

Visual Arts Activities as a Means of Developing Children's Creative Abilities

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Abstract: The article deals with visualization activity as a means of developing creative abilities in primary school children. It is shown that through drawing, modeling, applique and other types of creative work children can express their thoughts, feelings and imagination. It is also noted, conducting visualization activities also helps in developing self-esteem, self-confidence and communication skills in children.

Keywords: arts, visual activity, drawing, modeling, applique, creative abilities.

Visual arts activities are a powerful stimulus for the development of creative abilities in children of primary school age, as well as a progressive means of developing the child and his/her creative abilities.

Each art form is endowed with its own specific possibilities of influence on the personality, but acting separately, it cannot always fully develop its creative abilities and, consequently, educate a full-fledged, harmoniously developed, creative personality. Therefore, of particular importance for the development of creative abilities The interaction of different types of art and artistic and aesthetic activities is of particular importance for the development of creative abilities.

Having analysed the scientific literature, we can identify several definitions of the concept of 'creativity' as an activity aimed at producing something absolutely new and distinguished by uniqueness, originality and uniqueness.

Many psychologists associate the ability for creative activity, first of all, with the peculiarities of the of thinking. For example, the famous American psychologist J. Guilford, who dealt with the problems of studying human intelligence established that creative personalities are characterised by the so-called divergent thinking. If a person possesses this type of thinking, it can be noted it can be noted that when solving a problem, he does not concentrate all their efforts on finding the only correct solution, but start looking for different solutions in all possible directions in order to consider as many options as possible. directions in order to consider as many options as possible. Such people tend to form new combinations of elements that most people know and use only in a certain way, or form connections between two elements that at first sight have nothing in common, seemingly unrelated. The divergent way of thinking is at the core of the creative thinking, which is characterised by the following main features:

- 1) Quickness - the ability of a person to express the maximum The number of ideas (in this case it is not their quality, but their quantity that is important).

- 2) Flexibility - the ability to come up with a large number of ideas.
- 3) Originality - the ability to realise new non-standard ideas (This can be manifested in answers, solutions that are not in line with the generally accepted).
- 4) Finality - the ability to maximise the improvement of one's 'product' or to give it a finished look.

Any embodiment of an idea, a completed work will only become creative only if a person in the subtlest, imperceptible elements, in its in the subtlest, imperceptible elements, in its results, notices something of his own, special, which distinguishes his work from the the work of other people. In pedagogy and psychology the term 'creativity' is considered in the context of the concept of "creative activity".

Modern pedagogy states that it is possible to teach creativity. It is only necessary to find optimal conditions for such learning. For to develop the creative abilities of children of primary school age it is necessary to systematically address his emotional experiences. The ability to express one's emotional states, gives a person's sense of embodiment of his or her own unique individuality, which allows him to take advantage of all the potentialities at his potentialities at their disposal. A creative thinker needs to be able to take risks and not be afraid of taking responsibility for their decisions for their decisions. This is because often old and familiar ways of thinking are more understandable to most people. An educator's help is to teach the child to create. As a result of such help, the child should learn:

- to be surprised at everything, as if seeing everything for the first time;
- see, hear, feel (when surprised, you start to look closely, to listen);
- to dream (imagination combines the most different things into one amazing whole)[3].

The scope of creative tasks that are solved in primary education is unusually broad in complexity, from solving a puzzle, to to inventing a new model of a machine or other product, but the essence of them is the same: creativity is developed, a new path is discovered or something new is created way or something new is created. These situations, these moments require special qualities of mind, such as observation, the ability to compare, analyse and analyse, combine, find connections and dependencies, patterns, etc. All of the things that combine to make up creativity.

The development of creative abilities of younger pupils is extremely important for the education system as a whole. Children of primary school age, having developed skills of independent artistic activity, showing creative abilities, continue to develop them in the future. Successful schooling of primary school children depends on the level of development of creative abilities, communication, cognitive interest in the field of art, independence and other significant factors.

Creative abilities are the result of a person's mastering the knowledge, skills and abilities necessary for a particular type of creativity - artistic, musical, technical.

The development of creative abilities is a dynamic process of transformation of creative abilities, in which there is a regular and qualitative change in the structural components of the studied phenomenon in the process of specially organized activity (L.G. Karpova).

Fine arts activities are a powerful impetus in the development of creativity in elementary school children, as well as a progressive means of child development and creativity. Each type of art is endowed with its own specific opportunities to influence the personality, but, acting separately, can not always fully develop its creative abilities, and, therefore, and educate a full-fledged, harmoniously developed, creative personality. Therefore, the interaction of different types of art and artistic and aesthetic activities is of particular importance for the development of creative abilities.

To date, the development of a child's creative abilities is a particularly urgent task of modern education. With the development of creative abilities the artistic and aesthetic development of the child takes place. It contributes to the enrichment of sensual experience, emotional sphere of personality, affects the cognition of the moral side of reality, increases and cognitive activity. Art education becomes a component of this process - the process of assimilation of art knowledge, abilities, skills, development of abilities to art creation. Especially favorable method for the development of creative abilities of children of primary school age is the development through visual arts activities.

Studying the literature of T.S. Komarova [5] it is noticed that she gives the following generally accepted definition, "pictorial activity is an artistic and creative activity aimed not only at reflecting the impressions received in life, but also at expressing one's attitude to the depicted object". One of the conditions for the development of children's creative abilities is the use of a variety of visual arts techniques. In the fine arts, "under technique (from Greek *technike* - skillful and *techne* - art, mastery) is understood a set of special skills, methods and techniques by which an artistic work is performed" [2].

Typically, the fine arts include drawing and painting, modeling and sculpture, and the basics of art photography. One of the main features of fine art is its inherent ability to convey the diversity and complexity of life, its dynamism through the depiction of an event or moment. "Fine art is the art of conveying, reproducing and recreating visually perceived reality through various pictorial means, with varying degrees of conventionality." Decorative and applied art is the art of making various everyday objects that have certain artistic qualities.

There are many types of visual activities, which are aimed at the development of creative abilities in primary school children, it is drawing, modeling, applique, construction, graphics, mixed activities, non-traditional methods. The end result of visual creativity is its product, presented in a particular form of expression, with constructive characteristics. Children's creative abilities in pictorial activity are conditioned by the degree of the child's involvement in it, by the child's manifestation of individual activity in the performance of technical tasks - selection of color, shape, composition.

Drawing is "the art of depicting on a plane, really existing or imaginary objects with the designation of their forms with lines and varying degrees of illumination of these forms through a more or less strong covering them with some monochromatic substance"

Modeling is an activity that allows you to give shape to plastic material (plasticine, clay, etc.) using your hands and auxiliary tools such as stacks, etc.

Applique is "the creation of artistic images by gluing, stitching on fabric or paper multicolored pieces of any material (fabric, paper, fur, straw, etc.); image, pattern created in this way" [7]. This activity is based on cutting out, superimposing and fixing different shapes on a certain background material. Applique can be subject; subject, decorative. In work with applique preschoolers are introduced to a variety of materials, techniques of cutting, attaching parts, creating various collages, story applications.

Construction is a practical activity of children aimed at obtaining a certain, pre-conceived product. Construction in preschool age is closely connected with play and is an activity that meets the interests of children. Children's construction products are usually intended for practical use in play.

Fine arts activities not only contribute to the development of technical skills, but also allow children to express themselves, their feelings and emotions. It encourages children to think creatively, encourages the ability to find out-of-the-box solutions and develops imagination.

Thus, pictorial activity is an effective means of developing creative abilities in primary school children and contributes to the overall development of personality.

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