

INTEGRATION OF PLAY AND VISUAL ACTIVITY IN THE CREATIVE DEVELOPMENT OF A PRESCHOOLER'S PERSONALITY

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ABSTRACT

The relationship between visual activity and play creates in children a motive of activity that is personally significant for each child, and this ensures its higher productivity. The integration of these types contributes to an increase in children's interest in both activities. The integration approach allows us to build visual activity with children based on their willingness to actively participate in any play situation. Play often requires children to simultaneously manifest themselves in different activities: drawing, dancing, communicating with peers.

Keywords: Integration, integration approach, visual play, play image, visual activity, play activity.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The problems of increasing the professional competence of the leaders of preschool educational organizations are caused by the needs of society in highly qualified,

Observing the child's manifestations in the natural conditions of upbringing, one can notice that the child masters various types of activity synthetically. Depicting an object, he easily includes it in the situation of the game. In this case, the object just drawn appears for him in the game situation as real as the one that exists in reality. Similarly, in the process of playing, a child may have a need to draw something; the process of drawing, just like the drawing itself, becomes a plot continuation of the game. This interpenetration of play and image, which occurs from time to time in children's activities, prompts a thought about the potential possibilities of integrating these two activities.

Integration arose against the background of its opposite - the differentiation of all areas of human activity, due to the growing volume of knowledge and requirements for them. Deepening the process of differentiation of sciences, arts, various types of activity is one of the reasons leading to the opposite effect - the desire for integrity, the integration of knowledge from different areas. Integration is currently a global trend in all branches of knowledge. The tendency to integrate the content of the educational process is observed both in theory and in practice of preschool education [2].

In the "Philosophical Encyclopedic Dictionary" the following definition is given: "Integration (lat. Integratio - restoration, replenishment, from integer - whole), a side of the development process associated with the unification of previously heterogeneous parts and elements into a whole. Integration processes can take place both within the framework of an already established system (in this case, they lead to an increase in the level of its integrity and organization), and when a new system emerges from previously unrelated elements. The individual parts of an integrated whole can have varying degrees of autonomy. In the course of integration processes in the system, the volume and intensity of interconnections and

interactions between the elements increases, in particular, new levels of management are built up”[1].

In this definition, an essential point is the ordering of elements within the system. The levels of integration can be different (components that are dissimilar in content, constituting an integrity, can partially retain or lose autonomy). Integration components to be ordered are reduced to a single denominator. The combination of these components, parts is possible on condition of general purpose and functional orientation. Thus, integration is the process of ordering heterogeneous components into a kind of integrity, a system that has the potential for development.

An integrated approach to the organization of training, according to many researchers, is understood as the implementation of integrated ideas in any of the components of the pedagogical process in accordance with certain goals and objectives of training, education and development, which leads to an increase in the level of integrity of this pedagogical process. The basis for integration is the components of the pedagogical process: goals, content, means, methods. All elements of the pedagogical process form an integrated integrity, which is much more complex than the simple sum of its constituent components and characteristics. In our study, the components of integration are play and visual activity, which pose the general task of the creative development of a preschooler's personality.

The relationship between visual activity and play creates in children a motive of activity that is personally significant for each child, and this ensures its higher productivity. The integration of these types contributes to an increase in children's interest in both activities. Due to their natural, age-related characteristics (distraction of attention, inability to work for a long time, quick switching from one type of activity to another), a small child reincarnates without much difficulty, actively communicates and quickly enters the game, is carried away by an invented way, action. This peculiarity of age must be taken into account both in the process of organizing the practical visual work of children, and in the process of perceiving objects of nature and objects of the surrounding world. The integration approach allows us to build visual activity with children based on their willingness to actively participate in any play situation. Play often requires children to simultaneously manifest themselves in different actions: drawing, dancing, communicating with peers [3].

The integration of two activities (play and visual) is an integral process of interaction, in which the overall result is manifested. The integration of play and visual activity gives different results depending on the dominance of the structural components of a particular type of activity. For example, a change in the subject content, the desire to obtain one or another result (to develop the ability to quickly, actively act or get an original drawing) includes the dominance of either game actions or pictorial ones. Hence, there are two types of integration of game visual activity: “visual game” and “game image”.

The game image represents the performance of any image by children in the creative act of drawing using game actions. Here the process of the image dominates, the result is the drawing. The game component depends on the imagination of the teacher and the child and is consistent with the possibility of obtaining a high-quality result in the image. In the process of creating it, the child experiences aesthetic feelings. The imaginary world that he conveys in the drawing, his interest allows him to capture the features of the unique appearance of things. The child learns to aesthetically respond to the phenomena of the surrounding reality and art. Interest, play activity encourages the child to freely and uninhibitedly perform images, he develops the

skill of fluency with a brush or pencil. As a result, children are relieved of tension, volitional (stressful) situation is discharged, fear and uncertainty go away [5].

Visual play is a specific activity in which a child's drawing is used as a means of confirming the success of a child's creative work, here they master the elementary patterns of an image in specially organized play conditions. The visual game is dominated by the gameplay and the game result. Visual game is the active introduction of the product of one's own creativity, revealing its significance for others. In the realities of the childhood period, this is a unique opportunity to feel the relevance of what you yourself invented and created. Labor activities, crafts, dance and theatricality also create an opportunity for the child to see the value of their efforts. However, in childhood, all these types of activities are directed and corrected by the educator and are not recognized by the child as independent. And only the image, which has arisen in one's own fantasy and realized with one's own hand, creates the basis for realizing one's full solvency. To see how your creative product-drawing can be repeatedly used in different situations of the game means realizing the significance of your creativity, getting its positive assessment, and, consequently, an incentive for further, even more fruitful creative process [4].

Thus, in the child's visual activity, all cognitive processes are involved, on the basis of which creative products (drawings) are created, and in the game, the socialization of his creative product takes place. It is important not only to draw a picture, but also to find an application for it. Visual play allows the preschooler to play with his drawing and stimulates him to create a new one, so that with the help of another drawing, next time he can play a new game. In the process of the game image and visual play, a field of active development of universal abilities arises. This field contributes to the successful inclusion of all cognitive processes, motivational - need spheres.

So, the integrated approach presupposes active creative work of both the teacher and his pupils, based on the co-creation of the teacher and children, on the co-creation of children in a group. Integration is a complex structural process that requires: teaching children to consider any phenomena from different points of view; developing the ability to apply knowledge from various fields in solving a specific creative problem; formation of the ability to independently conduct creative research; development of the desire in children to actively express themselves in any kind of creativity. An integrated approach to the process of creative development is a requirement for social change in the upbringing of a sociable and creative person who is able to independently find creative non-standard solutions in any industry and is capable of positively transforming the surrounding reality.

Thus, several conclusions can be formulated:

- The content component of the creative development of preschool children is the development of elementary picture patterns.
- Integration of the two types of activity leads to the emergence of a field of active development of universal abilities that ensure the creative development of the child.
- Integration of play and visual activity reveals peculiar subspecies of children's activity: visual play and play image.
- The multivariance of games and images acts as an internal mechanism that triggers the creative development of the child's personality.

Thus, the essence of the integration process lies in the fact that it allowed us to combine two types of activity - play and visual, on the basis of which the possibilities of implementing

pedagogical influence on the creative development of preschool children were identified. The integration of play and visual activity became the basis for determining the totality of pedagogical conditions for the creative development of preschool children.

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