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EFFECTIVENESS OF BUILDING-MAKING AND WORKING WITH CLAY TECHNOLOGY IN PRE-SCHOOL EDUCATIONAL ORGANIZATION

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Annotation: In this article, the relevance of the technology of building and working with clay in the preschool education organization, the development of aesthetic perception of artistic images (in works of art) and objects (events) of the surrounding world as aesthetic objects, the development of cognitive abilities, creative imagination, creative thinking , formation of educational skills: orientation in plane and space, hand skills, ability to analyze things and events of the surrounding world, work in pairs, in groups, development of fine motor skills of hands, coordination, speech, communication., education of personal characteristics: determination, attention, accuracy, hard work, initiative and independence, as well as issues such as ensuring children's psychological well-being and health are highlighted.

Keywords: construction, clay, technology, subject, object, aesthetic perception, cognitive ability, creative imagination, creative thinking, orientation in plane and space, hand skills, perseverance, attention, accuracy, diligence, initiative, psychological

INTRODUCTION

Creation of necessary conditions for training on construction materials and technology of working with clay is urgent and one of the priority tasks. It is necessary to create the necessary conditions in groups for children to master construction techniques well. For this, first of all, it is necessary to have enough building materials in the group, i.e. enough materials for all children to work at the same time, or at least half a group of children.

Children are allowed to take construction classes when they have just started to acquire construction skills, that is, starting from the second small group. It is best to use a table-top construction kit to teach build-to-make in the classroom, as these building materials are used at the same time as large building materials for building and playing in most kindergartens. . These materials teach children to build and play in groups. Tables can be arranged in different ways during the training so that all the children in the group can master the building methods well. When doing the construction individually, the tables can be placed in the usual order or in a circle, if

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the children are doing the same construction in a group, 2-3 tables should be combined and placed in a row. During the training, children are shown the most necessary methods of construction, so the training should not be long (no more than 10-12 minutes). It is advisable to conduct construction activities in the first half of the school year, and in the second half it is possible to limit it to games.

Construction is derived from the Latin language and means to bring various objects, parts and elements to a certain state. Children are taught to make various toys from construction materials, paper, cardboard, wood and other materials. By its nature, children's construction is often similar to visual and game activities - this is reflected in the surrounding environment. Children's creations are mainly used in practice. Types of building materials. Building materials, constructors, paper, nature, discarded materials, etc. are used to teach children about construction activities in preschool educational organizations. The type of material determines the type of construction.

Children of preschool age build concrete objects around them, i.e. a house for a rabbit, a bridge for cars and climbers. The use of toys in building and making is of great importance and has a great impact on the development of game activities. Construction materials are stored in certain cabinets in an orderly manner. Children of preschool age use constructors (wooden, plastic, metal and ceramic) outside of training. Various constructions can be made through these nabors. Under the guidance of the teacher, the children make various moving constructions based on the pictures using the simple combination method. The main focus is on forming the skills of combining certain parts of children. Children's hand muscles are involved in this, at this age the hand muscles are not yet well developed. The teacher first learns the methodical instructions for assembling the constructor. Under the guidance of the teacher, construction material and constructors are given to children one after the other.

Materials and equipment for clay work.

After children learn to make balls, cylinders, discs, they learn to make objects made of several parts. For example: from an airplane, a snowman, a balloon or discs to a tower, a bear, a doll, a rabbit, etc. This subject will have no more than 2 or 3 parts. The most important thing is that they should see these objects by hand. For this reason, the teacher offers a game for the children to play before the lessons. In the same way, they hold objects made up of 3-4 parts and get acquainted with it in every way. When looking at these subjects, the educator first draws attention to the parts of the subject and the shape of each part. At the same time, it is attracted to the large and small parts. In the first lessons, the educator shows and explains how to make 3 objects out of clay. The teacher showed and explained that it is necessary to be clear and understandable with the children, or before making the object, the technical methods of making it can

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be practiced in the air. Showing and explaining should not exceed 3-4 minutes. If the technical method of making is familiar to the children, it can be offered to the children themselves in order to develop their independence.

"Using non-traditional modeling methods as a means of developing creative abilities of preschool children"

Purpose: formation of artistic and creative abilities in visual activity in older preschool children using non-traditional modeling methods.

Duties:

1. Practical acquisition of non-traditional modeling skills and abilities by children, use of non-standard tools;

2. Creating conditions for free experimentation with artistic materials;

3. Introduction to folk art, the universal "language" of art - through artistic and figurative expression;

4. Development of aesthetic perception of artistic images (in works of art) and objects (events) of the surrounding world as aesthetic objects;

5. Development of cognitive abilities, creative imagination, creative thinking;

6. Formation of educational skills: orientation in plane and space, manual dexterity, ability to analyze objects and events of the surrounding world, work in pairs, groups, maintaining the general pace of the lesson, development of fine motor skills of hands , coordination, speech, communication.

7. Cultivation of personal characteristics: determination, attention, accuracy, diligence, initiative and independence;

8. Ensuring children's psychological well-being and health;

This work is carried out according to the plan developed for 5-7 year old children. The most interesting, in our opinion, are the modeling methods that are adapted to the age of children. Their development goes in parallel with the main program, complementing each other. A wide field for imagination is provided by integration with natural and waste materials and other production activities. The circle program is a consistent system of forming the aesthetic attitude and artistic abilities of 5-7-year-old children in visual activity (modeling) and reflects the content and requirements for modeling knowledge, skills and abilities of preschool children. makes; expands and deepens them. Includes 2 years of advanced thematic planning.

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How it works: A series of finger games are offered to develop fine motor skills and coordination in the hand-eye system. The content of finger gymnastics in each lesson corresponds to the theme and artistic images,

- expanding the child's aesthetic experience through the connection of literary and visual images;

- deepening and clarifying the artistic experience of the child by "immersing" in the situation;

- practical development of new technology;

-expanding the information space by integrating educational areas

6 - 7 years - systematization of generalized movement methods and generalized images in different types of modeling using several working methods;

- independent creative activity.

All materials are divided into blocks and carried out by the design method. Each project ends with an exhibition or an integrated summary session. The essence of modeling is to design a three-dimensional craft from plasticine, clay, salt dough or wax that resembles the real object as much as possible. As a rule, the last three types of plastic materials are used in modeling circles. . Modeling in the preparatory group of kindergarten is in accordance with the following goals:

• expanding the experience of knowledge about the surrounding world - children create crafts based on their ideas about objects, as well as additional information on the subject obtained during the educational process;

• Enriching tactile experiences, including working with salt dough, clay, and wax, as well as DIY compositions (eg potato starch, hair conditioner, and food coloring mix). desired shade);

• improvement of speech skills - children learn to build complex sentences, comparative sentences, introductory words, etc. when describing crafts;

• development of motor skills of the fingers as part of the work on preparing the hand for writing;

• to develop the ability to rationally allocate time for crafting;

• to educate ideas about beauty and the ability to adequately evaluate the results of one's work.

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the preparatory group, children combine several colors at the same time in one craft, which helps to develop a sense of taste and proportion. To accomplish this task, the teacher sets the following tasks in the modeling lesson:

• Creation of "multi-series" plot modeling - children make figurines to create planned mise-en-scenes, and as the plot develops, they fill the composition of "heroes" with new crafts;

• development of methods of creating fine elements for decorative crafts, for example, painting Khokhloma with "flagella" on dishes;

• formation of the ability to find unique combinations of modeling with other artistic activities based on the craft theme;

• increase intonation expressiveness of speech - young people learn to convey their moods and feelings, to speak on behalf of the hero of the craft;

• to develop the skills to defend one's opinion or give evidence to refute someone else's opinion (for example, when reflecting or discussing the actions of some characters involved in the formation of the plot);

• education of teamwork skills, especially the division of tasks in the performance of collective crafts.

CONCLUSION

In conclusion, it should be noted that the necessary conditions for games and training with construction materials. It is necessary to create the necessary conditions in groups for children to master construction techniques well. For this, first of all, it is

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necessary to have a sufficient amount of building materials in the group, that is, enough materials for all children to be engaged at the same time, or at least half a group of children. In the exercise of building according to the sample, children should not be restricted from the materials, but should be distributed to everyone. Let them learn to always take the material they need and use it. All materials are divided into blocks and carried out by the design method. Each project ends with an exhibition or an integrated summary session. The essence of modeling in clay is to design a three-dimensional craft from plasticine, clay, salt dough or wax that resembles the real object as much as possible. , is a real reality aimed at a goal. In the process of teaching the activities of building-making and clay classes, children's mental, moral, aesthetic and labor education is further formed, and they develop the ability to analyze the objects around them, independent thinking, artistic taste, willful qualities of the individual (striving for the goal , persistence) begins to find content, all this prepares children to study at school.

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