METHODOLOGICAL PRINCIPLES OF DEVELOPING CHILDREN’S DRAWING ACTIVITY

A. Sulaymonov¹, M. Tsoy¹ and Z. Sulaymonova³

¹ Uzbek Scientific Research Institute of Pedagogical Sciences, 98, Uzbekistanskij Ave., Tashkent 100027 Uzbekistan, parang@mail.ru
² Republic College of Painting

Abstract. Article deals with scientifically substantiated recommendations on developing children’s drawing activity based on practically tested conclusions. Preschool educational institutions, especially parents whose children are not attending to kindergarten are recommended to use these recommendations. Moreover recommendations and conclusions encompass information not only about how to develop children’s drawing activity properly but also on preparing children to school education through understanding the world via drawing activity. Practical recommendations in this article serve as a source for managing children’s drawing activity, arranging this activity properly from organizational and methodological standpoint. Article is designed for active experts who work with children. Though we hope article will be interesting for parents as well who like to spend some time for the education of their children while playing with them.

Keywords: preschool teaching age, drawing activity, methodology, collaboration, development, means, teaching aids, learning, perception, reacting, parents, educator, result, effectiveness.

Introduction

Image is a universal language for all inhabitants of our planet. We believe this activity embraces tremendous opportunities for human development in modern conditions. Drawing carries away almost all children in the world. Drawing develops cognitive, visual skills, minor motor functions, memory and imagination. Therefore drawing is necessary and useful for a child no less than after some time – reading.

Many researchers studied the process of children's drawing activity.

A. Bakushinskii (1925) is a supporter of free children's creativity and biogenetic theory in addition to the artistic development of children.

According to Rudolf Arnheim, the visual perception on its structure is a sensitive analogue to intellectual knowledge (1974).

Dissertation of Nekrasova-Karateeva (2006) deals with the issue of determining the artistic value of children's drawings as a phenomenon of specific human creativity at an early age stage of his development.

V. Zhukovsky and D. Pivovarov (1991), L. Vygotsky (1997), V. Mukhina wrote about the development of the graphic symbol and the content of children's drawings.

Yu. Poluyanov (2000) studied the characteristics of the constructing images of children’s perception.


N. Lepskaya developed techniques that explain the nature and level of artistic perception.


Child’s initial conscious activity is displayed in his drawings. Through drawing child starts to think; on this way he starts his thinking activity and describes his thoughts in drawings. This is very important didactic process in the formation of child’s personality. Along with drawing, child’s other activities such as speaking (more specifically making logical sentence), counting, reading poems, singing, role playing, imitating, dancing his complex development provided.
Drawing is one of the most important means of learning about the world and the development of knowledge of aesthetic perception as it is associated with independent practice and creative activity of the child.

Physically, the child is ready to drawing activity from 8-9 months. In nine months, the child can be shown how to leave a mark. That trail – process up to 2.5 years is more interesting for a child more than result. When the baby smears mashed potatoes on the table, and the dirt – on his jacket, "he leaves his mark." Therefore, children's drawings of pre-graphic stages do not transmit anything specific, it is difficult to correlate them with reality – it's just a line or chaotic configuration or scrawling, scribbling. After a year, baby changes his "painting technique" – he may already consciously hold a pencil, pen or brush, his movements acquire specific rhythm, movement orientation appears. But a year-old child is not yet able to relate visual images to drawing. Therefore, it is impossible to teach him to portray even the simplest things. After one and a half years, the child begins to understand what it does. During this period, all children draw very enthusiastically. It is very important to support and guide the creative endeavors of the child, without limiting the freedom of his work – further development of the child's personality depends directly on this. Children in this period draw on large sheets of paper. After two years of baby scribbles already within the sheet (understands that there are limits). During this period, the hand follows eyes. The child tries to voice what he drew: "This is mummy, and it is – I'm playing with airplanes." He begins to realize that things, events and our activities are interlinked. However, one can understand something in the drawings of a little artist only after three years when recognition stage starts: baby drew something, remembered and he realizes himself – this is a sun, and it is a car. Pre-graphic stage ends to 3 years.

Method
In order to develop creative abilities in preschool children, we used non-traditional painting techniques. Creative experiments usually start with children from three years old. But we are adapting some non-traditional methods of drawing with year-old babies. The use of these techniques allowed the children to feel more relaxed, bolder, develop imagination, feel the freedom to express themselves. We explained different methods of drawing to children of preschool age, ranging from simple and gradually moving to more complex ones.

For the little ones we used drawing with fingers and drawing technique using blots:
1) dripped on the sheet of paper drop of paint, laid it down, then opened and saw what happened;
2) dripped two drops of different color and checked the result.
Painting technique using stamps is also very interesting to children of a preschool age. This technique allows you to repeatedly portray the same thing, making his prints of different composition or different figures making up the image (e.g., fish).

On average preschool age, we acquainted children with more sophisticated techniques: using foam rubber; leaf imprints; painting handprints; drawing with a cotton swabs, etc.

Older preschoolers mastered: drawing with sand; drawing with crumpled paper; drawing with blots, drawing from plasticine, and so on.

Discussion
R. Arnheim argues that all art is symbolic; art does not only mean reproduction of things in the nature; art helps person to understand the world and himself (1974). Child moves along its path of development. An adult can support it in his search for the best way to self-realization, and may interfere.

We read in a series of books "The first success in drawing" (2009, 2010, 2011) by T. Kalinina: in the first-class all draw, and in the senior class – only one. A similar phenomenon O. Ivanova found in the process of monitoring the process of drawing activity (2009):
– Children feel the need to create images and, having been instructed to draw something, they seriously work, do not demanding an explanation;
– Young people from 17, "play in the drawing";
– After 30, adults go through their "inability" to draw and require the user guide "how to draw".
Children put in their drawings own feelings and thoughts about everything that happens to them. And not every adult sees the child’s story about the world and his approach to it. The problem is that adults try to
master certain techniques of "how to draw properly" and teach them to children. If you ask for kindergarten children to draw a house, then all will be in one standard: square, and a triangle on top. What if we start teaching art with detection of not images but an expression of patterns? Then in teaching, we could achieve not to suppress child trust to his feelings, his hand, his capabilities, and to rely on it.

Experiments show that all children draw; not particularly on the paper – sometimes newly refreshed walls, wallpapers, necessary documents, etc. What to do in such cases? How to punish “wrecker” for spoiling comfortable room? How to treat the child for being such “creative”? There is only one answer to all these questions – to be goodwill to him because the child is thinking. Some of them draw and forget everything around. It does not exactly mean that he will be artist, painter, designer or something related to fine art in the future. Here, parents need a little pedagogical knowledge and educator’s skills. Parents wonder what to do when their children start painting diligently. Really, what to do? Specialists’ ideas that observed child behavior and learned child psychology can help here on how to guide child’s drawing activity.

Results

We formulate general recommendations for adults – educators and parents:

1. To buy good learning aids. It is not very expensive to buy such aids. We are accenting to “good” learning aids. It means that if parents buy good, colorful learning aids, children also prefer to draw on papers to drawing on the walls. Usually parents buy felt pen which is correct because they write with colorful, vivid colors and this increases child’s passion for drawing. Sometimes child puts felt pen to his mouth which may bring to different allergic diseases. Therefore, it’s better to buy good learning aids.

Black pencil is the most universal learning aid. But it is difficult for child to draw what he wants with only black pencil. Colorful pencils are also children’s favorites but sometimes they are not good enough to draw colorful drawings for child’s taste. A small workshop for children for better results can build. This factor can provide a constant atmosphere for creative activities of the children.

2. Do not criticize your child and do not add your drawing’s details. Here, be very careful and pedagogically tactful. Child thinks that his every work is a masterpiece. Therefore, while asking directed questions make sure that child thinks that all ideas in the drawing are only his own. Remember that any fantasy in drawings is good. Avoid stamps. Your task here is to encourage non-standard solutions or methods of your child’s works.

3. Suggesting ideas or topics for drawing can also increase child’s drawing activity. Later child gives his own ideas independently. In this process, child’s drawing abilities develop.

4. To work with child through principle called “pedagogy of cooperation”. Draw something and ask child to finish it or find faults in it. The child will learn to live according to the laws of beauty. Art, having a beneficial, cleansing effect to any person plays an important role in the education of preschool children. In exhibition proper questions are important to guide the child through drawing. For example, simple nature’s drawing. What can one add to it? Sun, mountain, tree, etc. Ask the child to continue it.

5. Teach the child to comment on his drawing, protect the idea in it. Guiding questions can help him here. Parents can take their children exhibitions to enrich their children’s knowledge about surrounding world. There, you can discuss artist’s paintings and other works with your child; can ask many questions to think. If parents feel that their knowledge is not enough for this task, they can refer to artists, pedagogues, psychologists, art experts and educators they know.

6. Don’t hurry to throw away child’s drawings. It is clear that it is impossible to keep children's all drawings. But never tear or throw them in the trash in the presence of a child: respect his work. Parents can give the older pictures to child, analyze it together and ask his ideas on how to improve his old drawings – all these are a part of important didactic process. Important thing here is that child is also active and initiative in this process.

7. Playing with colors and form is also an important practice. Especially, differentiating colors and using them in their places while drawing is also important.

8. Different constructive – didactic aids-toys are used in the formation of children’s building-designing abilities of preschool children. Making different forms serves as important factor in developing child’s creativity and designing skills.

9. Using coloring books. Children here learn order, sequence by coloring silhouette lines and logical thinking by using proper colors.
10. Supporting child’s observing abilities. Teach the child to find certain form and meaning from everything: bent tree’s trunk resembles camel’s neck, another tree’s shrub to deer’s horn, cloud to a dog, bear or human.

11. Telling stories about artists, people from fine and applied art and latest information about their works. This at the first place increases his interest, and also helps him to develop his drawing virtues and abilities.

12. Telling about artists, sculptors who painted or sculptured famous people’s images. For example, information about such famous paintings of Uzbekistan’s People’s artists as “Portrait of Amir Temur” by Malik Nabiev, “Portrait of Mirzo Ulugbek” by Akmalikromjonov, “Jaloliddin Manguberdi” by Tuza Quryzov; statues of Amir Temur in Tashkent, Samarkand, Shakhrisabz by Ilhom Jabborov, or statues of Alisher Navoi in Tokyo, Moscow and Baku by Ravshan Mirtojiev can serve to enrich child’s aesthetic imagination and strengthen his patriotism, pride about his nation.

13. Telling stories from the life of famous people. There are interesting stories about Alisher Navoi, Shaybonikhon, kings from Babur’s dynasty that they also drew and painted in their ruling period. This information is important factor for turning child’s interest into conscious activity. And surely stories about Uzbekistan People’s Artist of Botir Zokirov, Uzbekistan People’s Writers Gafur Gulom and Said Ahmad also drew will draw child’s interest.

14. Illustrations in fairy tales are a whole world for children. Especially, illustrations in Uzbek fairy tales by Telman Muhamedov, Abduboqi Gulomov, Abdukahhor Mahkamov, Uygun Solihov help in the formation of children’s imagination about good deed. Moreover, one can get many ideas for drawing from fairy tales. Additionally, images drawn for cartoon movies also serve for asking a “Why” question. For example, why bad characters in cartoon movies are depicted with unpleasant colors and so on.

15. In drawings, children firstly show their “Ego”. This process is very important for their education. When boy start drawing guns, knives, various superheroes, it means they need to be guided through right path without delay because, there should not be aggression, cruelty and shamelessness in drawings of children.

16. Try to create a positive atmosphere in the classroom, proceed to teaching when the kids are in a good mood. Be friendly. Praise children for their achievements. But don’t forget the limits because over-praise can damage children’s ability to realize their own strengths and weaknesses objectively.

17. Teach your children to evaluate their abilities fairly. Meanwhile asking something that he cannot do can overload child’s abilities. And asking to easy tasks also can impede his development.

18. Some parents are misguided with the idea that if their child is drawing then it means that he will be an artist in the future. Parents want that their children be not only an artist but also an economist, lawyer, architecture, journalist, teacher, doctor, etc and try to stop child’s drawing activity. But, they should understand that child is trying to understand the world through drawings and it doesn’t always mean that if child is drawing he will be an artist when grows up.

19. Hang a photographic reproduction of some drawing or painting in child’s room based on his age, intellectual or aesthetic development level and change it from time to time. By doing so, you can achieve his attention, reaction and thinking over the painting.

20. There are various TV shows in different channels that offer drawing activity styles and methods. But be careful in their selection because not all of them can suit your child’s age and drawing-creative abilities.

For classes with children, age factor should be taken into account for drawing. Amount of knowledge child should know must comply with the development level of a certain age group.

Above given are simple recommendations all parents should follow. If there are some parents that want their children seriously take drawing activity from the childhood, they should also take to child’s drawing activity seriously. Firstly, they should find an answer to the question “from what age child should do something”. For this purpose, parents should work in collaboration with methodologists and educators of preschool education institutions who know State requirements, programs and activity types. Are types of drawing activity – drawing, applique work, building-making (constructive works) getting more sophisticated as child turns older?

**Conclusion**

Development of artistic perception is the actual problem of the theory and practice of children art education. A positive result of practice gave us a reason to believe that artistic perception as a full, conscious artistic-creative activity is possible starting from pre-school age.
Through drawing child develops certain abilities: visual assessment of forms, the ability to navigate in space, to feel color. Also, special skills develop: hand-eye coordination, fluent wrist movement that will greatly benefit future school children. Therefore drawing activity of children of preschool age should be seen as an important form of preparing children for school education because exactly drawing activity is an important factor for preparing children to school education.

References


