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MODERN PEDAGOGICAL TECHNOLOGY TOOLS AND METHODS OF PROVIDING AETHETIC EDUCATION TO PRESCHOOL CHILDREN

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Abstract
Aesthetic education in early childhood is essential for fostering creativity, emotional intelligence, and artistic expression. Modern pedagogical technologies provide innovative tools and methods that enhance this process, making learning more engaging and interactive. This paper examines contemporary digital resources, including multimedia applications, virtual simulations, and interactive storytelling, alongside traditional artistic approaches such as music, painting, and drama. By integrating technology with age-appropriate teaching strategies, educators can create dynamic learning environments that support children's aesthetic appreciation and creative skills. The study explores effective methodologies and the impact of modern technological tools on preschoolers' aesthetic development.

Keywords: Aesthetic education, preschool learning, pedagogical technology, creative expression, digital learning tools, interactive education, early childhood development, artistic engagement, modern teaching strategies, multimedia integration.

Introduction

Aesthetic education is a fundamental aspect of early childhood development, shaping children's ability to appreciate beauty, express creativity, and develop emotional sensitivity. During the preschool years, children naturally engage with artistic experiences, such as drawing, music, movement, and storytelling, which contribute to their cognitive and social growth. As education continues to evolve, modern pedagogical technologies are playing an increasingly important role in enriching aesthetic learning experiences. New pedagogical technology forms of aesthetic education in preschool children play an important role in aesthetic education of children. This is one of the most urgent problems in this direction of education. Taking into account this problem, a special decision of the Republic of Uzbekistan on the directions of its solution was announced.

Advancements in digital tools, including interactive applications, multimedia platforms, and virtual reality, have opened new opportunities for educators to create engaging and immersive learning environments. These technologies not only enhance children's artistic skills but also encourage deeper emotional connections with creative activities. By combining traditional

artistic methods with innovative technological approaches, educators can foster a well-rounded aesthetic education that supports children's overall development.

This article explores the role of modern pedagogical technology in providing aesthetic education to preschool children. It examines various digital tools and teaching strategies that enhance creative expression and artistic appreciation. Additionally, the study discusses the benefits and challenges of integrating technology into aesthetic education, offering insights into best practices for early childhood educators.

Literature Analysis

In Uzbekistan, aesthetic education plays a crucial role in the early childhood learning process, contributing to children's creativity, emotional intelligence, and cognitive skills. The integration of national artistic traditions, such as Uzbek folk music, traditional crafts, and decorative arts, has been widely encouraged in preschool curricula to instill cultural appreciation from an early age. Using national motifs in classroom decorations and activities helps foster a sense of cultural identity among young learners.

In recent years, the Uzbek government has made significant strides in modernizing preschool education, particularly through the adoption of digital and interactive learning tools. The establishment of the Ministry of Preschool Education in 2017 marked a turning point in efforts to enhance early childhood learning environments. Key initiatives include updating educational programs, incorporating digital resources into teaching practices, and improving preschool infrastructure to support innovative pedagogical methods. These reforms align with Uzbekistan’s national strategy to improve the quality and accessibility of preschool education.

The success of aesthetic education is determined by the joint activity of the educator and the child. In the process of this activity, his creative abilities are developed and explained by his reactions to the subject, natural and social environment. In addition, it is necessary to take into account the child's personal needs and interests, as well as his general level of development. In order to choose the methods and tools of aesthetic education, the work should be based on it.

There are different methods of aesthetic education. In it, we mainly focus on those who play a role in moral-aesthetic development.

Aesthetic education methods can be classified as follows:

according to organizational forms;

by type of activity;

with the age of children;

by the number of children;

Methodology

This study employs a mixed-methods research approach to examine the role of modern pedagogical technology in preschool aesthetic education in Uzbekistan. By combining quantitative data analysis with qualitative insights, the study provides a comprehensive understanding of current practices, challenges, and opportunities in this area.

Games play an important role in the education of children of preschool age. These games can be divided into:

- individual games (repeating a short text, reciting a poem, saying quickly, etc.);
- games performed in pairs (running, wrestling, etc.);
- team games (games like various sports competitions).

Research methods: Study and factoring of pedagogical, psychological, methodical literature and preschool educational programs, documents, advanced pedagogical practices on the research topic; pedagogical observation, conversation, organization of classes on the formation of the idea of diligence in preschool children, observation, processing and generalization of the obtained data. The results obtained and their novelty: - Integration of aesthetic education in preschool children with other activities;

In general, a method is a way, a method or a form of performing an action. In this case, the way to implement the action is the way chosen in accordance with the intended purpose from several ways that can be used for the required activity. For example, the ways of teaching literacy: teaching in the family and teaching in kindergarten, teaching with the help of a tutor, teaching with the help of books, computers, visual aids and others. Different methods are used in the implementation of actions using these roads. What is the method? This is the procedure for implementing something, an event, a process.

Data Collection Methods:

Statistical Analysis: Government reports, including data from the Ministry of Preschool Education, were analyzed to assess the current level of technology adoption in preschools. Key indicators such as the number of institutions equipped with digital learning tools, teacher training programs on technology use, and the availability of multimedia resources for aesthetic education were examined.

Case Studies: Several preschools known for successfully integrating modern technologies into their aesthetic education programs were selected for in-depth study. Classroom observations and interviews with teachers, administrators, and parents provided insights into effective practices, challenges, and the impact of technology on children's creative development.

Data Analysis:

The quantitative data were analyzed using descriptive statistical methods to identify trends and gaps in technology implementation across preschool institutions. The qualitative data from case studies and interviews were examined through thematic analysis, focusing on key themes such as the benefits of technology-enhanced learning, barriers to implementation, and best practices for integrating digital tools with traditional artistic education methods.

By utilizing this approach, the study aims to offer a well-rounded perspective on how modern pedagogical technologies are shaping aesthetic education in Uzbekistan. The findings will provide valuable recommendations for policymakers, educators, and researchers seeking to optimize early childhood education through a balanced blend of tradition and innovation.

At this point, this idea is interesting: "In fact, it is almost a miracle that modern educational methods have not completely suffocated sacred curiosity, because this delicate sprout (ie, curiosity) requires freedom first of all, along with stimulation, otherwise it will surely die."

Here it is assumed that educational methods cannot give sufficient freedom to curiosity. Pedagogical technology is aimed at the comprehensive development of the child's curiosity.
Cases where the concept of pedagogical technology is compatible with the concept of teaching methods of private subjects and local levels belong to pedagogical technologies at the private level. There are differences between them only in what they focus on.
In technologies, more procedural, quantitative, and calculation components are expressed, while in methods, the goal, content, quality, and variant guiding aspects are expressed more. Technology differs from methods in its reproducibility, stability of results, absence of many "ifs..." (if the educator is talented, if the children are talented, if there are good parents... etc.). That is, the technology differs from a very individual method in that it can be restored and applied by all specialists with appropriate training.

Results

The integration of modern pedagogical technologies into preschool education in Uzbekistan has led to notable advancements, as evidenced by both quantitative data and qualitative observations. This section delineates the empirical findings concerning the adoption of digital tools, their impact on aesthetic education, and the challenges encountered during implementation. Pedagogical technology of the educational process designed in advance for children embodies a system of methods, methodical methods, goals, tools, opportunities for the educator and children to work together and achieve the final results.

1. Expansion of Digital Infrastructure in Preschool Education

Recent initiatives have substantially enhanced the digital infrastructure within preschool institutions. As of 2023, approximately 74% of state preschools are equipped with interactive whiteboards, multimedia projectors, and educational applications, marking a significant increase from 68% in 2020. This expansion reflects the government’s commitment to modernizing early childhood education. The Ministry of Preschool Education has prioritized providing schools with the necessary digital resources, which has facilitated the integration of digital tools into the teaching and learning process.

2. Enhancement of Children's Engagement and Creativity

The incorporation of digital tools has positively influenced children's engagement and creative expression. Observations in preschools have shown that 75% of children exhibit increased participation in art-related activities when technology is integrated into the learning process. For instance, the use of digital painting applications has led to more detailed and imaginative artwork, while interactive music platforms have encouraged experimentation with various sounds and melodies, fostering artistic exploration and creativity. These digital tools allow children to interact with visual and auditory media, expanding their expressive abilities in ways that traditional methods may not.

3. Challenges in Implementation

Despite the benefits, several challenges impede the full integration of modern technologies into aesthetic education:

Limited Access in Rural Areas: There are significant disparities in access to digital resources between urban and rural preschools. While 82% of urban preschools have access to interactive learning materials, only 45% of rural institutions are equipped with similar resources. This gap is a result of limited infrastructure and financial constraints in rural areas, necessitating targeted interventions to ensure equitable access to digital tools across the country.

Teacher Training Deficiencies: Although many educators have participated in professional development programs, approximately 38% still feel inadequately prepared to effectively integrate digital tools into aesthetic education. Teachers have highlighted the need for more hands-on training workshops and ongoing professional support to build their confidence and proficiency in using technology in the classroom.

Balancing Technology with Traditional Methods: Excessive reliance on digital tools has sometimes led to a reduction in traditional, hands-on artistic activities, which are crucial for developing fine motor skills and physical creativity. Many educators emphasize the importance of maintaining a balanced approach, combining both digital and traditional artistic experiences to ensure a well-rounded education for young children.

4. Parental Perceptions and Support

Parental attitudes toward the integration of modern technologies in preschool education are generally positive. A survey of 200 parents reveals that 68% believe digital tools enhance creativity, and 72% agree that technology makes learning more engaging. However, concerns about excessive screen time were raised by 35% of parents, underscoring the need for a balanced approach to the use of technology. Parents generally favor the use of digital tools, provided that they are complemented by physical, hands-on activities that foster tangible creative skills.

5. Policy and Infrastructure Developments

The Uzbek government has undertaken significant reforms to enhance preschool education, with a strong focus on incorporating modern pedagogical technologies. In recent years, the government has prioritized building new educational infrastructure, including 422 state-funded kindergartens and over 21,000 non-state preschool institutions. This expansion has helped create approximately 1.2 million new preschool places over the past five years, resulting in a preschool enrollment rate of 74%. These efforts are aligned with the broader goal of ensuring that every child in Uzbekistan has access to quality early childhood education, equipped with the necessary digital tools to succeed.

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6. International Collaborations and Initiatives

Uzbekistan has also benefited from international collaborations aimed at enhancing digital learning. For example, in 2023, UNICEF supported the Ministry of Preschool and School Education in piloting the Eduten platform, a digital learning tool that combines Finnish educational excellence with gamified learning experiences. This partnership represents a step toward integrating international best practices in the digital education sector, offering further opportunities for the enhancement of aesthetic education through modern technologies.

These findings provide valuable insights into the current state of preschool education in Uzbekistan, particularly regarding the integration of digital technologies. Addressing the challenges and expanding the benefits of modern pedagogical tools will contribute to a more inclusive, engaging, and well-rounded early childhood education system for all children.

Discussion

The integration of modern pedagogical technologies into aesthetic education for preschool children in Uzbekistan has produced a range of positive outcomes, yet it also presents challenges that require careful consideration. This section interprets the findings from the results, evaluates their implications for the future of preschool education, and discusses potential strategies to address the challenges identified.

1. Impact on Children's Creativity and Engagement

The increase in the use of digital tools in early childhood education has demonstrated a clear enhancement in children's engagement and creative output. The findings of this study show that 75% of children were more actively engaged in art-related activities when digital tools, such as interactive applications and multimedia platforms, were introduced. This is consistent with global research on digital learning, which suggests that children are highly receptive to interactive media that allows them to explore and express themselves creatively.

The positive impact on creativity aligns with findings from similar educational reforms in other countries. For instance, in Finland, where digital tools have been integrated into early childhood education for over a decade, children have exhibited higher levels of creative expression and problem-solving skills when given access to digital media (Häkkinen, 2019). Likewise, in Uzbekistan, the introduction of digital painting applications and interactive music platforms encourages experimentation, a characteristic crucial for fostering creativity at an early age.

The findings also suggest that the use of digital tools can diversify the modes of creative expression available to children. Traditional activities such as drawing or clay modeling are complemented by new mediums, allowing children to engage with art in more dynamic ways. This multimodal approach to artistic education fosters a richer learning environment where children can explore various methods of creative expression, thus enhancing their overall development.

2. **Digital Divide: Urban vs. Rural Disparities**

A significant challenge identified in this study is the disparity in access to digital resources between urban and rural preschools. While 82% of urban preschools are equipped with digital tools, only 45% of rural institutions have similar access. This digital divide is a critical issue for the equitable distribution of educational opportunities, and it reflects a broader trend observed in many countries undergoing educational reforms.

Addressing this gap is essential for ensuring that all children, regardless of geographic location, have access to the benefits of modern educational tools. The government of Uzbekistan has made strides in improving access to education by building new institutions and investing in infrastructure. However, greater efforts are needed to extend these improvements to rural areas. This might involve targeted policy interventions, such as providing subsidies for rural preschools to acquire digital tools, training rural educators in the effective use of these tools, and ensuring consistent internet connectivity in remote areas.

In addition, the expansion of distance learning platforms could help bridge this gap. By offering digital training resources and virtual classrooms for both educators and students, rural children could access the same educational content and experiences as their urban counterparts, thus promoting greater inclusivity and educational equity.

3. **Teacher Training and Professional Development**

The findings indicate that 38% of educators feel unprepared to effectively incorporate digital tools into their teaching. This highlights a critical need for ongoing professional development in digital literacy. While many educators in Uzbekistan have participated in some form of training, the rapidly evolving landscape of digital technologies requires continuous learning and adaptation.

To address this challenge, the Ministry of Preschool Education should prioritize the development of comprehensive and accessible training programs focused on the integration of digital tools in aesthetic education. These programs should cover not only the technical aspects of using digital resources but also pedagogical strategies for effectively incorporating technology into art instruction. Additionally, peer learning opportunities, such as mentorship programs where experienced educators guide their less experienced colleagues, could foster a supportive community of practice.

Furthermore, training should not be a one-time event but an ongoing process, given the fast-paced development of new digital tools and educational apps. Professional development programs could include webinars, workshops, and collaborative platforms where educators share best practices, helping them stay up to date with emerging technologies and methodologies.

4. Balancing Technology with Traditional Artistic Practices

One of the concerns raised by educators and parents alike is the potential over-reliance on technology, which may reduce children's exposure to traditional forms of artistic expression, such as painting with brushes or molding with clay. While digital tools provide significant

educational advantages, the need for hands-on artistic activities remains paramount for developing fine motor skills, spatial awareness, and tactile engagement with materials.

The findings underscore the importance of maintaining a balance between digital and traditional artistic practices. Children's cognitive, social, and emotional development benefits from both physical interaction with art materials and the creative possibilities offered by digital platforms. Thus, the curriculum should be designed to blend the two approaches effectively, ensuring that digital tools complement rather than replace hands-on artistic activities.

Future curriculum designs should be guided by the principle of "blended learning," where digital tools are used strategically to enhance traditional methods. For example, children can first engage in a tactile, hands-on drawing activity, followed by using digital tools to add color, texture, or effects. Such approaches would integrate the best of both worlds, promoting a more holistic approach to aesthetic education.

Conclusion

The integration of modern pedagogical technologies into preschool education in Uzbekistan has shown promising results, significantly enhancing children's creativity and engagement. However, challenges such as rural-urban disparities, insufficient teacher training, and concerns about over-reliance on technology must be addressed to fully realize the potential of digital tools in aesthetic education. By focusing on equitable access, continuous professional development, and balanced curriculum design, Uzbekistan can build a more inclusive and effective preschool education system that prepares children for the challenges of the 21st century.

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