

METHODOLOGY FOR THE USE OF NON-TRADITIONAL PICTORIAL ACTIVITIES FOR CHILDREN AGED 5-7 YEARS

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Abstract

In this article, in order to expand the role of painting classes in non-traditional ways in fine arts classes in preschool educational organizations, to enrich children's creative thinking, to revive new views on life, to expand opportunities to enjoy what they are doing, to more effectively organize the visual activities carried out in preschool educational organizations with the help of children's capabilities It is about filling the country with diversity based on innovative technologies, developing children's self-confidence, teaching creative skills in a new direction using jajji fingers.

Keywords: Education, upbringing, development, movement, innovative ideas, innovative technologies, children's creativity, new world experiences, cooperation, solidarity issues.

Introduction

One of the goals of teaching drawing in kindergarten is to teach children to depict objects and phenomena as a means of objective reflection of life impressions. For visualization you need clear, concise ideas, as well as the ability to express them in graphic form. When creating a drawing, the child controls and evaluates his actions by imagining the object depicted. The ideas needed to draw are formed in the process of perception. Research shows that children need to be taught a certain way of perceiving an object and examining it. However, in order to draw a certain object, it is not enough to have a clear idea of its shape, color, structure, it is necessary to be able to express these properties of the object in a plane a graphically; Subjecting the movement of a sheet of paper and a hand to the task of an image.

It is no coincidence that the choice of non-traditional painting technologies as one of the means of developing children's visual creativity is no accident. Most unconventional techniques involve self-drawing, in which the image is captured as a playful manipulation effect, rather than as a result of the use of special imaging techniques. It is unclear what kind of image will be obtained, but it will certainly be successful in terms of outcome, and thus increase the interest of preschoolers in visual activity, stimulating imagination activity. In addition, unconventional techniques expand children's artistic possibilities, allowing them to realize their own life experiences on a greater level, get rid of unpleasant experiences, and establish themselves in a positive position of the "creative."

The idea of using non-traditional technology in the teaching of fine arts is not new, and the need to use unconventional technology in organizing the fine arts of preschoolers is undeniable.



Indeed, the diversity of exhibition materials presented to children, the rejection of traditional, familiar methods of drawing drawing, the search for new creative solutions serve to develop children's creativity, activity, imagination. Children love novelty, they are interested in a variety of materials, as a result of which children get a successful product of their activity.

In children's creativity, the world around them opens up in different ways, depending on the child's inner state, feelings and desires. Children are especially sensitive to their own emotions. The images and objects that appear in their immediate imagination fascinate with the incomprehensible combination of color, form, and the impossibility of phenomena. Their drawings include a blue elephant, a strolling house, a red raincoat, and much more. What motivates a person to be creative?

When organizing work on the development of creative abilities, it is important to pay attention to social and emotional development, to encourage children to show independence and creativity in the visual arts.

One of the most important conditions for the successful development of children's artistic creativity is the diversity and variability of working with children in the classroom. The novelty of the environment, an unusual start to work, beautiful and colorful materials, fun and original tasks for children, the possibility to choose and many other factors - this will help to avoid monotony and boredom in the visual activity of children. vividness and spontaneity of children's perception and activity. It is important to create a new situation for children to be able to apply previously acquired knowledge, skills and competencies on the one hand, and to seek new solutions and creative approaches on the other. It causes positive emotions, joyful surprise and a desire to work creatively in the child.

Drawing as a form of artistic and creative activity does not tolerate templates, stereotypes once and for all set rules, however, in practice we are often faced with this very situation ("A tree is drawn from the bottom up, because this is how it grows, and so on a house", etc.), To prevent children from creating templates (draw only on a piece of paper), paper sheets can take the form of different forms: in the form of a circle (plate, lycopcha, napkin), square (handkerchief, box). Gradually, the baby begins to understand that any sheet to draw can be selected: it is determined by what it takes to do.

Preschool education is a type of continuous education aimed at teaching and upbringing children, their intellectual, spiritual, ethical, aesthetic and physical development, as well as preparing children for general secondary education. In this process, the focus on the formation of competencies in the child's areas of development will never lose its relevance as a requirement of the time. Because the upbringing of harmonious generation is the most important priority of any state.

On December 22, 2020, the Cabinet of Ministers adopted Resolution No. 802 "On approval of the state standard of preschool education and training. Under this decision, the competencies of the child's developmental areas were defined. According to this state standard, the competencies in areas of development of the child include:

- physical development and formation of a healthy lifestyle;
- social-emotional development;
- skills in speaking, communication, reading and writing;



- development of the cognitive process;
- creative development

The field of "creative development" is divided into the following sub-areas:

artistic imagination of the world;

artistic and creative skills.

children 5-6 years old draw complex subjects and make them with decorative patterns

(kettles, carpets, scarves, trays);

memory or imagination creates supremacy;

creates appliqué-volume oranges from paper and natural materials (silhouettes, postcards, book labels);

makes their environment or personal projects;

creates small liquid compositions, illuminating the movement and proportions of forms by folding, tearing, cutting paper;

can create creative games with peers;

uses various means of expression in his personal work;

Offers ideas in collective projects

children aged 6-7 create compositions from different subjects;

be able to sing individually and as a team;

can create a personal role model by smiling at their movements in dance;

may be played solo on musical instruments or as a jolly in an orchestra;

creates and implements ideas;

Uses various subjects as a partner in achieving the goal;

participates by playing roles in various performances;

understands the creative role of man in changing the universe;

Can offer ideas for secondary applications of items.

The use of unconventional methods in visual activities has a number of advantages:

- Helps to eliminate childhood fears;
- builds self-confidence;
- Develops spatial thinking and orientation;
- Teaches children to express their thoughts freely;
- Encourages children to explore creatively and find solutions;
- Teaches children to work with different materials;
- Composition, rhythm, develops a sense of color and color perception; the feeling of texture and volume;
- Develops subtle motor skills and tactile perception;
- Develop control and self-control skills.





Figure 1. Use of non-traditional pictorial activity types

Creation and practical implementation of fine art activities in preschool educational organization.

The design of fine activity activities for preschoolers should be appropriate for the age and individual characteristics of children. Effective training sessions can be organized by following steps:

- Determine the topic of the session: For each activity, it is important to choose a topic that is appropriate for the interests and needs of the children.
- Introduction of non-traditional methods: Spark interest in children by using a new technique or material in each lesson.
- Encourage children to create independently: Give children the opportunity to express their ideas freely during the session.
- Analysis and evaluation of results: After each session, it is necessary to review the children's work, encourage them and make recommendations for future activities.

Drawing with children aged 6-7 in an unusual way with soap bubbles.

Subject: Blooming spring

Purpose: Teaching to supplement the details of objects obtained by self-drawing with completeness and resemblance to real images, to develop imagination, fantasy, interest in creative activities.

Equipment and materials:

- dishes fit no large number of colors;
- tubes;
- gouache;
- white paper;
- liquid soap;
- ICT

Rules of Conduct:

1. Tubes are placed in glasses with colored liquids.
2. Children will blow into the tubes until the foam rises to the edge of the container.
3. Put a sheet on the soap lid on the beaker.
4. Colored foaming presses are carried out in a pre-planned manner.
5. Then draw the resulting circles.
6. You can use a spoon to apply multi-colored foam to the sheet of paper.

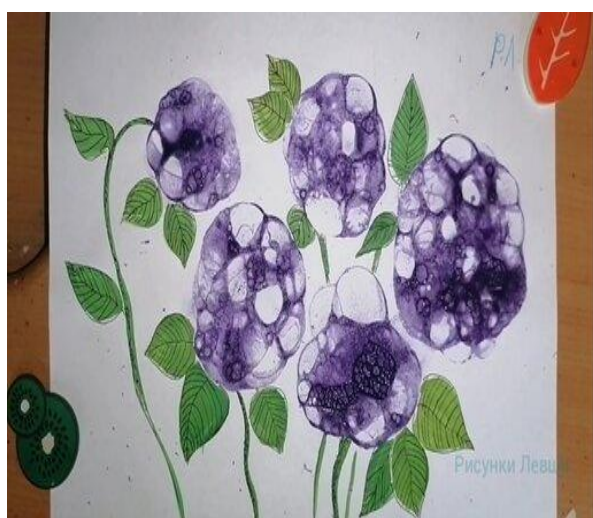


Figure 2. Example of painting in an unusual way with soap bubble

Free breathing (klyoksigaphy) drawing with children of 6-7 years old in an unusual way

Subject: The Making of a Mockingbird Image

Purpose: Development of children's creative imagination, thinking and fantasy, development of interest in creativity.

Equipment and materials:

- separate tubes for each child;
- gouache;
- white paper;
- ICT



Rules of Conduct:

1. It is necessary to fill the sheet with liquid coloring gash
2. It is necessary to ensure that the baby blows the air stream through the tube and does not suck it.
3. To achieve the desired effect, children should be shown that the stain can be controlled by blowing it in different directions.
4. To complete the details of the drawing, you need to wait until the spots dry out.



Figure 3. (klyaksigaphy) an example of painting in an unconventional way

Teaching children to draw using unconventional techniques is fun and exciting! Drawing with non-traditional techniques sparks a new curiosity in children, frees them, allows them not to be afraid of doing something wrong. Drawings with unusual materials and special techniques allow children to experience unforgettable positive emotions. Unconventional painting is both a process and a practical activity, which is also the result of artistic creation. Painting using non-traditional image techniques does not tire preschoolers, they maintain high activity and productivity during the time allotted for the task. Non-traditional methods allow children to take an individual approach that takes into account their preferences and interests. Painting in this form opens up new ideas that would have been unimaginable. Their use helps to:

1. -will be the basis for the intellectual development of children;
2. - improve the mental processes of preschool children;
3. -corrects the sphere of personal development;
4. -Develops children's self-confidence;
5. -develops spatial thinking;
6. -Teaches children to express their thoughts freely;
7. -Develops the skills of fine motor skills of the hands;
8. -Teaches the selection of materials and the correct use of techniques
9. -Gives freedom of choice in the exercise of ideas.



CONCLUSION

In conclusion, it is important to involve a preschooler in a new creative work, the result of which is the basis for the emergence of new ideas. They represent the freedom of creative expression through this creativity and the desire to depict them in painting, but also by how he owns the means of imagery. The mastering of different options of images, techniques by children in the learning process contributes to their creative development. Drawing in an unconventional form creates great patterns that can never be replicated. It gives an even greater impetus to show imagination, creativity, independence, initiative and individuality. The child begins to acquire the skills of reflecting his impressions of the world around him, transferring them into real forms with the help of various materials, imagining in a new way and performing them in practice. Implementation of these goals will allow the emergence of new ideas in the progressive era. A child always thinks what he is doing is right. Therefore, objecting to what he has done blurs his taboo. For future great creatives, painting in non-traditional ways, engaging in creative activities, the absence of objections to what they do will lead them towards new goals.

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