

FORMATION OF CREATIVE SKILLS IN JUNIOR SCHOOL CHILDREN IN FINE ARTS LESSONS

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Abstract:

This article reflects research on the use of interactive pedagogical technologies to develop creativity among elementary school students in fine arts lessons. The positive impact of various innovative techniques on improving children's creative abilities is analyzed. Attention is focused on the practical application of these techniques in the educational process.

Keywords: fine arts, students, non-traditional lesson, development, education, creativity, method, creative abilities.

ФОРМИРОВАНИЕ КРЕАТИВНЫХ НАВЫКОВ У МЛАДШИХ ШКОЛЬНИКОВ НА УРОКАХ ИЗОБРАЗИТЕЛЬНОГО ИСКУССТВА

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Аннотация:

В данной статье отражены исследования использования интерактивных педагогических технологий для развития креативности у учащихся начальной школы на уроках изобразительного искусства. Анализируется положительное влияние различных инновационных методик на совершенствование творческих способностей у детей. Акцентируется внимание на практическом применении этих методик в учебном процессе.



Ключевые слова: изобразительное искусство, ученики, нетрадиционный урок, развитие, воспитание, креативность, метод, творческие способности.

Introduction

The main task of modern education in our progressively developing society is to educate a comprehensively and harmoniously developed younger generation.

“It is necessary to educate children on the basis of the national idea from an early age - from kindergarten and school. To do this, it is important to deeply study history, the heritage of our ancestors, world experience...” [1].

The education system, as its integral component, includes the development of creativity skills in students.

Fine arts lessons in primary school are a significant basis for improving the creative potential of a child’s developing personality.

Fine art cultivates observation and imagination in the student, “it forms in him one of the most important qualities - the ability to see the beauty of life, develops aesthetic taste and culture, creative imagination and creativity” [2].

The use of non-traditional forms and methods of teaching in the classroom makes it possible to make classes entertaining, activates cognitive activity, consolidates the ability to find one’s own unique position, and helps to establish cooperation between teacher and students.

When choosing the necessary non-standard forms of work in the classroom, it is advisable to use several principles:

1. Taking into account age-related special needs of schoolchildren.
2. Goals, objectives and content of training must correspond to the topic being studied.
3. The use of types and methods of pedagogical activity that promote the search for independent ways to solve assigned problems.

The productivity of a modern non-traditional lesson lies in the teacher’s transfer of mandatory solid knowledge to students in a creative, creative, exciting form with the aim of developing in students the ability to obtain this knowledge themselves and use it in practical activities to achieve their noble goals.

The use of non-standard methods of fine art to develop a creative worldview in primary schoolchildren.

Fine arts, as a school discipline, combines various types of art: painting, graphics, sculpture, design, architecture, folk and decorative arts.

“At early school age, children have great potential in artistic and aesthetic development” [3].

A fine arts teacher, possessing pedagogical skills and perfect knowledge of his subject, gradually introduces younger schoolchildren to the world of beauty. During the training period, students gradually develop qualities that are important for the development of their personality.

“It’s not without reason that the great philosopher Aristotle emphasized: “The ability to draw comprehensively develops a child” [4].



In the process of pedagogical activity, a teacher can conduct lessons with elements of integration.

Integrated lessons are the study of material by combining two or more subjects that help increase motivation for the learning process and relieve fatigue in children by switching from one type of activity to another. Integrated learning in primary school allows you to move from individual mastery of a subject to its comprehensive study.

It is considered appropriate to organize an integrated lesson with a combination of two subjects: literary reading and fine arts. After reading a favorite fairy tale in class, the teacher invites students to come up with a new ending to the fairy tale and express it in their drawings.

Conducting an integrated lesson, by combining two subjects, drawing and music, helps to increase interest in music and the development of extraordinary thinking. Children listen to or sing a song, and then draw an illustration for this song.

The use of a variety of non-traditional drawing techniques stimulates the development of creative abilities of schoolchildren and increases their interest in artistic activities.

1. Drawing with cotton swabs (dot method)

A cotton swab is dipped in the desired paint and the desired pattern is created using dots (herringbone, snow, rain, rowan branch, flowers).

2. Drawing with palms

The paint is diluted with a small amount of water and poured into a flat container. Students dip their palms in the desired paint and press them onto a blank sheet of paper. Using your palms, thinking through the composition of the drawing, you can depict swans, carrots, flowers.

3. Drawing with a sponge or piece of foam rubber

Using this technique you can draw animal fur, clouds, fluffy tree crowns, and flowers. We clamp a piece of foam rubber with a clothespin, dip it in paint and apply prints, creating the intended images.

4. Drawing with crumpled paper

It is necessary to crumple the paper or napkin. Apply the desired paint to this lump. Then, with the painted side, apply prints to a sheet of paper, depicting the desired design. This technique can be used to depict clouds, flowers and other objects.

The remaining details of the drawing can be completed with a brush.

5. Plasticineography

This technique is a type of decorative and applied art.

A three-dimensional picture of plasticine is made on the surface of thick paper, cardboard or wood. You can use beads, beads, and natural materials to decorate the completed image.



6. Monotype

The essence of this method: first, the design is drawn on smooth cellophane with a brush or cotton swabs. The paints should be thick and bright colors. Then the cellophane is turned over with the picture down onto a clean sheet of paper, carefully smoothed out, and the image is transferred to the paper. This original way of drawing develops creativity, positive motivation and a joyful mood.

7. Printing with leaves.

Students cover a piece of wood with different colored paints, then print the image onto paper. You can use a brush to finish the petioles of the leaves.

8. Drawing an ornament with foam rubber (foam plastic).

We cut out various geometric shapes and flowers from foam rubber or polystyrene. We attach the foam rubber to a pre-prepared stick or pencil with wire or thread, dip it in paint and use the stamping method to create a beautiful ornament.

“Ornament is an ancient form of decorative and applied art. In the artistic work of Uzbek masters, it is also one of the most attractive forms of art. The word “ornament” means “flower”, “decoration” [5].

Non-standard techniques of fine art, aimed at developing artistic thinking and aesthetic culture, help expand children's imagination, positive emotions, the ability to improvise and express themselves, the ability to create unique stories and experiment, and develop self-confidence.

Conclusion

Studying the subject “Fine Arts” has important educational significance for primary school students.

Let's define the goals of mastering this discipline:

1. formation of a creative, creatively thinking and cultural personality;
2. creation of aesthetic taste, the ability to see beauty in the world around us;
3. formation of a value-based and respectful attitude towards the cultural heritage of Uzbekistan;
4. development of individual creative abilities and creative thinking;
5. fostering hard work and respect for the work of other people.

“In fine arts lessons, students learn about the social function and specificity of art, about its visual and expressive means, about types, as well as about artists, about the environment” [6].

The use of non-standard technologies of artistic creativity in drawing lessons enriches students' knowledge, modifies the pedagogical process into a fascinating, interesting, developing acquaintance with art, favorably affecting the education and training of the younger generation.



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