

## DEVELOPMENT OF CREATIVE ABILITIES IN PRESCHOOL CHILDREN THROUGH VISUAL ART ACTIVITIES

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**Annotation:** In this article, the author examines the key aspects of the influence of visual art activities on preschool children.

**Keywords:** visual activity, child, artistic activity, decorative drawing, object, fine arts.

### INTRODUCTION

Artistic activity is the leading method of aesthetic education for preschool children and the main means of their artistic development from an early age. Artistic activity forms the meaningful basis of a child's aesthetic attitude toward the world and represents a system of artistic actions aimed at perceiving, understanding, and creating artistic images for the aesthetic comprehension of reality.

For a child, drawing is a form and means of communication with other people and peers, a method of self-expression, self-affirmation, and also a reflection of the world around them.

For parents, a child's drawing is a reliable way to achieve mutual understanding with the child and harmonize family relationships.

The importance of visual activity for the mental development of children has been studied by researchers such as N. A. Rybnikov, C. Ricci, E. Meumann, G. Kerschensteiner, A. M. Schubert, A. F. Lazursky, K. Bühler, and others.

N. A. Rybnikov defines visual activity as a specific figurative cognition of reality. Visual activity plays a huge role in intellectual development because mastering the ability to depict objects on paper is impossible without purposeful visual perception, which we call observation.

Another researcher, V. V. Zenkovsky, considers visual activity as containing an element of chance, when "a child who has observed adults' drawings accidentally creates a similar 'drawing,' gradually realizing the representational power of lines and mastering this ability."

L. S. Vygotsky, while studying the essence of visual activity, concluded that "the history of writing begins with the appearance of the first visual signs in a child and is based on the same natural history of sign formation from which speech originated." According to Vygotsky, examples of pictographic writing are symbolic representations of gestures. He emphasized that children's first drawings and scribbles are closer to gestures than to real drawing. V. Stern also pointed out the relationship between drawing and gestures. Thus, drawing initially emerges from gestures and later independently represents an object.

It is important to note that in children's first drawings, an object is identified only after it has been drawn, never before. Drawing develops under the strong influence of speech because children draw as they speak. Therefore, drawing may be considered a special form of children's speech. It is no coincidence that drawing begins when oral speech becomes habitual for the child. According to Vygotsky, children's drawing is a peculiar graphic speech arising from verbal speech, a graphic narrative about something. That is why he viewed children's drawings as a preliminary stage of written language.

There are several types of visual activities:

1. Drawing
2. Modeling (sculpting)
3. Applique
4. Construction

Let us examine each of these types separately.



Drawing is one of children's favorite activities, providing broad opportunities for creative expression. Drawing is a tool through which many people express emotions and thoughts. Children's drawings are highly diverse in subject matter. Drawing may be thematic or non-thematic. The purpose of thematic drawing is to teach children to convey their impressions of reality. Since all surrounding objects are interconnected, a child's perception of an object or phenomenon depends on understanding these connections.

Gradually, children develop the ability to establish meaningful relationships between different objects in visual activities. Therefore, thematic drawing is introduced in the middle preschool group, initially as the depiction of two or three objects placed side by side. A child should be able to depict the main idea of the plot, while details are added according to personal preference.

The ability to identify the main idea is connected with the development of perception and analytical-synthetic thinking. A child perceives only what is visually accessible, audible, or tangible. Similarly, the child conveys a plot in drawing. Understanding relationships and connections within a plot is a difficult task for preschoolers and can usually be solved only by older preschool children aged 5–6 years.

#### **Objectives of thematic drawing:**

- to teach preschoolers to convey the main idea and highlight the essential content;
- to demonstrate interactions between objects;
- to correctly represent proportional relationships between depicted objects.

Another type of drawing is decorative drawing. Decorative drawing involves children creating works of folk decorative art characterized by colorful and simple compositions.

#### **Objectives of decorative drawing:**

- to develop a sense of composition in creating patterns on different forms;
- to develop a sense of color;
- to teach children to distinguish styles in decorative art and use some of them creatively;
- to teach children to draw with pencils and brushes.

In decorative drawing, children should understand the interconnection between pattern elements, color combinations, and forms. They should grasp the concepts of symmetry and rhythm, which are fundamental to decorative art.

Applique (from the Latin "applicatio" — to attach) is a type of applied art used for decorating various objects by attaching decorative or thematic cut-out forms to a background.

The uniqueness of applique lies both in its image characteristics and in its execution technique. Compared to drawing and painting, applique is more generalized and usually lacks detailed elements. Local colors without shades are commonly used, and contrasting colors are emphasized.

The process of creating applique includes two stages: cutting out forms and attaching them to the background. In preschool institutions, children use ready-made forms or cut out their own decorative, thematic, or subject compositions.

Sculpture is a type of visual art in which an artist expresses worldview and ideals through three-dimensional forms. Sculpture may be created from soft materials such as clay and plasticine or from hard materials such as wood and stone. Sculpting with soft materials is called modeling, while working with hard materials is called carving.

Mastering sculpting techniques is challenging for children; therefore, educators must carefully select materials, content, and teaching methods. Usually, clay and plasticine are used in preschool institutions. Clay is considered especially valuable because of its neutral colors and ease of use.

For children, depicting objects through modeling is easier than drawing because they work with real volume rather than symbolic representation. Children more easily master the depiction



of constructive and plant forms but face greater difficulty in representing people and animals because of their complex anatomical structure.

Research and practical experience show that preschool children can be taught relatively accurate depictions of humans and animals.

Construction activities derive from the Latin word “constructio,” meaning “building.” Children create various toys and constructions from materials such as paper, cardboard, wood, and building sets. Construction is a complex activity connected with artistic and technical adult activities.

The connection between different types of visual activities is achieved through mastering form-building movements with various materials. For example, acquaintance with round shapes should begin with modeling, continue with applique, and then proceed to drawing. Knowledge acquired in one type of visual activity can successfully be applied to others.

For preschool education specialists, artistic activity serves as a matrix of a child’s inner world, personal development, socialization, and self-concept.

When a child attends a preschool institution, it is important to:

- encourage experimentation with paints, pencils, felt-tip pens, and nontraditional techniques;
- develop observation skills and the ability to recognize aesthetic features of surrounding objects;
- introduce children to works of fine art;
- develop imagination and creativity;
- foster emotional sensitivity and appreciation of nature’s beauty;
- teach children to distinguish genres of painting and types of visual art;
- form a personal attitude toward works of art;
- encourage research activities while perceiving artistic material;
- cultivate a stable interest in visual activity that supports harmonious development.

A child’s inclination toward artistic activity depends on preparation, interests, and motivation. An important condition for developing preschool creativity is enriching imaginative-associative thinking, fantasy, and self-expression. Artistic activity allows children to express feelings, thoughts, moods, and personal interests while discovering new techniques and methods of depiction.

The visual arts curriculum includes introducing children to nontraditional techniques. Drawing lessons become exciting events filled with discoveries. The more opportunities children have for experimentation, the more actively their imagination develops.

Educators must remember an important rule: to teach others, one must constantly learn. Teachers should be professionally prepared in visual arts and work together with children to understand every word, line, brushstroke, and color.

Preschool children should be actively involved in nontraditional visual techniques such as stamp printing, monotype, finger painting, wax crayons, thread graphics, collage, and others. Using a thick brush with stiff bristles and semi-dry paint creates expressive textures and volumetric effects. Such techniques help children depict flowers, trees, birds, animals, and natural objects vividly and emotionally.

For children to develop a desire for independent creativity, they must learn to notice object characteristics, distinguish between essential and secondary features, and understand their functions. Knowledge of technical methods contributes significantly to creative development, although this process depends on the child’s individual characteristics.

Every educator should cooperate closely with children, helping them become active participants in the artistic process — from planning a composition to achieving the final result. This strengthens artistic skills and abilities. Practice shows that combining various teaching



methods and techniques in preschool institutions is the most effective way to develop children's artistic creativity.

By working with preschool children, educators create a foundation for forming aesthetic attitudes toward nature, objects, people, relationships, and the child's own self-image as the creator of their artistic world.

Experience demonstrates that the desire to learn and create together is preserved only in conditions of kindness and respect for each child's personality. Through cooperation, educators and children gain inspiration, amazement, and enthusiasm from the endless world of feelings and creativity.

## CONCLUSION

In conclusion, the development of creative abilities in preschool children through visual art activities plays a significant role in the formation of a child's personality, imagination, emotional responsiveness, and aesthetic perception. Visual art activities such as drawing, modeling, appliqué, and constructive work help children express their thoughts, feelings, and impressions of the surrounding world in a creative way. These activities encourage independent thinking, improve fine motor skills, develop observation and analytical abilities, and stimulate creative imagination. The study demonstrates that artistic activity is not only a means of entertainment but also an important pedagogical tool for the comprehensive development of preschool children. Through participation in various traditional and non-traditional art techniques, children gain confidence in their abilities, learn to experiment creatively, and develop their individual artistic style. Moreover, the guidance and support of educators play a crucial role in creating a positive and inspiring educational environment that nurtures children's artistic and creative potential. Therefore, integrating visual art activities into preschool education contributes to the harmonious intellectual, emotional, and creative development of children. The use of innovative teaching methods, diverse artistic materials, and collaborative creative processes helps foster children's interest in art and supports the development of their creative competencies, which are essential for their future learning and personal growth.

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