

## DESIGN ACTIVITY AS A MEANS OF DEVELOPING CREATIVE AND AESTHETIC SKILLS OF PRESCHOOL CHILDREN

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### ABSTRACT

In this article, design activity is considered as a means of developing the creative and aesthetic skills of preschool children.

**Keywords:** Designer, preschool education, aesthetics, creativity.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

"Creativity is not the lot of geniuses who have created great works of art. Creativity exists wherever a person imagines, combines, creates something new," wrote L.S. Vygotsky. Aesthetics is a science that studies the beauty in reality, the peculiarities of man's aesthetic awareness of the world and the general principles of creativity according to the laws of beauty. Aesthetic education is inseparably connected with this term, which in translation from Greek means sensation, feeling. Based on this, we can say that aesthetic education is a process of forming feelings in the field of beauty. The essence of aesthetic education consists in the formation of various kinds of artistic and aesthetic activity, which in turn is aimed at organizing the ability to perceive and understand the beautiful, as well as the creative process in the field of art.

Creativity begins to manifest itself in preschool childhood, and its atmosphere contributes to their further development. Preschool childhood is a time of games, independent learning, research, creation.

The ability for creative activity arises at an early age. And if conditions for their development are created in time, then creative activity will become a bright and favorable means of self-expression and development.

Creativity enriches a child's life. Working on the creation of an artistic image, the child strives for the creative expression of feelings, thoughts, feelings and moods. Creative activity contributes to the comprehensive and harmonious development of children's individuality, the formation of aesthetic feelings and attitudes towards the surrounding reality.

The relevance of the declared topic is determined by the fact that the consolidation of templates in the child's creativity is a great danger for him, therefore it is necessary to destroy frozen templates and introduce new types of activities that help stimulate the child's own creativity. One of these activities is children's design.

Design activity in kindergarten is an effective means of cognizing reality and at the same time helps the development and formation of perception, imagination, spatial representations, memory, feelings and other mental processes.

In the course of the design, children begin to realize their co-authorship, author's competence, participating in the creation of objects of beauty, learn to improve the space around them.

The integrative capabilities, energetics and dynamism of the activity of children's design allow solving the problems of protecting the child's health (reducing the phenomena of hypodynamia of neuroses, scoliosis, myopia, etc.)

There are new opportunities for environmental and moral education in the context of the socialization of children in the team and in the family, the problems of the continuity of education of children in kindergarten and school are being solved.

Individual teachers are engaged in the study of children's design and the introduction of this direction into the practice of preschool educational institutions - such as Pantelev G.N., Davydova G.N., Kuznetsova O.V., Yarygina A.I., Shirokova S., presenting their developments in small articles.

Thus, a contradiction is revealed between the teacher's readiness to stimulate preschoolers to develop their creative skills and the insufficient use of design - activities to solve the problems of the educational area "Artistic and aesthetic development".

Increasing the level of development of creative skills of preschool children presupposes the creation of conditions, therefore, the leading pedagogical idea is to determine the forms and methods of teaching design - activities, using a variety of techniques.

Children's design is a new artistic and productive activity, which is understood as project thinking of the widest range. In design, it is important not only to develop the idea, but also to plan the result, which contributes to the development of the child.

The word "Design" takes its history from the Italian "disegno" - a concept that in the Renaissance era meant projects, drawings, as well as the ideas underlying the work. Later, in the 16th century, the concept of "disegno" appears in England, which has survived to this day and is translated into Russian as an idea, a drawing, a pattern, as well as - to design and construct. In a narrower, professional sense, design means design and art activities to develop industrial products with high consumer and aesthetic qualities, activities to organize a subject environment that is comfortable for a person - residential, industrial, social and cultural.

G.N. Pantelev gives his own definition of this concept: design is "the design of things, cars, interiors, based on the principles of convenience, economy, ergonomics and beauty." A.I. Yarygina defines design as "a type of activity for the development, design of a subject-spatial environment, as well as life situations in order to give the results of the design high consumer properties, aesthetic qualities, optimize and harmonize their interaction with people and society."

Professional design created by adults aimed at improving the material and cultural space surrounding the child is defined by the concept of "design for children".

The teacher needs to master the culture of design, since one of the important conditions of pedagogical work is the creation of a subject developmental environment for the child.

The problem of organizing a subject-developing environment is covered by a number of psychologists and educators: T.N. Doronova, O. V. Artamonova, V.I. Loginova, G.N. Panteleev, draws attention to the importance of involving children in the direct participation of children in the aestheticization of the space around them, which is defined by the concept of "children's design"

The content of the concept of "children's design" G.N. Panteleev includes the concepts of "design - handicraft" and "design - project". Design - needlework - these are small decorations - arrangements made by children independently and at the same time. "Design - project" provides for a more complex, long-term and collective nature of the activity (clothing modeling, architectural - artistic, decorative - spatial design).

The basic principles of children's design are:

- the principle of aestheticization of the subject-spatial environment and everyday life;
- the principle of interconnection of productive activity with other types of children's activity;
- the principle of integration of various types of fine arts and artistic activities;
- the principle of enriching sensory-sensory experience;
- the principle of organizing thematic space.

The study of the issue of children's design and its implementation in the practice of preschool institutions is carried out by such teachers as G.N.Davydova ("Children's design. Plasticinography. Paper-plastic"), A.I. Yarygina ("Graphic Design"), G.N. Panteleev is the author of the book "Children's Design", which reveals the technology of design activity, which is a form of interaction between children and adults through the organization of various types of children's creativity and activities.

GN Panteleev identifies the types of children's design: planar (applicative-graphic), volumetric (subject-decorative, spatial (architectural and artistic). Each type includes activities: arrangement, clothing modeling, decorative-spatial modeling.

This technology has been adapted to the conditions of our kindergarten in accordance with the age, psychological characteristics of preschool children, in order to increase the efficiency of work on the development of their creative skills.

Work on design - we begin activities with the introduction of children with flat design. Children perform various graphic and applicative images, placing them on a plane (paper, cardboard). Then we invite children to work with three-dimensional three-dimensional images, introduce them to three-dimensional design. Acquaintance with spatial design involves introducing children to decorating the surrounding space with products of planar and volumetric design.

The first direction - "arrangements" - is phyto-design compositions, bouquets, herbarium-paintings, jewelry made of artificial and natural materials, paper plastic products, game details and elements of thematic, ornamental compositions, etc.

Being engaged in needlework, constructing from various materials, combining them with modeling and drawing, children model products for games, clothes and interiors.

Classes of children design - with arrangements develop their creativity, aesthetic taste. Children get acquainted with the most accessible materials at hand, and, above all, with paper (cardboard) of various grades. In practice, they master the grades of paper of different texture, density and

color (drawing, drawing, whatman paper, corrugated, copying, tracing paper, wrapping paper, etc.).

Classes in paper plastic are an accessible, visual, aesthetically expressive and effective type of design needlework; develop the child's creative self-sufficiency, prepare him for more exciting and daring searches in children's design.

In the classroom, children master various ways of working: tearing, cutting, bending, creasing, twisting, folding, as well as embossing, corrugating, gluing, coating, weaving, collage. By combining these techniques with each other, as well as with drawing, modeling and construction, we teach children to create funny toys, souvenirs, costume details and decorations for festive performances and entertainment.

Working with materials of different textures is known to develop fine motor skills of the hand, enrich the sensory experience and intelligence of the child

Old things are used in the manufacture of soft toys. So children's mittens and gloves can be turned into funny animals.

Together with teachers, children make arrangements to decorate the site: decorative garlands, flags, decor for holidays and entertainment.

In the direction of "Modeling of clothes" we acquaint children with the culture of clothes and some methods available for preschoolers to create drawings, styles, decorative finishing of dresses and accessories. Work in this direction forms in preschoolers attention and interest in their appearance, puppet-play and theatrical wardrobe. Children draw sketches of costumes for characters in literary works, cartoons, performances, everyday and festive clothing.

Children learn the craft of "couturier", creating styles of modern dresses, Uzbek sundresses, kokoshniks, Nenets national clothes and accessories (umbrellas, ties, handbags, fans, etc.), fantasizing on the themes: "Dress for a matryoshka", "My fashionable clothes", "Festive dress", "Miracles of a cloud", "Tundra women of fashion", "Headdress with a Nenets ornament", "Girl in a panic", etc.

So, for example, one of the methods of acquainting children with the national clothes of the Nenets was to visit the exposition, where authentic samples of malitsa, panicas, hats and cloud bags are presented.

In the lesson, the children got acquainted with the purpose of the cloud. Playing the didactic game "Secrets of the Cloud", the children took out objects from the cloud one by one: threads, needles, pieces of fur and leather, braid, etc., named them and came to the conclusion that all these items were necessary for sewing and handicraft, and a cloud is a kind of box in which a Nenets craftswoman keeps sewing accessories. Further, following a given scheme, the children constructed a similar cloud of paper and cardboard, decorating with ornaments of their choice, the ready-made clouds were used in games.

The games of artistic content offered to children encouraged them to look for a wardrobe for dolls. While playing, the children tried themselves in the role of a fashion designer and selected sets of clothes and accessories with both traditional and ethnic character to their liking.

We offer children various ornamental materials for modeling clothes. For example, creating the collective panel "Tundra Fashionistas", children used peas, multicolored beans and seeds to decorate the silhouettes of clothes, previously covered with a layer of plasticine, creating samples of Nenets clothes. They also offered children buttons, beads, beads, yarn, rags, fur, leather.

The third direction - "decorative-spatial design" - focuses the attention of children on the decorative design of buildings and landscapes, on the aestheticization of the puppet-play space, interiors of group rooms, premises for kindergarten festive matinees, etc. Children get acquainted with the past and present of domestic architecture, with urban planning, with the interior decoration of the house and housing.

The decorative and spatial design of children begins with an elementary acquaintance with the role and methods of making simple layouts.

The success of architectural and artistic modeling is facilitated by familiarizing older preschoolers with accessible and vivid examples of architecture (ancient, fabulous, modern). We introduce children to the Uzbek hut and the tent-roofed tower; a palace and a knight's castle, a tower - a high-rise, bridges, with the national home of the Nenets - a plague.

So, for example, the author's manual in the form of a plague, which is transformed into a large triangular panel depicting the interior of the plague, attracts the attention of children, introduces and develops interest in the objects of Nenets life.

Children, with the help of an adult, draw and construct models of buildings and architectural ensembles available to them from models and imaginations.

We pay special attention to the development of tasks "with continuation". We find out what the children would build according to the assignment "House", we invite them to draw on a draft how they represent their building. Then together we select interesting options and implement them in the classroom.

The Visual Reference Method helps us to more successfully organize the performance of children in decorative-spatial design assignments. We acquaint children with the nature of the future design of a doll's house or room, we carry out a pictorial basis - a "frame" of the decoration, leaving undeveloped places, leaving children to do it. Children finish painting the decoration elements, glue the silhouettes, complete the building in a single style with a visual reference point.

So, for example, children were asked to decorate plane models of chums with ornaments, which were then fastened together with braid and formed a three-dimensional model of the chum. Filling the inner space of the plague with substitute objects (skins - pieces of fur, a table - a cube, etc.), the children used this collective craft in their games.

We help them to use empty boxes, vials and other "waste" material.

While playing, transforming forms and compositions, the child quickly masters space, develops imagination, and creates simple buildings (houses, transport) more successfully. From individual forms (cubes, pyramids, cones, cylinders, prisms, spheres, etc.), children model architectural and construction ensembles.

Children, equipping a doll-playing economy, are far from always able to make their doll's "life" convenient and beautiful, and the game comfortable. Therefore, we plan and organize classes with children on the aesthetics of the puppet-play environment, in which they learn to equip the puppet-play space, and later join the design activities in the premises (group room, hall) and on playgrounds. Using their experience, children in the classroom, under the guidance of an adult, prepare equipment for creating household and festive decorations. They cut, sculpt, design and paint simple furnishings for puppet-play interiors: wallpaper, curtains, furniture, tablecloths.

It is important to present children's creativity correctly and beautifully. For this, various thematic exhibitions are organized, which exhibit the "masterpieces" of young talents.

The development of senior preschoolers of preschool educational institutions in the environment of decorative design is considered in the unity of the formation of their aesthetic attitude to the environment and the development of creative skills. Proceeding from this, the work of teachers with children is structured in such a way that the child receives vivid impressions, strives and can express his vision by artistic and expressive means, gains a multidimensional experience of artistic and aesthetic activity, learns to creatively apply it in his life.

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