

## Importance of Environment and Educational Tools in Aesthetic Education of Children

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**Annotation:** This article talks about the fact that the environment and objects surrounding the child have a certain educational function in the aesthetic education of children. It is recommended to use this article to develop children's creativity, create conditions for their literary and staged activities.

**Keywords:** interior, book, fine art, interesting pictures, shadow theater, artistic materials.

Visual activity is the main means of providing aesthetic education to children. Determining the size, color, shape, and location of each object in space are parts of this aesthetic sense. The development of aesthetic sense in children is related to a deeper perception of color, rhythm, and proportion. When children perceive or feel color, shape, and its variety, they enjoy and enjoy the variety of color combinations. The development of aesthetic sense in children, they learn to make an aesthetic assessment of the object and some of its qualities. It educates them to understand works of visual art, to feel and relate to them. Visual arts play an important role in children's artistic and creative development. The artistic and creative growth of a child is the acquisition of figurative thinking, aesthetic perception, and skills necessary for image creation. For example, a trip to nature or an amusement park, organizing a trip during the winter season. Educating children through the aesthetic feeling that arises when observing the object or the environment, it is possible to educate such qualities as the right assessment of the environment, the work of people, and love for the homeland. It is the main task of artistic and moral education to make children to do their work more beautifully and well, to be liked by others and happy to see them.

The environment and objects surrounding the child in the kindergarten have a certain educational function. Their expediency and aesthetic thinking indicate the desire to create the necessary conditions for educational work and for children's independent activities. The use of object environment as a means of artistic influence is based on the harmonious combination of objects and interior. Objects intended for games and training, placed in a place that is not complicated to use, convenient and easy to get, will be a factor in the child's movement and activity for the intended object. An important condition for maintaining children's interest in them is the periodic introduction of objects for use. The organization of the "subject world" in accordance with the educational and educational tasks of the kindergarten is part of the daily work of the team of the preschool educational institution. Creating conditions for children's literary and staged activities is based, firstly, on equipping a certain place with special furniture, and secondly, on providing it with the necessary manuals and game materials. Desired activities of children are organized taking into account their age characteristics and depend on the content of educational work in this group. Literary and artistic activities of children in kindergarten, as mentioned above, depend primarily on the growth of their speech and acquaintance with works of fiction. The main subject of this type of activity is a book. Depending on the age of the children, the book will change significantly for

them. This is related to the age characteristics of the perception of the content of the book and its decoration. Book-covers, books-pictures, books-toys are suitable for three-four-year-old children. Children of older preschool age can understand books of different sizes and constructions, with different decorations. The task of the educator is to bring the book closer to the child, it is necessary to find a place for it, so that it is convenient for the child, so that the child can easily watch it and talk while watching it. For this, the group room should have some kind of collapsible combination stand, and books, both familiar to children and new ones, should be placed there. Although the book can be viewed in any well-lit area, books are leaned against the stand's hinged cover to view the illustrations. It is necessary to set a special table for the group, assuming that the children will see the books not only individually, but also as a group. On this table, children can act out plots with the flat figures of the table theater. Telling the plot of the works, giving the speech of the characters helps the children's speech to grow in the form of free expression, intonation expressiveness, and children's imagination to grow. For the same purpose, the group should also have a magnetic board (flannelograph). Interesting pictures, board games, electrified games, compact diascopes for individual use, filmscopes, sets of slides and filmstrips - all this is convenient for children. Systematically updating the manuals according to the learning tasks will help the teacher to keep the children's attention on them, which will help them to master the program materials more deeply.

A specially equipped place for literary and artistic activities helps to determine the interests and inclinations of children, as well as the level of development of each child, and helps the educator to organize the individual work with them accordingly. The thematic material skillfully selected by the teacher introduces children to the work of various writers and poets, forms an aesthetic perception of the individual styles of artists-illustrators in children, helps to organize other types of activities - painting, building games, entertainment. A special place on the bookshelves can and should belong to the books that make up the children's repertoire for theatrical activities. Their activities are inextricably linked with the impressions and knowledge acquired while reading books and watching films. Slide films can also be called an impetus for the child to dramatize the theme or plot. Theater activities related to the movement of the stage in time and space require the appropriate organization of space and equipment. Any horizontal plane on which you can place decorative elements and move characters can be a stage for a table theater. When using it, one should not forget to limit the level required for the scene movement, otherwise it will become diffuse and unclear. A special scene can also be prepared - a plane around which children can freely move and move figures. It is possible to color the plane, make a construction that corresponds to the actions that will take place in it, and thereby develop children's sense of architectural composition and decorative decoration skills. On such a stage, it is convenient to perform performances or some episodes with flat figures (made of plywood or cardboard) and with figures made of materials such as polystyrene, plastic.

Theatrical-play activities develop aesthetic attitude and understanding of theater art in children in general, prepare children to perceive professional theater productions. A significant place in the equipment of theater-play activity is given to tents and shirmas. Their purpose may be different depending on the character and type of theatrical action. Tents of shadow theater ("Fonus Imagination"), covered with light semi-transparent fabric, are widespread, and when a special light is applied to it, the outline of the figure of the characters is clearly visible. It is assumed that the screen of the theater curtain (tent) of the "Fonus Imagination" must be proportional to the scale of the figures and decorations used in the staging of the performance. Shirma is set up so that it is comfortable for the performers, children or adults, as well as the audience. The educator can prepare the figures of the "Fonus Imagination" theater and the decorations for the performances in cooperation with the children. A flat line - a contour image of the action unfolding on the screen

plane of the shadow theater is given. A tent for a puppet theater - a tent with a spatial solution, shows how to achieve a different high and low sound, and then invites children to play a musical instrument in the same way. For example, to make the sound lower and more muffled when playing the drum, you need to wrap a soft cloth around the sticks. It is advisable to use pictures of different artists as a guide-illustration. If possible, it is better to enlarge them. They provide an instructive understanding of various characteristics of sound: thickness, length, timbre. Demonstration of illustrations is combined with playing musical instruments, singing, putting the melody of the song on the flannelgraph with the help of musical circles. In such hands, auditory perception is reinforced by visual and motion perception.

Visual creativity is a complex process that requires the child to develop a whole set of skills: distinguishing the shape, color, proportion, spatial relationship of objects, etc. According to the task of developing children's creative and artistic abilities, the issue of educational tools of the pedagogical process naturally arises in their visual activities. There is an opinion that the success of an educator in his work mainly depends on methodical tools. The role of equipment and guided weapons is really big. The specific nature of the artistic activity, its program content, the age and quantitative basis of the children have a significant impact on the nature of the equipment and organization of the subject environment, and the nomenclature. In turn, the appearance of the equipment, the availability of a quality assortment of materials and the organization of a place for children's activities are considered important tools in the aesthetic education of children.

Colored pencils can be said to be the most widespread means of representation and expression among children of preschool age. They are loved for their convenience, ease of use, and brightness. With pencils, you can draw on any paper (except for smooth, shiny paper) and express different textures of the depicted objects. The set of colored pencils has a wide palette of colors. During the training, the teacher should teach the children how to draw a "landscape" picture with pencils: stroke, color over it, and achieve a certain color. It is also necessary to show pencils of the same color, but of several colors, to focus on their variety, to observe similar colors from around (the color of a shirt, ribbon, toy, wall, etc.).

In kindergarten classes, children paint not only with pencils, but also with paint - gouache and watercolor. Both of these are water colors. However, gouache is more dense, bright, clear. It has a rather wide palette of color expression - from bright to spectrally saturated pastel, to an elegant tone, which is achieved by mixing primary colors with white paint (belila). The brightest variety of gouache paint is luminescent, which is widely used in decorative works. With gouache, it is better to paint with large-numbered brushes (flat, round, soft and semi-hard, number 8-14-16) on hard paper pages, even flower paper and wrapping paper. can also be used. Unlike watercolor gouache, it is a paint that is distinguished by the elegance of its colors, with a carefully prepared, rubbed, hardened coating layer that is almost transparent. If gouache is applied thickly to the surface of any paper and cardboard, the quality of the paper plays an important role when working with watercolors, because its texture is visible through a thin layer of paint. The educator, who has this in mind, supplies necessary equipment for the training: containers for water, soft brushes (apple number 6-3, 12-18), a palette for mixing paints, thick paper corresponding to at least half of the album sheet. should prepare a little. In preparation for training with gouache, this dense paint is often diluted with water in large quantities. Pictures lose their color, get faded (bruised, spread, etc.). One of the important rules for working with gouache is to mix it with a small amount of water. The paint is ready for use only when it is mixed in the form of a liquid cream in a small glass jar. In this case, gouache gives a completely clear saturated color. When working with watercolors, on the contrary, it is necessary to add water until the color becomes elegant, transparent, because thick paint darkens the color on the paper and makes it "inconspicuous". Chalk

pencils, for example, pastels, are an unusual material compared to traditional paints and pencils. With it, you can paint on paper of any texture and color. If the line is drawn thinly with a regular pencil, you can draw a line of any thickness with a pastel pencil, paint large areas depicted on paper, and when color is applied, it will blend well. However, pastel crumbles easily, falls off the painting like powder, and spreads on the paper if the painting is not covered. The picture should be drawn in such a way that the brush touches the painted surface as little as possible. For this, paper is placed on an easel (or individual tablet). In order to keep children's pastel drawings at a distance, thin paper or tracing paper is covered over it, and folders with such pictures are kept in a vertical position. Another type of art material is wax crayons, which are less prone to wear because they contain wax. However, they have a rich tonal palette and are slightly brighter than glue pastels. Wax and pastel chalks, like paints, can be recommended for independent artistic activities of children in free time outside of classes. Later, felt-tip pens, which give completely bright, aniline colors, were widely distributed among children and adults. Marker pens have felt or nylon nibs that give a clear decorative line (thin and thick). They are filled with special colored paste or "Raduga" type inks. When a child draws with a felt-tip pen, he never gets tired. However, drawing lines on paper cannot be straightened - they do not fly or wash off. With a felt-tip pen, you can draw on any material - paper, cardboard, gauze, polyethylene, etc. It is recommended to use a felt-tip pen with a wide handle for making decorative decorations for holidays and entertainment.

With a felt-tip pen, you can draw on any material - paper, cardboard, gauze, polyethylene, etc. It is recommended to use a felt-tip pen with a wide handle for making decorative decorations for holidays and entertainment. The light stroke of the felt-tip pen allows you to draw on a large scale. Small pieces of paper are painted with felt-tip pens, small details are worked on. About equipping children's visual activities outside of school: The equipment that is usually used in school is partially used in children's activities. However, children are trained in the classes, so the equipment should be simple and convenient for every child, while being consistent with specific artistic and pedagogical tasks. It can be quite different during the holidays, when children have individual interests, inclinations and opportunities. The character of the decorative decoration of the visual activity zone can also be different. It depends on the size of the building, its general style of decoration, and the concrete capabilities of educators and children.

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