

**PSYCHOLOGICAL IMPACT OF PAINTING ART IN THE FORMATION OF CHILDREN'S WORLDVIEW**

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**Annotation**

This article discusses information about the concept of worldview, the psychological impact of painting art in the formation of children's worldview.

**Keywords:** worldview, thought, pictorial, emotional, nature, personality, environment, activity.

The worldview is a system of dialectical views and beliefs that determine the development of the content of nature, social society, thinking, and individual activity. It shows beliefs formed on the basis of socio-ideological, philosophical, economic, natural-scientific, spiritual-moral, aesthetic, legal and environmental knowledge.

Having a worldview provides the basis for a person to have a sense of responsibility for the environment, social relations, the process of labor activity and production, the decision making of a certain attitude towards the subjects, a full understanding of the social duties assumed by the person and their fulfillment.

In the formation of the worldview of the younger generation, a thorough assimilation of the foundations of the natural, social and humanitarian Sciences by them is important. The worldview of a person reflects his spiritual and moral image, life approach and values, moral principles. The enrichment of the worldview enriches, stabilizes personal qualities and qualities. The worldview, consisting of noble ideas, enriches the personality with positive qualities. The worldview, in its essence, differs in the form of a scientific (having a certain philosophical system) and a simple (not having a certain philosophical system) worldview. The scientific worldview is formed on the basis of a continuous, consistent thorough assimilation of existing knowledge, the acquisition of life experience. Accordingly, the formation of a child's worldview is considered a complex process with a long-term, dynamic nature.

On the basis of the unity of mental education and upbringing, thinking develops in a person (a full-fledged reflection of social events in consciousness, a high form of human mental activity). The establishment of the existing level of mental thinking is somewhat complicated and can be determined by the following signs:

1. The existence of a system of scientific knowledge.
2. The process of mastering existing scientific knowledge.
3. Possession of thinking skills.
4. The attachment to the acquisition of knowledge as well as the occurrence of a need.

Mental thinking arose as a result of long-term and tireless research, on the basis of which lies a scientific vision and belief.

If we dwell on the psychological impact of painting art in the formation of the worldview of children, then giving environmental education to the younger generation is one of the pressing problems facing the modern world today. This is due to the development of scientific and technological progress, which has led to a decrease and pollution of the natural environment, an increase in conflicts between society and nature, a manifestation of a sometimes very cruel attitude of a person to nature. The solution of these problems, scientists, teacher-practices are associated with the need to form a humanistic-oriented social consciousness in a person from childhood. In the younger generation, it is necessary to form a sense of beauty, the ability to understand and appreciate works of art, the beauty and wealth of Mother Earth nature.

L. S. Vygotsky, A. V. Zaporozhets, N. N. Psychological research by Poddyakov and others shows that through the development of children of different types of activity, intensive development of personality is observed; the integrity of consciousness is formed, reflecting the unity of the emotional and intellectual spheres. Artistic and aesthetic activity in this regard is an effective means of its upbringing and development.

Research on the development of children's Fine Arts N.E. Asadullina, R.F. Berzina, V. B. Kosminskaya, O.V. Studied by Pachganova.

Researchers note that works of Fine Art are of great importance, consisting of their cognitive, aesthetic and educational values, and are an important means of environmental education of children. In the Encyclopedia, fine art is defined as the branch of plastic art that incorporates painting, sculpture and graphics. Painting occupies an important place in the development of preschool children and is used as a means of environmental education. Painting as one of the forms of art reflects the creation of artistic images with the help of paints. The use of various means of expression: color, point, line, contrast helps the artist to convey the vivid reality of things, light, air, the nature of the people depicted in the picture. N. P. Kosterin believes that pictorial activity introduces children to the peculiarities of the artistic language, contributes to knowledge of the world around them; develops in the child a sense of the beauty of aesthetic feeling, visual perception, imagination, color, shape, movement, proportions necessary for understanding art; creative abilities; the ability to observe, analyze; artistic taste, fosters strong-willed qualities.

To solve the problem of the formation of children's ideas about beauty in nature, L. V. Kompantseva recommends careful selection of works of Fine Art, since the reproduction of paintings or paintings about nature helps the teacher to achieve expressiveness in children's drawings, evokes aesthetic feelings and arouses a desire to express feelings. The child learns to analyze life phenomena with repetition in the fine arts, to study the object from different sides. Repeated verification helps to see in illustrations, Pictures new features of something and events that were not previously noticed. An important place in this is occupied by pedagogical guidance that encourages them to express aesthetic feelings and feelings in painting. If at the age of five the child understands illustrations, simple reproductions, Kompantseva L.V. it is noted that then at the age of six, the teacher uses reproductions not only from paintings, but also from paintings that help to understand their content. It helps to accumulate and enrich emotional experience.

In conclusion, the fine arts, as well as the fine activity of children, help the teacher to solve the problems of the harmonious development of children, to form a valuable attitude to the world around him and the nature of his native land.

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