

THE BASIC PRINCIPLES OF THE FORMATION OF CREATIVE THINKING IN THE PROCESS OF PREPARING PRESCHOOL CHILDREN FOR SCHOOL

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ABSTRACT

This article discusses the key factors in shaping creative thinking in the process of preparing preschool children for school. The impact of activities with children on their creative thinking was analyzed.

Keywords: preschool education, child psychology, creative thinking, interactive lessons, games

INTRODUCTION

The knowledge, skills and competencies that children acquire in kindergarten are defined in the state standard of pre-school education and upbringing. Unfortunately, six-year-olds are not always well-prepared, and educators are forced to teach children what they need to learn in small groups. However, it should be borne in mind that the classes are conducted with children who are on the threshold of school, at the age of seven: the nature of teaching, the methods used should be appropriate for the growth and development of children of this age. When talking to children, it is important to explain why they need to act in one way or another, why this or that skill or knowledge is important. It's easy to get kids interested in what they're learning and trying to do good. The development of children at this age is characterized by the formation of more complex forms of cognitive activity. Perception becomes goal-oriented. Observance subordinated to a particular task grows. By the end of the preschool years, important sensory abilities may have been formed: the ability to visualize accurately, the ability to visually assess proportion, with special guidance in the development of cognition.

LITERATURE ANALYSIS

Based on this, it is possible to complicate the tasks of visual activities. Therefore, the educator should organize the work with children in such a way that it solves the specific tasks of visual activities, and at the same time helps to prepare children for school. Children are more open and free to the events and happenings around them; must be armed with knowledge, skills and abilities that allow them to reflect. The things that children draw, make and make from clay or plasticine have different shapes, colors, textures, and are located differently in space. In previous groups, children learned that objects have rectangular, round, oval, and bonsai geometric shapes. If the object consists of several parts, then it is necessary to determine and describe the shape of each part, as well as to restore the whole item by name.

In the preparatory group, children should be brought to fully understand and remember the complex, multi-part form. First of all, this applies to the figure of man and animals. Children learn to make a whole shape, first its general shape, then its details, from a single clay spring. When making something from a solid clay spring, it may be necessary to separate the excess clay and also add the missing clay for a part of the shape. All the basic work is done with the

movement of the fingers, sometimes with the participation of all the fingers. In the previous groups, it was seldom used to grow between the palms of the hands, which were used to make some parts of the simple shape out of clay or plasticine. Older children use a stack - they cut and separate pieces from a single piece of clay.

METHODS

Children will be shown how to rotate the board so that they can see what is being made from one side or the other. When drawing an object with a complex shape, the method of "construction" is used in detail. This method requires the skill of sketching with a pencil, that is, drawing the shape without details, and then identifying it and finishing the drawing. Graphite pencil, chalk or watercolor are used for this purpose. Light gray, air color, white or light brown colors are selected for sketching so that the image can be corrected and supplemented. Sketches can be made on relatively separate sheets of paper with relatively fast movements and light continuous lines; it is useful to draw a sketch of the same thing several times. In some cases, children are encouraged to take a good look at the object and draw its outline with their fingers, and then draw the outline of each part, not separately, but as a whole, without breaking a hand, with a single line. In this way, simplified figures of animals made of ceramics, folk toys made of clay are drawn. The first session on "Toys" can be conducted as follows. Each child gets a piece of white paper to look for the outline of the shape. After the child has moved his hand and checked the contour of the toy, he is asked to draw the shape with a simple pencil. Once the drawing is successful, you can select a sheet of colored paper and allow it to draw a few horses with a simple pencil. Then they paint them in the same way as craftsmen do: they are all covered with white gouache, and when the paint dries, the pattern elements are drawn. It is desirable to choose a variety of light-colored papers for the composition: this represents the decorative nature of the toys. The educator should keep in mind that in many children, the contour does not look beautiful all at once, but from some research, they can achieve this. Analyze the unsuccessful picture with the child, sometimes offering to re-rotate the shape by hand to determine which part of the body (neck, shoulder, one leg, other foot, head) is rotating. Such verbal identification of a movement helps to understand its direction and then to follow this direction in drawing. By this time, children need to know that the hand moves along the contour of the object, that the object corresponds to the movement of the hand that is drawing, so that the hand should move in the same way as the hand moves on the object. The images are usually better tolerated after the resulting image has been analyzed and re-handled along the contour of the object at the same time as the explanation. Some children's failures are due to the inability of the dozer to compare the drawing to the finished drawing. When proposing to rotate the contour of the figure by hand, draw children's attention to how one part is positioned relative to the other, for example: the forelegs of the mare are in front of the neck, and so on. If the children are not able to draw the contour of the toy at once without breaking their hands, encourage them to try again, giving them an extra sheet of paper. This time-consuming exercise can be divided into two stages, each of which can be divided into individual sessions. It would be better if both classes were held on the same day (with a break). That way, the children will see the results of their hard work that day, and the work will not be boring for them. In order to strengthen the method of drawing the contour of the object without breaking

the hand, it is necessary to conduct a training on the basis of the same technique, offering children to create thematic decorative compositions.

If in the previous lesson you paid enough attention to the method of drawing a figure without breaking the lake, now there is no need to spend time on it: children can quickly complete the task and immediately begin to create a decorative composition. Individual support should be provided to children who have difficulty adapting to this method or who have not participated in previous training. Encourage them to draw other figures in the same way on the ground with a stick, on chalk and asphalt, and on a slate in a group. This individual work should be done until the second grade, so that children do not feel discriminated against because they do not have the necessary skills. You can use hand-drawn ceramic toys to draw things. An appliqué is a silhouette that is cut out of a piece of paper. In doing so, children learn to turn the scissors by the rule when moving from one part of an object to another. To do this, they need to be able to visualize its parts as a whole, for example: scissors move from the tail of the bird to the waist, from the waist to the head, from there to the chest, abdomen and tail again. The silhouette requires an introduction to the method of instruction and the naming of the parts of the object to be trimmed. This skill is not acquired by children at once, it requires many repetitions. "Therefore, it is recommended to cut a few similar figures in the exercise (it is better to give a simple arrow, thick unpainted paper, rather than colored ones). As a result, children have a clear idea of the shape of the object, practice hand movements in different directions to make smooth, light or angular turns (children can use the cut silhouettes in shadow theater or decorative applications). In addition to new ways of making, drawing, and cutting things out of clay or plasticine, children will continue to use parts to make a whole, a whole. It is important to identify and highlight the most important, key parts (usually the largest parts) and then go into detail. When describing objects with complex shapes, it is important to follow the correct proportions - the proportions of the parts in terms of size and location. If younger children draw using their faces, make things out of clay or plasticine, draw shapes, and in the prep group, children will be able to look at things more often and more closely, to find out more about themselves, and to see things through. by comparison, a group of things is more and more about the similarity of things, their basic structure, their shape; it is necessary to teach the accumulation of imagination and knowledge. For example, children identify similarities and differences in the shape and structure of trucks and cars, jets and helicopters, motorboats and motor boats. When they are asked to draw a rocket or a warship, they independently identify the similarities and differences between a rocket with an airplane and a warship with a passenger ship, and reflect in the picture the peculiarities of those things which they have never drawn before. The same can be said of different types of trees, buildings built for different purposes, and species of animals and birds. If in the middle and large groups the educator showed the children the similarities and differences in things each time and directed them to differentiate them by asking questions, in the preparatory group the children are given greater independence in observing, comparing and identifying the similarities and differences of a series of things. For example, how does a white birch tree differ from other deciduous trees? How is Almakhan different from other four-legged animals? Everything possible should be observed by nature during the trip with the children. Looking at photographs and photographs is an additional material that identifies and reinforces children's impressions. Children who

are trained to observe their surroundings take pictures in the autumn, as a result of which they gain a lot of information and visual representations. Seven-year-olds can and should be educated about their surroundings and social life by giving them relevant information about what they are going through in the fall. Children of this age are very interested in what is happening in our country and abroad. They hear a lot from adults, they learn through movies and television.

DISCUSSION

They are excited by sporting events, our spaceships and satellites, whaling flotillas coming from flights, our holidays and much more. They gladly express all this in pictures, in their creations, in applications, in reliving the events described. It is necessary to include social themes in the lessons, to acquaint children with various events of our lives and to give them this opportunity. From what is known so far from previous experience, the educator leads the children to something new that they did not know or feel before. For example, by observing individual buildings, the educator goes on to identify buildings that differ from each other in their work, pointing out and explaining that the house where people live is different from the school, and that the factory looks different from a kindergarten building. , speaks about the cities of work and study, names the largest cities of our country, and swims in detail in the capital of our country - Moscow. The educator draws the children's attention to the construction of new houses, apartments, whole cities, the peculiarities of their architecture. He emphasizes the great care shown by the Soviet state to the people, and the importance of the labor of the peasants. While watching the trees with the children, the educator emphasizes the importance of forests in the lives of people, the importance of forests in their lives, and the need to take care of them.

The educator misses the richness and beauty of the nature of our Motherland. Then he tries to capture the personal experiences of children: some of them have been to different cities, others have built vast fields, high mountains, endless seas. In the motherland, in its nature, in the life of the Soviet people, children with a rich knowledge, with great enthusiasm, make rhymes and applications on this topic. They cultivate a love for the Motherland, a sense of pride in its wealth and achievements. Six-year-olds work hard as adults. Through books, radio and television broadcasts, they learn about people of different professions, their daily work and heroic deeds. When children grow up, they often talk about who they are. That's why the children gladly accept the teacher's suggestion to draw a picture of who you want to be. The mother tongue program involves talking to children about adult labor and memorizing poems that match the content. Therefore, it is necessary to plan the work in such a way that the drawing lessons are based on the knowledge acquired by the children, so that the children have a rich idea of what they need to draw. The training can be held in the second half of the year. The children are given the task of describing the motion of a person involved in his work: the doctor is leaning on the patient's bed, the driver is driving the car, and so on. Children should also be explained the characteristics of clothing that are specific to people in a particular profession, such as pilots, astronauts, and beginners. In order to ensure the successful completion of the task by children, it is necessary to choose photos depicting people of different professions and look at them the day before the lesson, paying special attention to the nature of the movement,

clothing, tools. At the beginning of the lesson, a short interview will be held in our country about how people work, and then the educator will ask a few children who they want to be, and each child will be asked to draw a picture. While looking at the completed pictures, the educator points to the most insignificant ones and asks the children to tell who they think will be the owner of this picture. Children can make pictures with colored pencils and paints. If the picture is done with paints, when drawing a contour, children should be given a simple world so that they can look for the structure of the human form and express its movement. Drawing a picture, making something out of clay or plasticine, and looking at nature are of great importance in developing perception and defining the imagination. The pre-school group can also be taught to draw several things at once. It is useful to put two or three things of different size and shape in one place.

CONCLUSION

It is planned to draw an picture in nature once a month, and the finished products will be divided into plot drawings, decorative and creative picture drawings. In large groups, children can reflect the simple movements of humans and animals in making and drawing objects out of clay or plasticine. In the pre-school group, children learn the structure of the human figure, only the legs during the movement; and not only the condition of the slaves, but also the condition of the head and body. The educator demonstrates and explains the movement to the children, first of all, by making it out of clay or plasticine, for example, by making the athletes' elbows and legs bent at the knees. Disorders of balance are more common in children 6-7 years of age in the description of the verses up to and below the knees, the upper and lower parts of the limbs, but the expression of the movements becomes more diverse and vivid; running, waiting for something, skating figures begin to appear. After mastering the description of the action, children can describe fairy-tale characters or scenes of life. Plot pictures require the placement of objects in space. During the field trip and excursion, the children, under the guidance of the educator, observe how things are arranged relative to each other, and see that some objects are falling or are visible through their parts. Children are taught to draw a picture of an Arab in nature, and the ability to draw a group of objects at a glance helps them to draw the forces. New neighborhoods are waiting in every square, multi-storey buildings are being built, and they are not located as in the old streets. It will be possible to visit the new quarter in the fall and draw a picture of it, placing the buildings in a wide space. In the preparatory group, the imagination in the color scheme is a bit richer. Children learn about the distribution of colors in the rainbow, that is, the spectral luminosity, and their composition. A picture of a rainbow can be found in the pictures and shown to children as an example. The figurative image of the rainbow is often reflected in the poems. The educator asks the children to draw a picture of a green rainbow, according to the sequence of colors in it. Such works are suitable for watercolor painting. Their moisture allows the paints to work together and pass from one to another. First of all, it is necessary to draw a bow on a piece of paper, drawing children quickly, without breaking the ashes. From this, the necessary paints are identified and prepared for drawing. The upper bouts featured two cutaways, for easier access to the higher frets

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