

ART AS A COGNITIVE ACTIVITY IN THE LIFE OF CHILDREN

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Annotation: In this article, the problem of aesthetic education of children, concepts of fine art as the most important tool of aesthetic education for children, important aspects of introducing works of art, issues of enriching children's emotional culture, and art as a cognitive activity of children's speech and the possibilities of developing mental processes, introducing children to the harmony of the surrounding world and nature through art, and enriching their imagination about the genres and types of visual arts with the help of pictures.

Keywords: aesthetics, imagination, thinking, works of art, cognitive, development, speech, tool, opportunity, genre.

INTRODUCTION

The problem of aesthetic upbringing of children, in my opinion, is one of the most urgent problems of our time. The most important means of aesthetic education for children is fine art. With it, the child grows, learns, enriches his emotional experience and emotional culture.

Art stimulates cognitive activity, the development of children's speech and mental processes, encourages them to be creative. It is art that develops the emotional and creative beginnings of a preschool child. With the help of pictures, children learn to understand the harmony of the surrounding world and nature. Introducing preschool children to painting and art in general allows you to enrich your imagination about the genres and types of works, teaches them to remember their names, give a comparative description and express your personal opinion about a particular work.

Preschool children are able to express their opinions about the picture they like, the things depicted in it, people or nature. They can make a comparative assessment of the phenomenon depicted in the picture.

It was not for nothing that I chose the topic of my work to introduce preschool children to the paintings of famous artists. They are a unique book that children who have learned to read can learn about the history and customs of their people. The reason for choosing this direction was the observation of the activities of the teachers' parents in the field of aesthetic development. Introducing children of different ages to works of art, creating a developing environment for their full creative activity, children's

knowledge of art and was to encourage the activity of teachers and parents in their joint activities to form their ideas. man's greatest wealth.

The problem is that parents rarely visit museums and art exhibitions, do not introduce children to paintings or other works of art.



Many children do not know the names of artists and their works, they cannot distinguish between a landscape or a still life. Based on this, I identified three main areas of work on this topic:

- familiarization with fine art genres;
- formation of children's aesthetic taste, curiosity, observation and imagination;
- improve children's drawing skills to create their own creative works.

All activities on this topic are organized with children from the second subgroup of kindergarten and until children finish school and are built step by step in accordance with the requirements for art works for preschool children.

Requirements for the selection of works of art:

1. Works should have an educational character.
2. It should be clear and understandable for children.
3. The main and the main should be clearly distinguished in the works.

All this is necessary to instill moral feelings in children, which will help to shape their attitude to the environment in the future.

Methods and methods of introducing children to art become more complex as children grow older.

1. Familiarity with book graphics (book illustrations).
2. Familiarity with folk toys

Children are taught to understand the content of an artistic work, the intention of the author, to see the means of expression. Children are introduced to such arts as graphics, painting, applied art, small sculpture and architecture. Familiarity with book

graphics takes place both in class and in free time. It is important to pay attention to the creative style of the graphic artist. Acquaintance with graphic images consists of 2 stages:

- learn to notice the main thing;
- we pay attention to details.

Acquaintance with arts and crafts in a large group is based on stories about national folk crafts: where it appeared, where it was made, craft technology, etc. It uses the method of comparing 2 types of toys. Viewing illustrations, slide films, slides, presentations, postcards will be a technique of working with children.

Acquaintance with small-scale sculpture in adults, familiarizing with famous paintings (for example, "Portrait of Sculptor V.I. Mukhina" by the artist Nesterov), albums of famous sculptural compositions are considered. At an older age, children get acquainted with the works of artists I.I. Shishkin, I. Levitan



In the preparatory group: in-depth work is carried out to familiarize children with art based on their already existing experience and psychological readiness to perceive a more complex work of art in terms of content and purpose.

1. Book illustration introduces how the artist achieves the expressiveness of the image, the use of color and form. Children are taught to compare the paintings of artists who are distinguished by their creative style (Rachev, Charushin). In addition to traditional questions, children are asked questions of a different nature: what do you think or remember looking at the picture;

What mood will arise when you look at the picture.

2. Introducing children to visual art genres is carried out in 3 directions.

Portrait: the author of the picture, getting to know his name. Portraits of children and famous people (Pushkin, Mika Morozov, Mukhina) are considered.

Scenery: draws children's attention to color, color, time of day, tone, composition. Music and artwork can be used while viewing a picture.

Still Life: focuses children's attention on color, shape, composition, coloring and household objects. In the work, flannelgraph is used to more clearly explain the composition of the still life.

3. In the preparatory group, acquaintance with artistic crafts is carried out with a deeper study of 2-3 types of folk crafts. The method of work is an art history story. In Vologda, children will learn about the art of Lace Friends, as well as local handicrafts.

4. Acquaintance with sculptures in small forms is based on working with a large group of children.

5. When working with fine art genres, new topics are added to work with children: everyday, mythological plots. Acquaintance of children with animals and marinist artists (Charushin, Aivazovsky) is underway.

Thus, we can conclude: a type of visual art is a method of depicting real life on a plane or in the volume of an object, using the methods used by an artist or sculptor.

Objects depicted in still life can be divided into two large groups: natural objects (flowers, fruits, fish, birds, small animals, games accompanied by insects) and man-made objects (tools, household items). or objects, works of art).

CONCLUSION

In conclusion, it should be noted that the development of aesthetic feelings in children leads them to an aesthetic assessment of the object and its individual characteristics, which can be defined by various definitions: huge, elegant, light, cheerful, festive, live and others. For aesthetic education. Familiarity with works of visual art is of great importance for children and their visual development. The brightness and impressiveness of the images in the works of painting, sculpture, architecture and applied art create an aesthetic experience, help children to perceive life events more deeply and more fully and to find a figurative expression of their impressions in drawings, modeling, and application. When working with children of preschool age, painting genres such as still life, landscape, portrait, fairy-tale epic genre are used.

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