

Children's Creative Abilities and Features of Their Manifestation in Fine Arts Classes

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Abstract: The article reveals the importance of teaching pre-school and primary school age children to the fine arts, which plays a special role in the process of their growing up. It is art that, as a component of children's education, develops their feelings, helps understand the nature of things and shapes an ability to understand the beautiful. In addition, arts and crafts develop creative abilities, promote the manifestation of identity and originality in drawings forming divergent and inductive thinking in children. To do this, he has to be in a positive educational environment, which can lay the foundation for the development of the individual, strengthening the interest in fine arts. However, in the traditional methods of teaching the fine arts, there are currently problems in certain inertness of teachers regarding the use of various methods and techniques of instruction that activate the imagination of the child, the ability to observe, analyze, compare, imagine, create something new and original. Still not enough modern teaching aids are used such as multimedia interactive educational resources to create free and creative atmosphere in the learning process aimed at developing the creative potential of the child. The article proposes the substantiation of the active use of the method of assessing children's artistic creativity, based on the patterns of psychological development of preschool and primary school children.

Keywords: *children's drawing, divergent thinking, inductive thinking, creative abilities in the visual arts, associative and analogue activity, arts and crafts, work evaluation, positive educational learning environment.*

Art has always been, is and will remain an indicator of the education and development of a society, as well as a measure of its spiritual culture. We have been exposed to art since childhood. It surrounds us everywhere: architectural structures, various household items, decorations, advertising, etc. One of them is fine art, the basics of which a person begins to learn from preschool and primary school age. And not only directly in fine arts lessons, but also when studying other academic disciplines. In any school fine arts program, children study visual literacy, design, decorative and applied arts, where, along with practical lessons, there are always discussions on fine arts. This means that every person should know the basics of various arts and their history.

Under the conditions of educational reform in China, early childhood education is gradually moving away from traditional teaching, striving to improve the aesthetic and creative principles in the child's activities. Despite the fact that teachers in most schools have realized the importance of changes in the methods of teaching children the fine arts, many teachers still do not know what techniques to develop the creative abilities of students. In their training, as before, they focus on the transfer of knowledge. Therefore, fine arts lessons for children become

boring and uninteresting. Often children do not feel joy from learning, which does not contribute to the development of their creative abilities, and ultimately, their personality. In this regard, the question of how to most effectively develop children's creative abilities has become one of the most important aspects of the learning process [1, 12].

The author of this article analyzed the importance of developing the creative abilities of students of preschool and primary school age, as well as the current state of art education of children of this age period in China, and provided specific proposals on how to develop the creative abilities of children in the process of teaching fine arts. It was clarified that creativity refers to the ability of people to generate new ideas, making discoveries in the process of learning about things, to create new things thanks to a developed imagination and a creative approach. Creativity always includes originality and originality. Its main component is divergent thinking. It is divergent, free thinking aimed at exploring the unknown through self-knowledge. According to Guilford, an American psychologist, divergent thinking is reflected in a person's external behavior, representing creative ability. Creativity is most clearly manifested in the child's visual activity, especially in his original visual representation of the surrounding object environment. Very often he does not need to use any knowledge and skills to achieve the uniqueness of the work, since they know themselves through their emotions. The main condition for the manifestation of such creativity is a feeling of freedom in one's creative manifestations. Hence, in order to develop children's creativity, we must be properly guided by the characteristics of children's creative abilities from the perspective of the psychological characteristics of the formation of the child's personality and his creative potential.

It is known that a child's creative abilities are reflected in his activities, actions and words, with the help of which he expresses his point of view. At the same time, the teacher should encourage and praise him for this self-expression. By actively encouraging self-expression and imagination during art learning, he can create a more enjoyable and relaxed environment for children. Children, in turn, can enjoy an atmosphere where they can think and imagine freely and independently, comprehensively developing their abilities, including creative ones.

In traditional education, children are negatively affected by an exam-oriented educational environment where academic performance is overly valued. At the same time, in the educational process, the emphasis is on theoretical knowledge, without paying enough attention to the manifestation of creativity in children's works in the visual arts, limiting the child's idea of the "starry sky," greatly inhibiting the development of creative abilities. In such classes, the child's mind is little involved in the ongoing process; he is distracted by some other work, often not related to fine arts lessons. In this regard, some schools in China have completely abandoned grading at the end of a certain period of study [4, 10, 11].

As already noted, the visual arts in themselves are an important component of a quality education. It plays a big role in children's development and can improve their aesthetic skills and creativity, as opposed to when the emphasis in education is on building knowledge and skills only. Such a learning process only involves copying and repeating educational material, and does not create one's own original works. It is better to do a thorough job of involving students in the process of creating a creative drawing, unobtrusively offering them the principle of doing the work, which follows from the nature of the image and requires maximum creative effort. In this regard, teachers should modernize traditional teaching concepts, focusing on developing creativity and imaginative ideas by incorporating thinking, imagination and their interest into the practical work of fine arts, awakening children's creative consciousness and laying the foundation for improving creative abilities.

In the process of developing the creative abilities of children of preschool and primary school age, teachers must take into account the importance of modern technologies, which can have a certain obstructive effect on the development of children's individuality and their creative potential. Thus, you can use multimedia interactive technologies to create a creative atmosphere. For example, during the educational process, the teacher can scan any petal. From this moment

on, the flower petal becomes the source of the imagination of the flower to which this petal belongs. Children draw an imaginary flower with these petals. As a result, the teacher shows what he really is like. Along with this, you can teach children to use the brush or pencil function in a computer program to create a wide variety of drawings. By adding more details, students can get creative, such as adding eyes, a nose, or a moon and a stream, to make the image more interesting, and children are more interested in the creative process, actively participating in the creation of the paintings. This can provide not only the effect of the learning process, but also allow you to feel the joy and happiness of creating your own creative work, and ultimately contribute to the further development of creative abilities [2].

We especially note the presence of a common language between the teacher and the child, knowledge of his individuality and distinctive character traits from other children. It is important that the personality can be more fully manifested in the learning process. Despite the fact that children 4-12 years old clearly have an interest in fine arts classes, the teacher should know the physical and mental characteristics of children of this age in order to select appropriate types of educational activities or certain activities, including exercises for the development of observation, imagination for the accumulation of visual images. The creation of associations and analogies can also be promoted, which contributes to the development of creativity [3, 8]. For example, during lesson planning, an art teacher might provide associative training to students so that children can see that geese and ducks in the water resemble ships at sea, and birds flying in the sky resemble different types of airplanes. With the help of this teaching technique, associative abilities are developed. In addition, children can practice divergent thinking, for example, the teacher can ask them to draw a variety of round objects within a limited time. Then (in the form of a competition) compare who could come up with more objects, the main shape of which, when drawn, is represented by a circle. Thanks to this teaching technique, divergent thinking develops. The teacher can also offer a more complex task, combining the development of elements of divergent thinking with inductive thinking in order to create fertile ground for the development of children's creative abilities. After the child has finished drawing round objects, you can give freedom to his imagination by creating a combination of previously drawn objects. They can be arbitrary, duplicative and selective, stimulating children's creative approach to the task being performed.

If the teacher intends to develop the creative abilities of children in the process of teaching arts and crafts, then the correct application of teaching techniques in the process of creative work can also give a positive result. We know that children like to get acquainted with new objects, and, in the process of play, using a variety of tools and materials, such as staplers, colored paper, scissors, glue, etc., placing them on small stands, children should have access to them at any time [5, 7]. The teacher can encourage independent choice of material or tool for their creative work. These can be materials that surround a person in everyday life, for example, eggshells, toothpicks, leaves, stones, brushes, cotton balls, sponges, even your own palm, etc. Using these materials and tools, you can create unconventional and original work, for example, painting on stone, decorative jewelry made from eggshells, painting with palms, a bouquet of cotton sponges and sticks, etc.

In order to develop the creative abilities of children of preschool and primary school age, in addition to the above teaching techniques, it is necessary to use a variety of methods for assessing the child's creative work, since this is effective feedback between the teacher and the student. Correct and high-quality assessment of children's work can help not only in analyzing and determining the general level of a child's preparedness in a given academic discipline, but also in determining the level of development of his creative abilities [6, 9]. In this case, the teacher can actively use encouragement to

strengthen children's interest in the visual arts. It is important that the assessment of students' work corresponds to their age period of life, and not the traditional adult assessment scale, constantly drawing children's attention to any manifestation of creativity in their work.

Thus, teaching fine arts has a far-reaching impact on the development of the creative abilities of children of preschool and primary school age. All this can happen provided that teachers pay due attention to the peculiarities of children's thinking, the individual personality traits of the child, as well as modern technologies and teaching aids that create a positive educational environment, including various teaching methods and techniques in order to activate children's imagination, fantasy and independence in performance. artistic works and developing the creative abilities of children of preschool and primary school age.

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