachi nazarda tutmog'i lozim. Tasviriy faoliyat mashg'ulotlari – bu rasm chizish, loy, applikatsiya, qurishyasash mashg'ulotlaridir. Bu mashg'ulotlar maktabgacha ta'lim muassasasining barcha guruhlarida aniq bir vaqtda, kun tartibi asosida uyushtiriladi. Hamma mashg'ulotlar uch qismga bo'linadi: – mashg'ulotning boshlanishi–topshiriqni tushuntirish; – mashg'ulotning borishi–topshiriqni bolalar tomonidan bajarilishi; – mashg'ulotning yakuni–bolalar bilan bajarilgan topshiriqni tahlil qilish. Maktabgacha ta'lim tashkiloti rasm faoliyatini san'at markazlarida rejalashtiriladi. San'at markazi:Ta'limiy rasm chizish. Rasm:Kamalak va yomg'ir. Maqsad: Turli tasviriy vositalar orqali tabiat haqidagi tasavvurlarini mustaqil va ijodiy tasvirlashga o'rgatishda davom etish. Kamalakni tasvirlashga nisbatan qiziqish uyg'otish Mashg'ulotga tayyorgarlik: Kamalakning tasviri bilan tanishtirish Kamalak to'g'risida topishmoq aytish. Kerakli jihoz va materiallar: Katta hajmdagi oq va havo rangdagi qog'oz (jamoaviy

albom tuzilsa bir xil hajmdagi qog'oz), akvarel bo'yog'i, turli hajmdagi mo'yqalam, suv , mato va qog'oz salfetkalar, mo'yqalam uchun turgichlar. Faoliyatning borishi:

1. Tarbiyachi bolalarga quvonch nima ekanligi to'g'risida fikr yuritishni va so'zlashishni taklif etadi. 2. Tarbiyachi « kamalak» so'zini tahlil etilishini so'raydi (quyosh yoyi yoki quvonch yoyi, quvonchli yoy). Tarbiyachi kim haqiqiy kamalakni ko'rganligini va bu quvonchli voqea to'g'risida gapirib berishni so'raydi.
2. So'ngra tarbiyachi bolalarning kamalak haqidagi , u atmosfera hodisasi sifatida, yilning iliq kunlarida osmonda ko'rish mumkinligini, mayda , iliq yomg'ir bir yoqda, bir yoqda quyoshning nurlari sochganida, quyosh orasidan yomg'ir tomchilari yoqqanida kamalak hosil qilishi haqidagi tasavvurlarini aniqlaydi.
3. Tarbiyachi bolalardan kamalakning rangini bilishlarini so'raydi, va hamma vaqt ham bu ranglar aniq bir tartibda joylashishini.
4. Bolalarning intilishlaridan so'ng kamalak ranglarini joylashish tartibini eslatadi: qizil, to'qsariq, sariq, yashil, havo rang, ko'k, binafsha rang. 6. So'ngra tarbiyachi molbertda yoyning boshqa yoy ustiga joylashtirishni ko'rsatadi.

Prezident Sh.Mirziyoevning O'zbekiston Respublikasi Konstitutsiyasi qabul qilinganining 25 yilligiga bag'ishlangan tantanali marosimdagi ma'ruzasidan. 07.12.2017 yil Qo'shimcha: Endi bolalar mo'yqalam, akvarelni ranglar bilan tajriba o'tkazadi , qizil rangni sariq rang bilan va sariq rangni ko'k rang bilan aralashtiradi. E'tiborga molik jihati: Mashg'ulotdan so'ng bolalarga «Kamalak» haqidagi al'bomni jihozlash topshiriladi. Tasviriy faoliyatga o'rgatish metodikasi dasturi doirasida berilayotgan mavzular maktabgacha ta'lim tashkilotlari tarbiyachilari kasbiy qayta tayyorlash kurslari o'quv rejasi asosida shakllantirilgan bo'lib, tinglovchilarda tarbiyalanuvchilarni tasviriy faoliyatga o'rgatish metodikasiga oid kasb mahoratini, o'quv-uslubiy faoliyatini yuksaltirish bilan bog'liq kompetentsiyalarini rivojlantiradi. Quyidagi tavsiyalarni beramiz:

1. Ijodiy qobiliyatni rivojlantirishda mozaika usulini qo'llashda materiallarning xilma-xilligi(Tabiiy, tashlandiq,qogo'z)foydalanilsa:
2. Ijodiy qobiliyatni rivojlantirishda mozaika usulidan guruh ishlari metodikasidan foydalanilsa:
3. Ijodiy qobiliyatni rivojlantirishda mozaika usulidan mayda matorikalarni shakllantirish mashlaridan foydalanilsa:
4. Ijodiy qobiliyatni rivojlantirishda mozaika usulidan " Ilk va maktabgacha yoshdagi bolalalr rivojlanishiga qo'yiladigan davlat talablari " asosida asosida ishlash: aytib o'tiladi.

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