



THE IMPORTANCE OF CREATIVE ACTIVITY IN THE COMPREHENSIVE DEVELOPMENT OF CHILDREN

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Abstract

This article analyzes the role and importance of visual activities (painting, clay work, applique) in the comprehensive development of preschool children. The research is based on methodological recommendations developed by T.S. Komarova, N.E. Veraksa and M.A. Vasileva. The article covers the issues of integrating creative processes with sensory education, play activities and aesthetic environment.

Keywords: Preschool education, visual activity, sensory-motor experience, aesthetic perception, form-forming actions, watercolor technique, creative modeling.

Introduction

Preschool education is the foundation of personal development. In this period, visual activities have a special place in awakening the intellectual and aesthetic potential of the child. According to the methodology of T.S. Komarova, creative activity is not just a skill of representation, but a systematic process that serves the development of the child's mental processes - perception, imagination, logical thinking and memory. The purpose of this article is to study the methodical principles of artistic creation in 5-6-year-old children and to show ways of implementation.



Comprehensive development of children of preschool age is one of the urgent issues in the modern education system. This age period is the period when the foundation of the child's personal, intellectual, social and emotional development is laid, and his future educational activity and life success directly depends on the basic skills and qualities formed at this stage. From this point of view, it is necessary to consider creative activity as one of the most effective tools for the comprehensive development of a child.

Analysis and Results. Integration of creative activity and educational process. They consist of:

1. The principle of interactivity. Image activity is an integral part of all educational work in preschool education organization. It is closely related to the child's acquaintance with the surrounding world of objects, social events and all the colors of nature. According to the author, performing visual art in harmony with classical and modern art forms, folk art and fiction expands the child's artistic worldview. [3].

2. Motivational importance of game methods. Connecting drawing, designing and application activities with games significantly increases the child's interest in the activity. The use of surprise moments and unexpected situations in the pedagogical process (for example, "making friends for a teddy bear", "decorating the wings of a butterfly - because its patterns were washed away by rain") evokes a strong emotional response in the child. This, in turn, strengthens the child's desire to describe the role-playing and action games he plays [3].

Organization of sensory education and aesthetic environment. These are divided into the following stages:

1. Aesthetic development environment design. It is necessary to create a special aesthetic environment in the group for the formation of artistic creativity in children. The use of children's individual and collective work (pictures and appliques) in group decoration makes them feel happy and satisfied with the product of their work. Also, the correct selection of training materials (paper



format, color, compatibility with the object's proportions) educates the child's aesthetic taste [1].

2. Psychophysiological role of sensorimotor experience. The basis of any ability is direct knowledge of objects - sensory education. In 5-6-year-old children, the movement of the paws of both hands (sensorimotor experience) plays a decisive role in mastering the shape and size of objects. According to the author, the image of the movement of the hand is imprinted in the memory, and it is the foundation for the child to independently create images of various objects and events in the future. This experience forms and enriches visual representations of familiar objects [2].

Technical skill and form-forming movements. Classification:

1. Methodology of acquiring form-forming actions. In order to achieve creative freedom, the child must first learn to control hand movements, that is, form-forming movements. These actions are performed through contour lines in drawing, and through mass and volume in design. The nature of the movement (pressure, speed, duration) is different in each activity. The imagination of movement formed through vision and kinesthetic perception allows the child to easily create complex images (animals, human figures) in the future. [2].

2. The uniqueness of working with watercolor paints. Introducing children to watercolor paints in a large group is an important methodical step. Children are taught the technical characteristics of watercolor: diluting the paint with water, checking the color on the palette, getting different colors by adding water to the paint. Also, technical actions such as proper washing, drying and checking of the brush's cleanliness increase the child's artistic culture [1].

Pedagogical analysis and evaluation criteria are reflected in the following:

➤ At the end of the lesson, analyzing and evaluating the works created by children is of great pedagogical value. In a large group, children should be taught to highlight the qualities of an image, rather than simply judging it as "good" or "beautiful";



➤ Shape, size of the object, mutual ratio and arrangement of parts, coherence of the plot;

➤ By asking questions, the pedagogue draws children's attention to the expressiveness of the image, which develops critical and aesthetic thinking in them [1].

Each component of visual activity ensures not only the artistic skills of the child, but also his general psychological and physical development. Below is an analysis of the benefits of the actions given in the methodology to the child's development:

✓ Development of sensory perception and fine motor skills;

✓ Feeling the shape of the object with the help of fingers and palms (sensory education) activates the motor points associated with speech centers in the cerebral cortex of the child. Performing form-forming actions (drawing, bending clay, cutting) with the paws of the hands prepares the child for the writing process at school. Improves concentration and hand-eye coordination [2].

❖ Activation of cognitive (knowing) processes;

❖ Comparing objects, identifying their similarities and differences (for example, "tomato – round", "cucumber – oval") forms logical thinking in the child. The child begins to understand the essence of things, their spatial location and size. This serves to strengthen the knowledge of mathematical concepts and geometric shapes [2];

❖ Emotional intelligence and social adaptation;

❖ Teamwork (for example, "Our Street" application) and game elements develop cooperation skills in the child. By enjoying the product of his own work and evaluating the work of his peers, the child develops aesthetic pleasure and a sense of "I". The benevolent attitude of the pedagogue overcomes the child's fear and shyness and increases his self-confidence [1].

❖ Imagination and creative thinking;

❖ Depicting fairy tale characters or episodes (for example, "The Apple Tree in the Magic Garden") requires a creative approach from the child. The child avoids ready-made templates and learns to transfer his inner world and fantasy to paper. This will help him to become a person who can find unusual (creative) solutions in any situation in the future [2].



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- ❖ Speech and critical thinking;
 - ❖ The analysis process at the end of the lesson encourages the child to express his opinion coherently. “Why did you choose this color?”, “Which part turned out the best?” by answering such questions, the child’s vocabulary increases, he learns to justify and analyze his opinion [3].

Conclusion

Analyzes show that all types of visual activity rely on the same mental processes (perception, imagination, thinking, attention, memory) and serve their development. In order to develop creative independence in children, it is necessary to encourage them to compare, activate their experience and look for new solutions. T.S. Classes organized on the basis of Komarova’s methodology ensure that the child develops not only creatively, but also intellectually and socially.

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***Modern American Journal of Social Sciences
and Humanities***

ISSN (E): 3067-8153

Volume 2, Issue 4, April, 2026

Website: usajournals.org

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