

THE ROLE OF ART PEDAGOGY IN THE ARTISTIC AND AESTHETIC DEVELOPMENT OF PRESCHOOL CHILDREN

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Annotation:

The article examines the role of artistic pedagogy in the artistic and aesthetic development of preschool children. We are talking about the scientific study of the terms art pedagogy and art therapy.

Keywords: Art pedagogy, art therapy, diagnostics, development, psychotherapy, space, graphics, graphics, sculpture.

Humanity does not stand still, looking for new ways of development and improvement. Kindergarten is a mirror of society, and therefore the creation of new educational technologies that help teachers achieve their goals is becoming a requirement of the time.

According to research by D.S. Lotte, in the modern interpretation, the term "art pedagogy" is a synthetically formed two-element word, G.I. Zhelezovskaya, V.I. According to Skvortsova and others, artistic pedagogy is the simplest form of foreign language terms and expressions, which arose as a result of observations in local history. [2]

For the artistic and aesthetic development of the child, the teaching staff must work on themselves, carefully master the knowledge, skills and abilities associated with the selection, classification and presentation of the presented materials, resulting in the upbringing of a comprehensively developed child. the generation and development of a person with developed aesthetic thinking is carried out. The emergence of artistic pedagogy is especially relevant in order to restore spiritual and universal values. The terms art pedagogy and art therapy are often used interchangeably.

The term "art therapy" was coined by artist Adrian Hill. In 1938, he noticed that creative activity in working with patients helps them overcome their illness, distracting them from their worries. The word "art therapy" - art (in English) - art, therapy (in Greek) - care, treatment, creativity means caring for the psychological health and emotional state of a person.

In English-speaking countries, "art therapy" refers primarily to the so-called fine arts (painting, graphics, sculpture, design) or to those types of creativity in which the channel of visual communication plays a leading role (cinema, video art, computer art, performance, etc).

The objectives of art therapy include:

1. Diagnostics. With the help of creativity, you can determine what the main problems of the client are, in which area you need to pay more attention to what is happening to him.[1]
2. Correction. With the help of art therapy, you can help change your behavior in a more constructive direction, get rid of fears, experiences, limiting beliefs, and phobias.
3. Development. One of the main functions of art therapy is to identify a person's strengths and weaknesses and develop them.

4. Satisfying aesthetic needs. True creativity begins during the art therapy process. Customers create paintings, music, poetry and even books. Interestingly, this often happens to those who consider themselves completely “worldly”, far from creativity and inspiration.

5. Psychotherapy. Of course, with the help of art therapy you can work with psychological trauma and difficult experiences.

Art pedagogy is the art of pedagogy, education, personal development and health, and its tools are classical, folk and modern methods.

When practicing with the use of artistic and pedagogical technologies, the child's emotional needs are satisfied as a result of taking into account the child's personal successes. In such conditions, the child begins to feel calm and comfortable. As a result of the removal of aggression and anxiety, the path to activity and creativity opens; the positive results achieved create a feeling of pleasure in the teacher and student from their work. The necessary component of training is focused on the teacher's correct and complete acceptance of the behavior and emotional experiences of students and their support.







The types of activities of art pedagogy are:

Visual activities;

Modeling;

Plastic materials used in art pedagogy;

The goal and objective of working with clay and plasticine in a preschool educational organization is to introduce children to the basic basics of modeling and teach them practical work.[5] Organizing and conducting such trainings at a high level requires each teacher to have certain training in this area. To do this, teachers will have to work more on themselves, learn the basics of sculpture and pottery. During visual arts classes, using materials such as clay and plasticine, various dolls, animals, birds, and fairy-tale characters are made from them. The toy is one of the oldest types of decorative art, and objects made of clay have come down to us in ancient works. Toys are made from different materials. However, preference is given to plasticine. Today, the scope of use of plasticine is extremely wide. It is widely used in the following fields. To develop small skills in kindergartens, schools and familiarize them with the outside world, as a material in the field of modeling (the popularity of such a hobby as plasticine modeling continues to grow today), animation and other aspects of human life, great importance is needed in the field of lab. **Plasticine allows you to make a wide variety of crafts, including:**

-  programs on paper and other surfaces;
-  figurines of representatives of the animal world;
-  any plants, vegetables and fruits;
-  models of cars, airplanes and other equipment;
-  figurines of wonderful animals and characters;
-  many other crafts.

Despite the fact that plasticine has existed for more than a century, its popularity continues to grow, and its use is only expanding. In addition, various crafts, compositions and other products made from this material have been included in the Guinness Book of Records several times. Currently, plasticine is mainly used by professional sculptors and children - respectively, plasticine is used for sculptural and decorative purposes. Sculptors love this material; in terms of use, it is second only to clay.

Medals, various miniatures, genre compositions, small sketches for the subsequent creation of large sculptures, and various models are sculpted from plasticine. Plasticine has advantages over other materials: it does not dry out and remains flexible. That is why sculptors use it to make thin parts when performing complex painstaking work. For children's creativity, there is now a wide selection of different types of plasticine: ball, stepped, wax, hardening, floating, nano-plasticine, art plasticine. It is sold in various forms: balls, cubes, buckets, cells and sausages. A good plasticine for children should be soft, non-toxic, not stick to hands, not stain them, not stain them, and not leave greasy marks. Also, such activities help develop accuracy and imagination, have a positive effect on the nervous system, and at any stage of the creative process you can adjust the product.

Drawing.

Drawing promotes the emotional development of children, forms the motivational-need side of their production activity, helps to distinguish between perceptions and small hand movements, which, in turn, affects mental development. Drawing, like play, compensates for the child's insignificant rights among adults. For a child, the process of drawing is important, not the result.[3]

Artistic education of children occurs not only in the educational process, but also in everyday life. In this place, an important role is played by independent visual activity that arises in the course of the child's own activities. In this process he uses the artistic experience gained during his studies. Outside of education, the child has the opportunity or desire for certain types of visual activities on his favorite topics. For example, an example would be children's drawing using non-traditional methods. Because drawing in unusual ways is a fun, surprising activity that surprises and delights children. Children and creativity are inseparable concepts. The child learns about the world around him and tries to reflect it in play, modeling and drawing. After all, every child is a singer and musician, artist and sculptor. The creative impulses of children are often associated with artistic activity, and the child's visual creativity is an ideal opportunity for the manifestation of his imagination, an important condition for the normal development of the child[5]. The independent visual activity of children, which arises in the process of their activity, creates some difficulties for the teacher to guide this work. Because the teacher does not directly lead, but occupies a secondary position. In order for a child to be able to independently describe his impressions of the environment, he must be able to widely and freely use visual means. In the process of independent visual activity, activity or desire, children must proceed from it. If in this process the teacher gives more advice to children of small and medium groups and increases their activity, then he should give more independence to children of large preparatory groups. Based on children's activity in visual arts, friendships are formed, children give advice and help each other, that is, creativity grows in the team. There should be enough materials for children's independent visual arts activities. Conditions must be created for children to independently engage in visual arts outside of class. To do this, you should select a well-lit part of the group room and as far as possible from the playing corner.

In art pedagogy, we try to combine the joy of the drawing process and the resulting result.

Drawing techniques of art pedagogy:

Finger painting evokes a strong emotional response. This technique requires a lot of work and is mainly used by elementary school children, but it is also interesting for older preschoolers.

Drawing with natural materials. Works made using this technique are usually distinguished by their aesthetic appearance.

We use tree leaves, flower petals, nectarine and plum seeds, peels, potato stamps,

Drawing with objects of the surrounding space. The art therapy technique invites children to use atypical objects to create images. For example, we use plastic bottles, corks, foam rubber, pencils, cotton swabs, plastic forks.

Children of primary and secondary school groups are also interested in drawing and making clay products outside of class. They draw different simple-looking pictures, and the middle group cuts out different figures from colored paper. The teacher can increase their interest by recommending cutting out tickets and receipts from colored paper. Pedagogical guidance in visual arts is gradually changing outside of teaching. That is, move from showing actions to independence, choosing materials or describing the purpose of your plan. Visual activities should not be turned into an auxiliary form of work in extracurricular activities. The teacher should also remember that not everyone has to engage in visual arts outside of school; this can be done by children who like to draw, sculpt things from clay, and carve. Children can do art outside of class for 10-15 minutes and finish their drawings, clay and appliqués, or continue and finish them the next day. Managing this activity requires the teacher to be very sensitive, attentive, and create conditions for the growth of children's creative abilities.[4]

Conclusion: The process of perceiving beauty in children is clearly expressed, effective and active. This is especially noticeable when they watch puppet shows, films, cartoons and TV series. Children act out the characters in the play, tell them how to behave in certain situations, and feel as if they are playing with them. Children of this age carefully examine familiar works of art, rejoice at the actions of positive characters in them, and condemn evil. The child develops the ability to listen to music and poetry. They develop a strong interest in certain genres of music, literature and visual arts. Children begin to develop artistic and creative abilities, they independently weave riddles, songs, fairy tales, poems, make appliqués and paintings. Now they are the ones who will evaluate their work. The use of art therapy and sand art in the formation of children's creative activity has brought good results. The children's interests and emotions developed during art therapy sessions. Positive feelings and emotions are formed through interest in creating new things.

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