FORMATION OF SKILLS OF ARTISTIC CREATIVITY IN PRESCHOOL CHILDREN

Xolmatova Saida Voxobjonovna,
Xomidova Dilorom Abduraxmonovna
Teachers of the Department of Preschool Education Methods,
Namangan State University

ABSTRACT

This article discusses the issues of formation of artistic skills of creativity in children of preschool age. The authors analyzed the methods enriching the image in the article.

Key words: preschoolers, artistic creation, imagination, labor, artistic imagination, ability, interests

1. Introduction

“Preschool childhood is a very important period in the life of children. It is at this age that each child is a little explorer, with joy and surprise discovering an unfamiliar and wonderful world around him.” A child lives in a huge real world in which much is still inaccessible to him due to his age characteristics. We, adults, are intermediaries between the world around us - the world of nature, people, things, art. And tender, fragile, emotional and responsive to everything new, amazing, bright with the soul of a child. The upbringing of the child's feelings begins with beauty. The need for beauty and kindness appears in the baby from the first days of his life: he reaches for a beautiful toy, freezes when he hears the sounds of music; Having matured a little, he examines the bright illustrations in the book, tries to depict on paper only the beauty he understands.

Modern children are actively exploring the virtual world. At the same time, they have a decrease in interest in their surroundings, in the children's minds the boundaries between good and evil, beautiful and ugly, are erased.

2. Main part

The formation of a creative personality is one of the important tasks of pedagogical theory and practice at the present stage. Its solution should already begin in preschool childhood. The most effective means for this is visual activity in kindergarten.

The relevance and insufficient elaboration of this problem determined the choice of the topic of the experiment: “The formation of artistic creativity skills in preschool children through the use of non-traditional drawing technologies.”

In the process of visual activity, such functions are improved as: visual perception, imagination, memory, mental operations (comparison, generalization, elementary graphic skills are formed that are so necessary for the development of manual dexterity, mastering writing. The undoubted advantage of unconventional techniques is their versatility. The technology for their implementation is interesting for preschool children. Thus, pedagogical practice shows that classes using non-traditional drawing techniques provide great opportunities for the formation of artistic creativity skills.

Drawing is the most important educational tool. The artists of Ancient Greece believed that teaching drawing was necessary not only for many practical crafts, but also important for general education and upbringing. Children's art is often striking in its spontaneity, a riot of imagination. It is widely believed that the role of an adult in the development of the visual activity of preschoolers should be reduced only to non-interference in the process of self-expression of the child. This attitude towards children's creativity is wrong. What can a child express if his life is poor in feelings and impressions, if he does not have the necessary materials for creativity and does not possess elementary visual skills? Of course, one should not impose on a child your vision of the world, your tastes. We must strive to ensure that learning skills does not supplant the immediacy of children's perception. In the process of drawing with non-traditional techniques, the child experiences a variety of feelings: he is happy with a beautiful image that he created himself, he is upset if something does not work out. But most importantly, creating an image, the child acquires various knowledge; refined and deepened his ideas about the environment; in the process of work, he begins to comprehend the qualities of objects, memorize their characteristic features and details, master visual skills and abilities, learn consciously, use them. Aristotle also noted: drawing practice contributes to the versatile development of a child.

An unconventional approach to the execution of the image gives an impetus to the development of children's intelligence, pushes the child's creative activity, teaches to think outside the box. New ideas arise related to combinations of different materials, the child begins to experiment, create. Drawing in non-traditional ways is a fun, mesmerizing activity. This is a great opportunity for children to think, try, search, experiment, and most importantly, express themselves.

Volume 3, Issue XII, December 2020 | 484
The path to creativity has many paths for them, known and still unknown. Creativity for children is a reflection of mental work. The senses, mind, eyes and hands are the instruments of the soul. The creative process is a real miracle. “There is no right path in creativity, there is only its own path”.

Theoretical substantiation, consistency in the presentation of work experience. From the experience of working with children, I realized that standard sets of visual materials and methods of conveying information are not enough for modern children, since the level of mental development and potential of the new generation has become much higher. In this regard, non-traditional drawing techniques give an impetus to the development of children's intelligence, activate the creative activity of children, teach them to think outside the box.

An important condition for the development of a child is not only an original task, but also the use of non-traditional waste material and non-standard visual technologies. In the process of drawing, children learn to reason, draw conclusions. Enrichment of their vocabulary takes place. When drawing from nature, children develop attention; when drawing from imagination, memory. As researchers of children's art (Sakulina N.P., Komarova T.S., Grigorieva G.G.) note, it is a means of mental, emotional-aesthetic and volitional development of children. Numerous studies in the field of children's art of domestic scientists E. A. Flerina, N.B. Khalezova, Y. Shibanova and others have convincingly shown that without targeted adequate guidance, children begin to feel creative helplessness, and, as they get older, they lose interest in art....

After analyzing the author's developments, various materials, as well as the advanced experience of working with children, accumulated at the present stage by practicing teachers, I became interested in the possibility of using non-traditional methods of visual activity in working with preschoolers.

To achieve this goal, it is necessary to solve the following tasks:
- To analyze the psychological, pedagogical and methodological literature on the problem of the formation of the fine arts of preschoolers;
- To study and theoretically substantiate the effectiveness of the use of non-traditional drawing techniques in the development of the creative and visual abilities of preschool children;
- To consider the pedagogical conditions for the implementation of non-traditional drawing techniques in the classroom for visual activities.
- Develop and implement a set of activities for preschool children to develop artistic skills using non-traditional drawing technologies.
  - Increase the experience of creative activity, form the culture of a creative personality (self-expression of the child).
  - Develop creative imagination, imagination, thinking of preschoolers through classes on the development of non-traditional drawing techniques;
  - Develop color perception and visual-motor coordination, a sense of composition and color.
  - To lead children to create an expressive image when depicting objects and phenomena of the surrounding activity.
- To involve the parents of pupils in activities within the circle.
- Promote parents' acquaintance with non-traditional drawing techniques; stimulate their joint creativity with children.
- Organize a presentation of the circle through an exhibition of drawings within the framework of the preschool educational institution, participation in competitions, exhibitions at the municipal, regional and federal levels.

Classes are held 2 times a month. Before the lesson, I conduct observations, conversations with children, read fiction. In the classroom I use the artistic word, finger gymnastics, problem situations, and the joint composition of fairy tales. I plan my classes with children using non-traditional drawing techniques in the following directions:
- from drawing individual objects to drawing plot episodes and further to plot drawing;
- from the use of the simplest types of non-traditional image techniques to more complex ones;
- from the use of ready-made equipment, materials to the use of such that must be made by ourselves;
- from the use of the method of imitation to the independent implementation of the plan;
- from the use of one type of technique in drawing to the use of mixed image techniques;
- from individual work to a collective image of objects, plots of non-traditional drawing techniques.

Having acquired the appropriate experience in drawing in non-traditional techniques, and, thus, overcoming the fear of failure, the child will further enjoy the work, freely move to mastering new drawing techniques. In the classroom, children are happy to draw in such techniques as: finger drawing, hand drawing, leaf prints, drawing with salt, toothpaste, cocktail straw. Each of these non-traditional drawing techniques is a small game that brings joy and positive emotions to children. Creating images, conveying the plot, the child reflects his feelings, his understanding of
the situation, imposes his own scale of “evil” and “good”.

For the successful implementation of work in this direction, I have created a developing subject-spatial environment. The group has organized a corner of visual activity, which provides for the presence of various objects and materials for children's creativity: paper of different colors, textures and shapes, colored pencils, felt-tip pens, wax crayons, paints (gouache and watercolor), thin and thick brushes, cardboard (white and colored), different thicknesses of threads and strings, seals and patterns, candles, leaves, cotton swabs, pebbles, feathers, pieces of fabric, pokes, stamps in the form geometric shapes, cocktail tubes, etc. All material is stored in separate boxes. New visual material is introduced gradually, as preschoolers get acquainted with it in the classroom. The drawing corner also contains folders with reproductions of paintings by artists, subject and subject drawings, postcards, illustrations for fairy tales, stories. There is a separate folder with samples of drawings made using non-traditional image techniques; technological maps for drawing. In the group, an exhibition of children's works has been arranged, allowing children to demonstrate their success in creative activity. There is also a tape recorder for using musical works in the classroom on art.

References: