

Art-pedagogical technology in the development of the fine activity of elder preschool children

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Abstract: Art, as a means of transforming a person's inner resources, contributes to the creative understanding of the surrounding world, the formation of universal human values, and therefore, the upbringing of a harmoniously developed personality. Updating the content of the education system within the framework of the national project "Education" allows us to consider art as the basis of historical and cultural traditions, as a means of developing educational space.

Key words: preschoolers, art pedagogical, technology. visual, activity, artistic, image, program, further education.

Introduction. The current state of the problem of the development of visual activity in the context of an increasing flow of information, the influence of the media on the creativity of children requires the teacher to constantly educate himself, study new approaches to organizing activities and desire an effective solution to the problem.

The main tasks of visual activity: the formation of aesthetic feelings and artistic taste are solved in conjunction with the tasks of the comprehensive development of the child's personality and are in the field of heightened interest of psychologists, teachers, scientists, confirming the relevance of this problem.

The task of helping the child to move from the usual impression of the environment to the level of "pictorial" conception, contributing to the development of his individuality, increases the level of requirements for a modern teacher, who today must know the basics of pedagogical creativity, be psychologically ready for improvisation, master the basics of rhetoric, drama and apply knowledge on practice.

Considering art pedagogy as a new direction in pedagogy, which makes it possible to effectively use the pedagogical potential of works of art in the activities of a teacher, it should be borne in mind that "the concept of "art pedagogy" cannot be an analogue of "art therapy" either in the scientific sense or in practical activity. "

The signs of art pedagogy are:

-inclusion of works of art in the educational process when studying various topics for solving pedagogical problems;

- dominance of the dialogue between the teacher and the child in teaching.

One of the important tasks of art pedagogy is the development of technologies for the variable use of art and artistic activity [1; 2]. In modern research, the introduction of art-pedagogical technologies is at the stage of formation, especially in preschool education. Most often, the educational potential of art is used (G.M. Akhmadulina, E.V. Taranova, A.Yu. Smetanina) [3, p. 86].

The multidimensionality of the use of art pedagogy allows us to identify the following directions of its development:

-professional training of future teachers (L.A. Ivakhnova, Zh.S. Valeeva, N.Yu. Sergeeva, S.A. Tyaglova, etc.);

- moral education of schoolchildren (A.G. Kuznetsova, A.Yu. Smetanin, A.U. Umatova, etc.), senior preschoolers (E.V. Taranova) by means of art pedagogy;

- social and pedagogical support for gifted children (IA Badyugina);

- the formation of family values in orphans (RB Uglenkova).

The types of activities in art pedagogy are:

- art activities (modeling, drawing, applique);

- manual art work;

-musical activity;

- artistic, speech and theatrical activities.

Visual activity, having a creative nature, is aimed not only at reflecting the impressions received by the child, but also at expressing their personal attitude towards the depicted. Sometimes teachers help children in drawing, drawing part of the image for them. Even if the child enjoys watching the drawing process, it is better to use drafts.

For example, show a preschooler 2-3 options for drawing an object or a compositional solution to a task, adjusting the image process with the child's drawing plan. "Any correction of a child's drawing in the direction of" literacy "inevitably leads to the loss of the most valuable thing - the imagery of the initial sensations, the brightness of impressions, the immediacy of concepts."

The problem of low interest in visual activity can be solved using a variety of techniques and techniques in drawing. Technique is the language of the artist. Not knowing this language, the artist cannot convey to the viewer the idea of his work. Preschoolers are introduced to the expressive possibilities of the materials and the techniques for using them gradually, as the children master the different materials.

The teacher leads them to a conscious independent choice of materials for drawing, including in independent activities. "The younger the child, the more valuable in his drawings the presence of a variety of different images, which indicates the development of his intellectual data."

Expressiveness in children's drawings is achieved with the help of:

- images of parts, additional items;

- the use of expressive means: line, color, transfer of dynamics, the use of compositional means (rhythm, symmetry).

Art pedagogical technology for the development of visual activity is presented by us as a system of methods and means of art pedagogy, providing artistic and aesthetic experience of preschoolers in the unity of experience and cognition.

A variety of visual materials makes this activity more attractive and interesting, especially since as they master different materials, children form their own manner of depiction. Thus, in our version, art-pedagogical technology is a system of sequential actions of the teacher, aimed at enriching the emotional and cognitive experience of preschoolers with the means of art.

The technology for creating figurative expressiveness is presented by us as successive stages:

1. The stage of concept formation depends on the organization of the perception of art and the integration of its types: visual, musical and verbal art. The teacher sets the tasks: enrichment of cognitive and aesthetic experience; familiarization with means of expressiveness.

At the stage of nurturing an idea, there is a preliminary study of the task, dialogue communication. The following tasks are set: the formation of ideas about the options for the use of artistic and expressive means and signs of an artistic image; about the degree of elaboration of the plan by the child (in the dialogue).

The stage of implementing the idea includes figurative speech, verbal description, acquaintance with new drawing techniques and techniques in practical activity. Techniques are being worked out. The boundaries of children's ideas about the technical possibilities of artistic materials are expanding.

The tasks are set: the formation of children's ideas about the ways of using art materials, about the variety of visual techniques, techniques, their combinations; the use of figurative speech to enrich ideas and create an image on this basis.

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