

# METHODOLOGY FOR USING UNTRADITIONAL ILLUSTRATIVE ACTIVITIES FOR PRESCHOOL CHILDREN 5-7 YEARS OLD

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## Abstract

This article discusses the issues of expanding the role of non-traditional drawing classes in visual activity classes in preschool educational organizations, further enriching children's creative thinking, revitalizing new perspectives on life, and expanding their opportunities to enjoy what they are doing, based on children's capabilities, filling them with variety based on innovative technologies, developing children's self-confidence, and teaching them creative skills in new directions using little fingers.

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

## Introduction

One of the goals of teaching drawing in kindergarten is to teach children to depict objects and phenomena as a means of figurative reflection of life impressions. For depiction, clear, precise ideas are needed, as well as the ability to express them in graphic form. When creating a drawing, the child controls his actions by imagining the depicted object and evaluates them. The ideas necessary for drawing are formed in the process of perception. Studies show 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, texture, it is necessary to be able to graphically represent these properties of this object on the plane; to subordinate the movement of a sheet of paper and the hand to the task of the image.

The choice of non-traditional drawing technologies as one of the means of developing children's visual creativity is not accidental. Most non-traditional techniques are associated with drawing itself, and the image is obtained not as a result of the use of special drawing techniques, but as a result of playful manipulation. It is not known what kind of image is obtained, but it will certainly be successful in terms of the result, thereby increasing the interest of preschool children in visual activity, stimulating the activity of imagination. In addition, non-traditional techniques expand the artistic possibilities of children, allowing them to realize their life experience to a greater extent, get rid of unpleasant experiences, and establish themselves in the positive position of a "creator".

The idea of using non-traditional technologies in the process of teaching visual activity is not new, and the need for using non-traditional technologies in organizing the visual arts of preschool children is undeniable. After all, the diversity of visual materials offered to children,



the abandonment of traditional, familiar methods of creating drawings, the search for new creative solutions serve to develop children's creativity, activity, imagination. Children love novelty, they are interested in various materials, as a result of which children receive a successful product of their activities.

In children's art, 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 feelings. The images and plots that arise in their immediate imagination amaze with an incomprehensible harmony of colors, shapes and impossibility of phenomena. Their drawings include a blue elephant, a playhouse, a red rain and many others. 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, and to encourage children to demonstrate independence and creativity in the visual arts.

One of the most important conditions for the successful development of children's artistic creativity is the variety and variability of work with children in the classroom. The novelty of the environment, the unusual beginning of the work, beautiful and colorful materials, interesting and original tasks for children, the opportunity to choose and many other factors - all this helps to prevent monotony and boredom in children's visual activity. the liveliness and spontaneity of children's perception and activity. It is important to create a new situation so that children, on the one hand, can apply previously acquired knowledge, skills and abilities, and on the other hand, search for new solutions and creative approaches. This causes positive emotions, joyful surprise and a desire to work creatively in the child.

Drawing as a type of artistic and creative activity does not tolerate templates, stereotypes, once and for all established rules, but in practice we often encounter exactly this situation ("A tree is drawn from the bottom up, because it grows like that, and a house like that", etc.) To prevent children from creating templates (drawing only on a sheet of paper), sheets of paper can be of various shapes: in the form of a circle (plate, saucer, napkin), square (handkerchief, box). Step by step, choosing any sheet for drawing a baby begins to understand what is possible: it is determined by what needs to be done.

Preschool education is a type of continuous education aimed at educating and training children, their intellectual, spiritual-moral, ethical, aesthetic and physical development, as well as preparing children for general secondary education, and implements an educational process aimed at ensuring the comprehensive development of the child from the earliest stages of development to the age of 7. In this process, paying attention to the formation of competencies in the areas of child development never loses its relevance as a requirement of the times. Because the upbringing of a harmonious generation is the main priority task of any state.

On December 22, 2020, the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On approval of the state standard of preschool education and upbringing" No. 802 was adopted. According to this resolution, the competencies of the areas of child development were determined. According to this state standard, the competencies of the areas of child development are as follows:

- physical development and the formation of a healthy lifestyle;
- social-emotional development;



- speaking, communication, reading and writing skills;
- development of the cognitive process;
- creative development

The area of "Creative Development" is divided into the following sub-areas:

artistic imagination of the world;

artistic and creative abilities.

Children aged 5-6 draw complex objects and decorate them with decorative patterns (teapot, carpet, vase, plate);

creates a subject from memory or imagination;

creates applique-volumetric arrangements from paper and natural materials (silhouettes, postcards, book labels);

creates environmental or personal projects;

creates small-subject compositions by folding, tearing, and cutting paper, highlighting the movement and proportions of shapes;

can create creative games with peers;

uses various means of expression in personal work;

offers ideas in team projects

Children aged 6-7 create compositions from various objects;

can sing individually and in a group;

can create a personal example by polishing their dance moves;

can play musical instruments as a soloist or as an accompanist in an orchestra;

creates and implements an idea;

uses various objects as a substitute for achieving a goal;

participates in various performances;

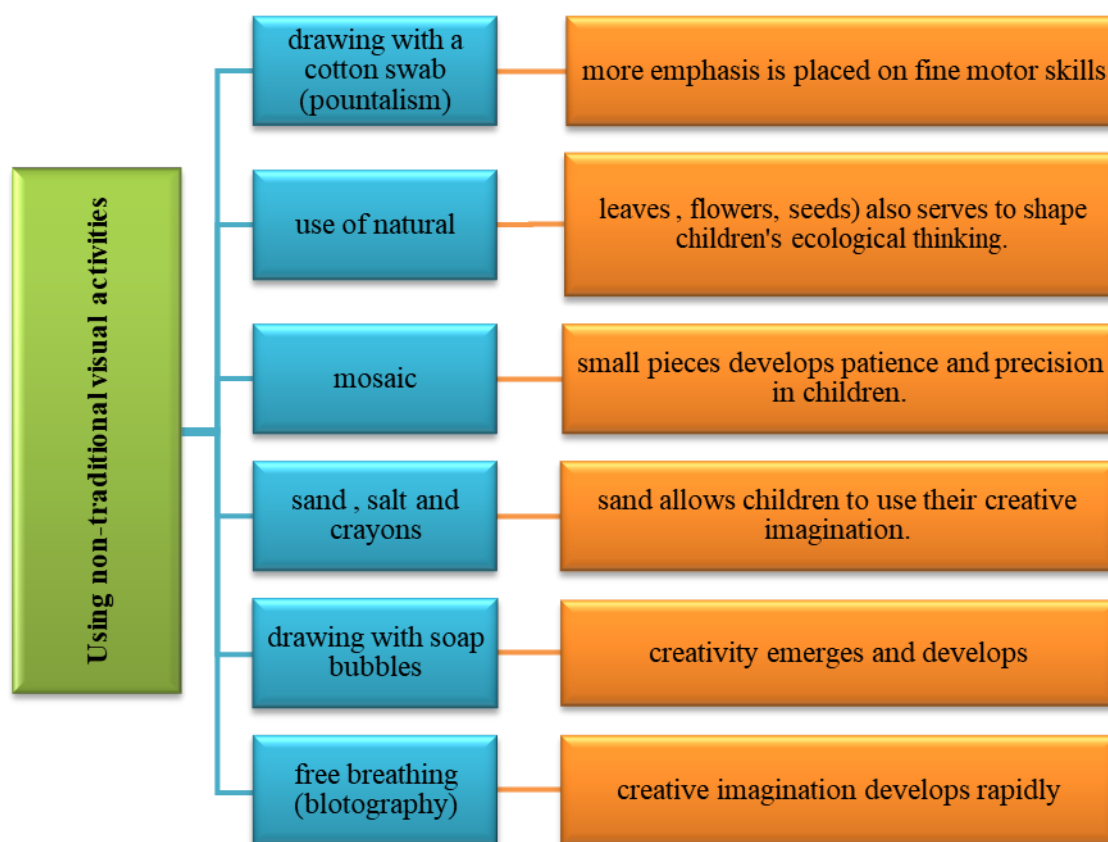
understands the creative role of man in changing the world;

can offer ideas for repurposing items.

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

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





**Figure 1. Using non-traditional visual activities**

### **Creation and practical implementation of visual activity developments in a preschool educational organization.**

The development of visual activity classes for preschool children should be appropriate for the age and individual characteristics of the children. Effective classes can be organized through the following steps:

- **Determining the topic of the activity:** It is important to choose a topic for each activity that suits the interests and needs of the children.
- **Introducing non-traditional methods:** Arousing children's interest by using a new technique or material in each lesson.
- **Encourage children to be creative independently:** Give children the opportunity to freely express their ideas during the activity.
- **Analysis and evaluation of results:** After each activity, it is necessary to review the children's work, encourage them, and make recommendations for future activities.

### **Drawing with soap foam in an unconventional way with children aged 6-7.**

#### **Theme: Blooming Spring**

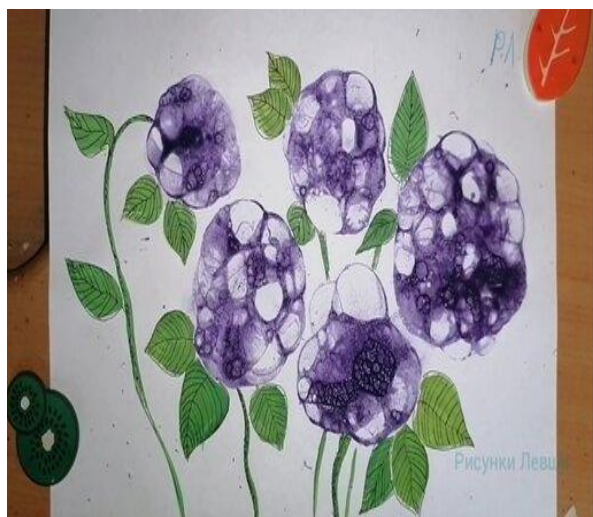
**Purpose:** To teach to fill in the details of objects obtained in the process of self-drawing with completeness and similarity to real images, to develop imagination, fantasy, and interest in creative activity.

**Equipment and materials:**

- suitable for a small number of colors;
- tubes;
- gouache;
- white paper;
- liquid soap;
- ICT

**Rules of conduct:**

1. The tubes are placed in beakers with colored liquids.
2. Children blow into the tubes until the foam rises to the edge of the container.
3. A sheet of paper is placed on the glass over the soap lid.
4. Colored foam prints are made in a pre-planned order.
5. Then the resulting circles are drawn.
6. You can use a spoon to apply multi-colored foam to a sheet of paper.



**Figure 2. An example of unconventional drawing with soap foam**

**Drawing with children 6-7 years old in a non-traditional way: Free Breathing (Klyaxygaphy)**

**Topic: Creating a painting of a peacock**

**Goal: To develop** children's creative imagination, thinking and fantasy, to foster interest in creativity.

**Equipment and materials:**

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



**Rules of conduct:**

1. You need to fill the sheet with liquid paint
2. It is necessary to ensure that the child does not suck in the air stream by blowing it out of the tube.
3. Children should be shown how to control the stain by blowing in different directions to achieve the desired effect.
4. To complete the details of the drawing, you need to wait until the stains dry.



**Figure 3. (klyaxigraphy) an example of drawing in an unconventional way**

Teaching children to draw using non-traditional techniques is fun and exciting! Drawing using non-traditional techniques awakens new interest in children, liberates them, allows them not to be afraid of doing something wrong. Drawings drawn using unusual materials and unique techniques allow children to experience unforgettable positive emotions. Non-traditional drawing is a continuous, multi-faceted activity, which is also the result of artistic creativity. Drawing using non-traditional image techniques does not tire preschoolers, they maintain high activity and efficiency throughout the time allotted for the task. Non-traditional methods allow children to have an individual approach, taking into account their desires and interests. Drawing in this form opens up new ideas that could not have been imagined. Their use helps to:

1. -provides a basis for the intellectual development of children;
2. - improves the mental processes of preschool children;
3. -corrects the area of personal development;
4. -develops children's self-confidence;
5. -develops spatial thinking;
6. - teaches children to express their thoughts freely;
7. -develops fine motor skills of the hands;
8. - teaches the correct selection of materials and use of techniques
9. -Gives freedom of choice in implementing ideas.



## CONCLUSION

In conclusion, the involvement of a preschool child in a new creative activity is a prerequisite for the emergence of new ideas. They are characterized by the freedom of creative expression through this creativity and the desire to depict them in pictures, as well as by the mastery of the means of illustration. In the learning process, children's mastery of various options for images and techniques helps their creative development. A drawing drawn in an unconventional way creates great examples that can never be repeated. This gives an even greater impetus to the manifestation of imagination, creativity, independence, initiative and individuality. The child begins to acquire the skills of reflecting his impressions of the world around him, transferring them to real forms using various materials, imagining in new ways and implementing them in practice. As a result of the implementation of these goals, new ideas arise in the period of advanced development. The child always thinks that what he is doing is right. Therefore, objecting to his work dulls his character. For future great artists, painting in unconventional ways, engaging in creative activities, and not having objections to what they do leads them to new goals.

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