

DEVELOPING THE CREATIVE ABILITIES OF PRESCHOOLERS WITH NON-TRADITIONAL DRAWING TECHNIQUES

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Annotation. In the article, the author examines the development of creative abilities of preschoolers with non-traditional drawing techniques in the additional education of children. The article explores how non-traditional drawing techniques can stimulate preschool children's creativity, fostering their cognitive and emotional growth. The author also emphasizes the importance of integrating such methods into additional education to enhance children's self-expression and artistic skills. The author also highlights the role of these innovative techniques in promoting critical thinking and problem-solving skills in young children. By engaging in creative drawing activities, preschoolers can explore new ways of thinking and develop a deeper understanding of the world around them.

Keywords: preschool age, creativity, non-traditional drawing techniques, additional education of children.

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QEYRİ-ƏNƏNƏVİ RƏSMÇƏKMƏ TEXNİKALARINDAN İSTİFADƏ EDƏRƏK MƏKTƏBƏQƏDƏR YAŞLI UŞAQLARIN YARADICILIQ BACARIQLARININ İNKİŞAF ETDİRİLMƏSİ YOLLARI

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Annotasiya. Tədqiqat işində qeyri-ənənəvi rəsmçəkmə texnikalarının məktəbəqədər yaşlı uşaqların yaradıcılığını stimullaşdıraraq onların koqnitiv və emosional inkişafına necə təsir etdiyi araşdırılır. Məqalədə bu texnikaların əlavə təhsilə inteqrasiya edilməsinin uşaqların özünüifadə və bədii bacarıqlarını inkişaf etdirmək üçün vacib olduğu vurğulanır. Həmçinin, bu innovativ texnikaların məktəbəqədər yaşlı uşaqlarda tənqidi düşüncə və problemlərin həlli bacarıqlarını inkişaf etdirməsindəki əhəmiyyətinə də diqqət yetirilir. Yaradıcı rəsm fəaliyyətlərində iştirak edən məktəbəqədər yaşlı uşaqlar yeni düşünmə yollarını kəşf edir və ətraf aləm haqqında daha dərin anlayış əldə edirlər.

Açar sözlər: məktəbəqədər yaş, yaradıcılıq, qeyri-ənənəvi rəsmçəkmə texnikaları, uşaqların əlavə təhsili.

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Introduction / Giriş

Preschool age is the age of cognitive activity and curiosity, it is unique. A preschool child is characterized by openness to everything new, emotional responsiveness, and empathy. Therefore, during this period it is important to build the educational process on the versatile development of the child, and not only on the transfer of necessary knowledge and skills. At preschool age, the foundations of a person's future life are laid and creativity is no exception. Creativity has a huge impact on a child's development. And here we are talking about the formation of a child's creative abilities as an important component of the full-fledged development of a child's personality. It is important at this age to pay enough attention to the formation of a child's creative activity, which in later life will be his universal ability. The effectiveness of this process is determined by the presence of specially and systematically organized work in the family, preschool organization.

E.V. Zautorova writes that "preschool age is sensitive to creative activity that promotes self-expression and self-affirmation of a child at each age stage, who strives to creatively approach solving various life situations in the future" [Zautorova, E., 2003].

"Creativity is a human activity that creates more perfect, new and original material and spiritual values that are objectively or subjectively significant, which can write the name of the creator into history. It is here that we can talk about creativity as a personal characteristic of the creator. Creative abilities, as intellectual ones, belong to the group of cognitive abilities. Only the main burden falls on different cognitive processes. Thinking plays a leading role in intellectual cognition, and imagination plays a leading role in creative cognition" [Rapatshevich, E., 2005].

S.V. Maksimova identifies two types of activity of the creative process: generation of new ideas, goals (non-adaptive activity); implementation of new ideas, goals (adaptive activity). "At the stage of maladaptive activity, a goal is set, a hypothesis, an idea, an image is generated; divergent and imaginative thinking, intuition are involved, the right hemisphere is activated. At the stage of adaptive activity, the embodiment of an image, an idea, a problem solution, the appearance of a creative product occurs; convergent thinking, logic, verbal intelligence prevail, the left hemisphere is activated" [Maksimova, S., 2002]. Therefore, the creative process helps in the development of the two hemispheres of the brain, which in turn will contribute to good academic performance at school, emotional stability, and coordination of movements.

A.N. Luk notes that "creative abilities by themselves do not turn into creative

achievements. In order to get a result, to achieve creative achievements, an “engine” or “natural belt” is needed, which would trigger the mechanism of thinking” [Luk, A., 1978]. V.I. Andreev believes that the desire for creative achievements is the desire to improve oneself, one’s thoughts, actions, the desire be on top [Andreev, V., 1998]. Accordingly, the presence of a sensitive adult next to a preschooler, who would help to reveal his creative potential and support him in his creative manifestation, is a necessary condition for the development of creative abilities.

Thus, creative abilities are a set of individual psychological characteristics of a person that help him to be successful in the implementation of a specific type of creative activity, while they are not related to the knowledge, skills and abilities available to a person. Curiosity, inquisitiveness of mind and aspiration play an important role in the formation of creative abilities. At the same time, it is necessary to develop logical and creative thinking, attention, imagination, independence and perseverance in creative searches.

Talking about non-traditional drawing techniques, it should be noted that they do not cause difficulties in the technique of execution and resemble a game that is very close and important for the development of a preschool child. Drawing with non-traditional techniques allows the child to achieve the expressiveness of the created images and get the product of creativity using familiar materials in an unconventional way [Pogodina, S., 2014].

A distinctive feature of non-traditional drawing techniques is accessibility. When working in the technique of non-traditional drawing, there are enough improvised materials: various types of paper, natural materials, water, paints, wax crayons, everyday and household items, etc. Forms of education are: “frontal developmental classes with a subgroup of children (based on a personality-oriented model of interaction between a teacher and a child); staged classes; classes-travel, classes-games; educational and leisure activities: excursions, didactic games, entertainment; control and diagnostic: conversations, discussions, quizzes; scientific research: experiments, observations, experiments; non-traditional: homework, modeling” [Stepanov, E., 2003].

To date, there are more than 30 techniques of non-traditional drawing, a detailed description of these techniques is available in the works of G.N. Davydova, T.S. Komarova, A.V. Nikitina, L.V. Petukhova, T.A. Tskvitaria, etc. Let’s consider the most relevant non-traditional drawing techniques applicable to preschool children:

- finger painting – the child draws with the help of fingers on which gouache is applied;
- palm painting – drawing, performed by means of a palm print;

- poke drawing technique – the child leaves a mark on a piece of paper (poke) using a hard semi-dry brush;

- impression (with natural materials, crumpled paper, foam, foam, cork, etc.)

– drawing takes place using an object that is used to create an imprint on an album sheet;

- monotype – a sheet folded in half in front of the child, he draws on one half, and then makes an imprint of his drawing on the other half, drawing details;

- blotting with a tube – from the paint poured on the sheet, the child makes a pattern with a tube (blows on the paint);

- embossing – using, for example, a coin placed under a piece of paper, the child makes strokes with a simple pencil, the coin appears on a piece of paper;

- drawings-dots – drawing dots with cotton swabs;

- drawings with glue and semolina – the child marks the contours of the drawing with glue, then pours semolina and presses it with a clean sheet, excess semolina is shaken off;

- spray – painting takes place by spraying paint on a sheet of paper and finishing the details;

- drawing through gauze – it is necessary to attach the gauze to the sheet and apply gouache thickly on it, then remove the gauze and draw the details;

- colored grattage – gouache mixed with soap is applied to a sheet rubbed with a candle, after drying, a drawing is scratched with a stick;

- threading – the child dips the thread into the paint and then spreading out the pattern on the paper gets a drawing or spreading out the pattern, pressing one end of the thread with his finger, and pulling the other end of the thread, gets various images;

- drawing on wet paper – before drawing, it is necessary to moisten a piece of paper a little, then the child simply draws on such a sheet;

- drawing with household items (forks, combs, sponges for washing dishes, cotton pads, etc.) – drawing in which household items are used instead of a brush.

In drawing classes with non-traditional techniques, in addition to the formation of creative abilities, there is:

- the development of fine motor skills of the hands and, as a result, the development of speech;

- development of visual perception and spatial thinking;

- developing a sense of color, shape, and composition;

- development of artistic and aesthetic taste;

- activation of imagination and attention;

- development of research activities;

- education of accuracy, independence without fear of mistakes; determina-

tion, hard work and the desire to achieve success through their own work;

- formation of interest in collective activity.

Considering the above, we have compiled a block of classes using non-traditional drawing techniques for preschool children in additional education of children. Because additional education for children has a number of advantages over preschool education, namely: this form of education is truly personal, it is aimed at the development, upbringing, education and socialization of children in collaboration with a teacher. At the same time, the teacher has a huge variety of forms, methods, techniques, principles, technologies for organizing the process of development, upbringing and education of children, and most importantly, there is time for creativity. In the additional education of children, individual needs are met, and the comprehensive development of the personality of a preschooler takes place. Additional education of children always creates a situation of success for the student, comparing his victories and failures only with his victories and failures. In conclusion, it can be noted that additional education for children is a qualitatively organized productive, useful, interesting, diverse, creative, safe and free pastime for modern children under the guidance of competent and creative teachers, and not a tick in front of the state [Shiryaeva, V., 2022].

The purpose of the lesson block is the formation of creative abilities in preschool children by means of non-traditional drawing techniques. Tasks a block of classes:

- educational: to introduce children to various non-traditional drawing techniques; to teach them how to apply their knowledge;

- educational: to involve in active creative activity, to foster neatness, diligence, respect for work and the world around us;

- developing: to develop creative activity, imagination, thinking, cognitive interest; independence, initiative, observation, curiosity, communication skills.

The block of classes is based on methodological approaches: anthropological, acmeological, personality-oriented approaches. The block of classes uses the principles of work: the principle of unity of education, upbringing and development; the principle of accessibility, consistency and consistency; the principle of individualization; the principle of visibility; the principle of connection with life.

The lesson block is divided into the following stages:

- information stage (3 classes) – working with the simplest non-traditional drawing techniques;

- training stage (8 lessons) – introduction to new non-traditional drawing techniques;

- stage of independent activity (1 lesson) – work with the most liked non-traditional drawing techniques.

Forms of work: collective, individual.

Methods of work: explanatory and illustrative, verbal, game.

Means of work: visual, verbal.

The approximate structure of the lesson:

- the ritual of greeting, motivation of children: the teacher and the children greet, thus getting into a fabulous space;
- artistic word: reading a poem on the topic of the lesson;
- non-traditional technique of drawing with musical accompaniment: explanation and work in non-traditional technique of drawing with music;
- motor activity: rest with the help of finger gymnastics, staged poems, physical education, dancing, etc., associated with the topic of the lesson;
- exhibition and discussion of works: the guys talk about their work as the heroes of this fabulous space;
- summing up: discussing classes and cleaning the workplace in the image of your fairy-tale hero;
- farewell ritual: the teacher and the children say goodbye, thus leaving the fairy-tale space.

Logistical support:

- a class equipped with a SanPiN;
- stationery: sheets of paper, gouache, markers, wax crayons, etc.;
- household items: toothbrush, gauze, cotton buds, foam rubber, etc.;
- natural materials: leaves, plants, branches, etc.;
- electronic means: tape recorder, computer.

Expected results:

- gain knowledge, skills and abilities on the use of non-traditional drawing techniques;
- to develop the desire of children to experiment in a combination of non-standard drawing techniques from available material;
- to form creative activity, imagination, thinking, cognitive interest;
- to develop independence, initiative, observation, curiosity, the desire to achieve success through their own work; communication skills;
- to cultivate neatness, diligence, respect for work and the world around us.

Below is a block of classes using non-traditional drawing techniques for preschool children.

Table No. 1. A block of classes using non-traditional drawing techniques for preschool children

Lesson topic	Non-traditional drawing technique	Materials and equipment	The ritual of greeting, the ritual of farewell	An artistic word	Musical accompaniment when drawing	Physical activity
Autumn leaf fall	Printing with leaves	Drawings on the topic of the lesson, apron, oilcloth, wet wipes, gouache, wide brushes, water, water jars, leaves of various shapes, landscape sheets	The game "How do trees greet?"	The poem "September" (S.Ya. Marshak)	Sounds of the forest	Finger gymnastics "Snail on a leaf"
A branch of mountain ash	Finger painting	Drawings on the topic of the lesson, apron, oilcloth, wet wipes, rowan branch, oval sheets tinted with black ink, gouache, brushes, water, water cup	The game "Rowan Berries"	The poem "Autumn" (A.K. Tolstoy)	Song: "Ural Mountain ash"	Physical training session "Rowan" (E.A. Blagina)
November at the edge of the forest	Printing with leaves	Drawings on the topic of the lesson, apron, oilcloth, wet wipes, gouache, wide brushes, water, water jars, leaves of various shapes, album sheets, different cardboard leaves	Round dance game "Round dance leaves"	The poem "We cleaned in November" (L. Brammer)	The song "Yellow leaves are spinning over the city"	Round dance game: "Maple leaf fly into the back"
The first snowflakes	Color grattage	Drawings on the topic of the lesson, apron, oilcloth, wet wipes, gouache, wide brushes, water, water jars, album sheets, candles, soap, sticks	The game "Snowflakes-ballerinas"	The poem "Snowflakes-ballerinas" (M. Lesna-Runio)	Song: "Waltz of snowflakes"	The game "Snowflakes, snowdrifts, icicles"
Christmas tree	Impression with crumpled paper + spray	Drawings on the topic of the lesson, apron, oilcloth, wet wipes, gouache, wide brushes, water, water jars, prepared paintings "Christmas tree", toothbrush	The game "Firecracker"	The poem "New Year's Tree" (G. Malinsky)	Song: "A Christmas tree was born in the forest"	Gymnastics for the eyes game "Christmas Tree"

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Lesson topic	Non-traditional drawing technique	Materials and equipment	The ritual of greeting, the ritual of farewell	An artistic word	Musical accompaniment when drawing	Physical activity
Snow City	Foam rubber impression + poke	Drawings on the topic of the lesson, apron, oilcloth, wet wipes, gouache, sponges of different geometric shapes, wooden sticks, disposable plates, brushes with hard lint	The game "Greeting in different languages"	The poem "Mom, look out the window..." (AA Fet)	The Sounds of Winter	The dance "Winter animals" to the song: "The beast in the footsteps of anyone" from the cartoon "Masha and the Bear"
The Friendship Tree	Drawing with palms	Drawings on the topic of the lesson, apron, oilcloth, wet wipes, gouache, brushes, water, water jars, watman, disposable plates	The Handshake Game	The poem "We quarreled, fought" (V.D. Beres-tov)	Song: "Friendship is strong"	The game "Help a friend"
Spring mood	Drawing soap bubbles	Drawings on the topic of the lesson, apron, oilcloth, wet wipes, gouache, watman, soap solutions of different colors, tubes	The game "Trickle"	The poem "April, April!" (S.Ya. Marshak)	Birdsong	The game "Burst the soap bubble"
Bird cherry	Drawing with cotton swabs + impression with natural material	Drawings on the topic of the lesson, pictures of spring trees, apron, oilcloth, wet wipes, gouache, cherry branches, oval sheets tinted with black ink, brushes, album sheets, cotton buds, tree branch, disposable plates	The staging game "The Good Bird Cherry"	The poem "Bird Cherry" (S.A. Yesenin)	Song: "White Bird Cherry"	The game "Name a tree"
The Magic Lake	Monotype	Drawings on the topic of the lesson, apron, oilcloth, wet wipes, gouache, brushes, water, water jars, album sheets folded in half and tinted blue-blue, illustrations with landscapes and mirrors	The game "Reflection"	The poem "In the Mirror" (A.L. Barto)	Song: "I'm looking into the blue lakes"	The game "Fish in the lake" to the music of A. Vivaldi "Summer. June" (Seasons)
Wildflowers	Drawing through gauze + blotting	Drawings on the topic of the lesson, apron, oilcloth, wet wipes, gouache, brushes, water, water jars, album sheets, gauze, markers, tubes, finished blotting works, balls	The game "How many colors?"	The poem "Why don't flowers grow on your head?" (A. Akhundova)	Song: "The Most magical flower"	The game "I know 5 colors"

Lesson topic	Non-traditional drawing technique	Materials and equipment	The ritual of greeting, the ritual of farewell	An artistic word	Musical accompaniment when drawing	Physical activity
The Gifts of August	To choose from	Drawings on the topic of the lesson, apron, oilcloth, wet wipes, gouache, brushes, water, water jars, wide brushes, a variety of natural materials, tubes, cotton buds, album sheets, sponges of various geometric shapes, gauze, felt-tip pens oval sheets tinted with black ink, disposable plates, soap solutions of different colors, candles, soap, wooden sticks, brushes with hard lint, harvest	The game "Warm Rain"	The poem "August" (S.G. Kozlov)	Music by P.I. Tchaikovsky "August. The Harvest Song" (Seasons)	The Harvest Game

When working on this block of classes using non-traditional drawing techniques for preschoolers in additional education of children, it is important to describe the pedagogical conditions for the successful formation of creative abilities in preschool children:

1. Creating a favorable, truly creative atmosphere that promotes the creative activity of children, stimulating their interest in non-traditional drawing techniques. Classes are held in a favorable atmosphere that resembles traveling. This is a kind of performance in which children take an active part, opening up a fantasy world. Drawing is necessarily accompanied by an artistic word, music, and movement. The magical space created by the teacher is necessary for the disclosure of the creative potential of the child.

2. The application of an approach in teaching, taking into account their age and individual characteristics, opportunities and dynamics of the formation of creative abilities of children. To work with preschool children, you should use those non-traditional drawing techniques that are most accessible, understandable and interesting to children of this age. Such classes contribute to the disclosure of the child's individuality, which is reflected in the nature of thought processes, memorization, attention, initiative, creativity. Every child has creative potential, but the ability to develop and realize it depends on how the educating adult reacts to the manifestation of spontaneous activity of the child.

3. Ensuring the child's independence and support at all stages of learning, using the subject-subject approach and technology of the success situation. Reasonable equality in the system of teacher-child relations contributes to the success, motivation, activation of mental processes and the formation of personal qualities

of the child. Of course, success is important for a preschooler, it is success that generates interest, which subsequently develops the child's independence and responsibility.

It is advisable for teachers to give recommendations on creating favorable pedagogical conditions for the successful formation of creative abilities in preschool children by means of non-traditional drawing techniques in children's additional education:

1. The learning process is built in the form of performance classes, where the child acts as the main character.
2. Drawing is always accompanied by an artistic word, music, movement.
3. It is necessary to take into account the age and individual characteristics, opportunities and dynamics of the formation of creative abilities of children.
4. To give independence in the creative process and implement all work in a subject-subject approach.
5. Evaluation of the results of a child's creative activity occurs only with the results of his past successes, which puts the child in a situation of success.
6. To give the student the right to make a mistake, the opportunity to correct it, which helps the preschooler not to be afraid to act and develop further.
7. Involvement of parents in the process of forming children's creative abilities by means of non-traditional drawing techniques, through consultations, master classes, exhibitions of joint works.

Based on the above, it can be said that drawing with non-traditional techniques contributes to the formation of a creative personality of a preschooler. At the same time, non-traditional drawing techniques have great emotional potential, and the emotional impact that this has on a preschooler is a way of penetrating into the child's consciousness of creativity and a means of forming creative abilities, stimulates the creative activity of the child, which in later life will be his universal ability to harmoniously develop personality.

Purpose. To show the importance of developing the creative abilities of preschoolers, which are necessary for the creative solution of various life situations at each age stage of personality development.

Methodology and methods: analysis, synthesis, concretization, generalization.

The scientific novelty consists in presenting a block of classes using non-traditional drawing techniques for preschool children.

Practical significance. The block of classes developed by the author can be used to develop the creative abilities of preschoolers in additional education of children and in a preschool educational organization.

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