

THE ROLE OF THE EDUCATOR IN THE PROCESS OF TEACHING CHILDREN IN ART

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Annotation: *This article highlights the pedagogical role and professional responsibility of the educator in teaching children visual arts activities in the preschool education process. The importance of the educator's methodological approach, professional competence, sincerity, and pedagogical tact in developing children's creativity, aesthetic taste, imagination, and fine motor skills through visual activities is substantiated. The article emphasizes that planning activities in accordance with age characteristics, using traditional and non-traditional techniques, as well as the harmonious integration of professional, personal, general cultural, and special competencies of the educator are key factors in the comprehensive development of a child's personality.*

Keywords: *preschool education, educator, visual activity, creativity, aesthetic education, pedagogical mastery, competence, non-traditional techniques, pedagogical tact, sincerity.*

Annotatsiya: *Ushbu maqolada maktabgacha ta'lim jarayonida tarbiyachining bolalarni tasviriy faoliyatga o'rgatishdagi pedagogik o'rni va kasbiy mas'uliyati yoritilgan. Tasviriy faoliyat orqali bolalarda ijodkorlik, estetik did,*

tasavvur va qo‘l motorikasini rivojlantirishda tarbiyachining metodik yondashuvi, kasbiy mahorati, samimiyligi va pedagogik nazokati muhim ahamiyat kasb etishi asoslab berilgan. Maqolada mashg‘ulotlarni yosh xususiyatlariga mos rejalashtirish, an’anaviy va noan’anaviy texnikalardan foydalanish, shuningdek, tarbiyachining kasbiy, shaxsiy, umummadaniy va maxsus kompetensiyalarining uyg‘unligi bolalar shaxsini har tomonlama rivojlantirishdagi asosiy omil ekanligi ta’kidlangan.

Kalit so‘zlar: maktabgacha ta’lim, tarbiyavchi, tasviriy faoliyat, ijodkorlik, estetik tarbiya, pedagogik mahorat, kompetensiya, noan’anaviy texnikalar, pedagogik nazokat, samimiylilik.

Аннотация: В данной статье освещаются педагогическая роль и профессиональная ответственность воспитателя в процессе обучения детей изобразительной деятельности в условиях дошкольного образования. Обоснована значимость методического подхода, профессионального мастерства, искренности и педагогического такта воспитателя в развитии у детей творческих способностей, эстетического вкуса, воображения и мелкой моторики посредством изобразительной деятельности. В статье подчёркивается, что планирование занятий с учётом возрастных особенностей, использование традиционных и нетрадиционных техник, а также гармоничное сочетание профессиональных, личностных, общекультурных и специальных компетенций воспитателя являются основным фактором всестороннего развития личности ребёнка.

Ключевые слова: дошкольное образование, воспитатель, изобразительная деятельность, творчество, эстетическое воспитание, педагогическое мастерство, компетенция, нетрадиционные техники, педагогический такт, искренность.

Introduction

Visual activity in preschool children is an important component of their artistic and aesthetic education, contributing to the development of creativity, aesthetic

taste, imagination, and manual skills. In this process, the role of the educator is invaluable.

A modern educator occupies a central position in the preschool education process. Their personal qualities, appearance, and behavior serve as an example for children. The social mission of the educator is not only to teach children but also to develop their spiritual, aesthetic, and creative abilities.

In the preschool education process, the educator is considered the main leader. During this period, children spend most of their time with the educator, learn by observing them, and quickly adopt what they see. Therefore, the educator is regarded not only as a provider of knowledge but also as a second parent in a child's life. The educator plays a key role in shaping a child's daily upbringing, behavior, aesthetic taste, and creative abilities. They function as an organizer, manager, and guide of the pedagogical process.

The personality of the educator constantly serves as a model for children. Children tend to imitate what they observe; therefore, every action, speech, and behavior of the educator directly influences the child's consciousness.

The educator is not merely someone who conducts lessons but also fulfills an important social mission. Preschool education determines the quality of future society.

The image of a modern educator is not limited to appearance but represents the harmony of personal qualities, ethics, and professional competence. The educator not only provides knowledge but also shapes the child as an individual. Therefore, the teaching profession is one of the most responsible and socially significant professions.

Literature Review

In the preschool education system, visual activities (drawing, coloring, applique, clay modeling, and others) play an important role in the comprehensive development of children. In this process, the pedagogical mastery, methodological approach, and personal example of the educator act as decisive factors. This issue

has been scientifically studied by many scholars in the fields of pedagogy and psychology.

In L. S. Vygotsky's cultural-historical development theory, the guiding role of adults, particularly educators, in children's activities is emphasized. According to the scholar, children's creative abilities develop not independently but through cooperation with adults in a purposefully organized educational process. From this perspective, when organizing visual activities, educators should guide children considering their "zone of proximal development."

N. A. Vetlugina paid special attention to the aesthetic education of preschool children in her research. She emphasized that visual activity develops not only artistic skills but also emotional perception, aesthetic taste, and creative thinking in children. According to the author, educators should create a supportive environment that encourages children to express themselves freely in creative activities.

T. A. Komarova, in her works devoted to the methodology of teaching visual activities, highlights the importance of educators' methodological preparation. According to the scholar, in teaching children drawing, not only the result but also the process itself is important. The educator should guide each step of the child correctly without limiting their independent thinking.

Uzbek pedagogical scholars such as R. M. Qodirova, N. Sh. Abdullaeva, and others have also explored the development of children's creativity through visual activities in preschool institutions. Their research emphasizes the role of educators in increasing children's interest by incorporating national values and elements of folk applied art into visual activities.

The analyzed literature shows that in the process of teaching children visual activities, the educator participates as an organizer, guide, motivator, and creative partner. The educator's professional mastery and creative approach are the main factors in the development of children's artistic abilities.

The pedagogical and professional mastery of the educator in visual activity classes is reflected in the correct methodological planning of lessons, selecting

topics and materials appropriate to children's age, using various methods (paint, pencils, plasticine, collage), recognizing children's individual abilities, supporting them, and applying non-traditional techniques to develop creativity.

The educator's mastery primarily begins with thorough lesson planning. Each visual activity lesson should be methodologically structured, appropriate to the age of the children, and organized step by step. In planning, the topic, objectives, tasks, tools, and expected outcomes must be clearly defined. The learning process should progress from simple to complex, gradually developing children's skills. The lesson plan should include an introduction, main part, and conclusion, ensuring active participation of children at each stage.

When selecting topics and materials appropriate for children's age, the educator must consider their developmental characteristics.

For example:

Younger group (3–4 years): simple shapes (circles, lines, color spots), drawing large objects, using soft colors.

Middle group (4–5 years): object drawing (fruits, flowers, simple animals), distinguishing colors, combining lines.

Senior group (5–6 years): creating compositions, thematic drawings (family scenes, nature, transport), independently choosing color harmony.

Preparatory group (6–7 years): artistic drawing, national patterns, development of creative independence.

Materials such as pencils, colored paper, paint, plasticine, and clay should also be selected according to children's age and abilities.

In visual activities, educators should apply diverse methods and techniques. This increases children's interest and encourages creativity.

Traditional methods include drawing with pencils, paint, watercolor, and gouache.

Three-dimensional representation includes working with plasticine, clay, paper folding (origami), and constructive activities.

Non-traditional techniques include finger painting, stamping techniques, thread painting, sand drawing, and collage (combining various materials). These methods develop children's free thinking, imagination, fine motor skills, and creative abilities.

The sincerity and kindness of the educator increase children's trust. A tactful approach involves encouraging children rather than criticizing them and treating them as individuals while respecting their dignity. Preschool children are highly sensitive and need affection. The educator's sincere words, kind expressions, and polite attitude foster trust in children.

When an educator treats children sincerely, they feel free and fearless. A kind educator not only provides knowledge but also becomes a psychological support for the child. Through sincerity, children perceive the educator as a close person and become more willing to listen and learn from them. Therefore, the most important tool of an educator is their kind heart and sincere attitude.

The educator should not criticize children harshly but approach them gently and tactfully. When a child makes a mistake, it is important to guide them correctly rather than scold them. Instead of saying, "You did it wrong," saying, "Let's try doing it another way," helps maintain the child's self-confidence.

Encouragement is the most powerful educational tool. Simple words such as "Well done!", "Beautiful drawing!", and "Great effort!" increase children's creative interest. A tactful approach does not hurt the child's feelings; instead, it encourages independence and self-confidence.

Every child is a unique individual. Educators should view children not merely as objects of education but as independent individuals capable of thinking and feeling. Even though children are young, their opinions and emotions should be valued. A humane educator respects children's rights, does not humiliate them, and always supports them. Allowing children to express their opinions and make independent decisions is one of the main indicators of humanism. A child who is valued as an individual will grow up to act freely and responsibly in society.

Pedagogical tact, sincerity, and humanism are the most important qualities that define the professional competence of an educator. Sincerity builds trust, tactful behavior encourages children, and humanism allows children to be valued as real individuals. When these three qualities are harmonized, the educational process becomes effective, and children feel happy.

Analysis and Results

To succeed in their profession, a modern educator must possess the following professional knowledge:

- proper planning of lessons, using various methods and techniques, and organizing the educational process step by step;
- understanding children's age characteristics, individual traits, and interests, and monitoring their psychological development;
- mastering the laws of education and upbringing, following didactic principles, and effectively organizing the educational process.

An educator with professional competence can choose the appropriate approach during lessons, solve problematic situations, and correctly guide children's development.

An educator should possess not only professional knowledge but also personal qualities. Children learn not only knowledge but also human values from educators: applying new ideas and methods to increase children's interest; correctly understanding children's different characters and moods and guiding them gradually without pressure; treating all children equally without discrimination; and maintaining sincere and kind attitudes toward children.

Personal competence allows educators to become not only teachers but also close friends and trustworthy individuals for children.

Educators should also possess a high level of general cultural competence because they shape children's worldview along with providing knowledge.

- Aesthetic taste: the ability to perceive color harmony, appreciate beauty, and enjoy works of art.

- Appreciation of art: knowledge of visual arts, music, literature, and theater, and introducing them to children.
- Respect for culture: promoting national values and instilling folk traditions in children's consciousness.

An educator with general cultural competence increases children's aesthetic interest and fosters love for art and culture.

For visual activity lessons to be effective, educators must have specific knowledge and skills:

- drawing techniques: working with pencils, paint, watercolor, gouache, and colored paper;
- sculpture and modeling: using plasticine, clay, cardboard, and natural materials;
- non-traditional techniques: finger painting, collage, sand drawing, thread painting, and stamping techniques;
- teaching methods: demonstrating techniques during lessons, guiding children step by step, and encouraging independent work.

An educator with specialized competence can develop children's creativity, engage them in various artistic activities, and broaden their aesthetic worldview.

The competencies of an educator include a combination of professional, personal, cultural, and specialized knowledge and skills. When these competencies are harmoniously developed, the educator performs their activities effectively, and children develop comprehensively.

The educator's clothing culture, speech, and tone influence children's aesthetic taste.

Pedagogical technique includes correct use of voice, gestures, facial expressions, and visual aids.

The educator's appearance serves as an example for children and reflects their inner culture.

The educator is a constant role model for children; therefore, their appearance, clothing style, and speech culture directly influence children's aesthetic worldview. Through this, children learn aesthetic taste, polite communication, and cleanliness.

Pedagogical technique refers to the effective methods used by educators during lessons.

Using voice appropriately, employing gestures and body language, expressing emotions through facial expressions, and using visual materials such as pictures, toys, natural objects, slides, and videos make lessons lively, engaging, and effective.

The educator's appearance reflects their inner world. Neatness, discipline, and self-control directly influence children. Children learn habits such as cleanliness, orderliness, and appreciation of beauty from their educators. The educator's behavior, communication style, and politeness reflect their inner culture. A neat appearance and sincere smile positively influence children's emotional state.

A well-organized appearance and cultured behavior of the educator create trust and respect among children, which ensures effective learning.

Conclusion and Recommendations

The educator is the main person who engages children in visual activities and directs them toward creativity. Their knowledge, professionalism, sincerity, and culture play a decisive role in shaping the child's personality.

Appearance and pedagogical technique are important tools of an educator's influence. Clothing culture, speech, and tone help form aesthetic taste in children, while pedagogical techniques make lessons lively and interesting. Appearance reflects inner culture and serves as a constant example for children.

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