

## SENSORY FUNDAMENTALS OF CLAY AND PLASTICINE TOY MAKING IN CHILDREN'S CREATION

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**Annotation:** In this article, in the early stages of the formation of images in children, the process of sensing, feeling, imagination, the process of making toys from clay and plasticine, the issues of fine analysis and synthesis of the size properties of the object, as well as the specific features of teaching to observe the object, the role of clay and plasticine in children's creativity Sensory basics of making toys are covered.

**Keywords:** object, observation, analysis, synthesis, imagination, plasticine clay, application, decorative, toy, applied art, cut-and-paste, creativity.

### INTRODUCTION

Currently, in the advanced countries of the world, great importance is attached to the reform of the education system. The sciences that study this system are enriched with new approaches, principles, methods and views. Such modern socio-economic developments, modernization of the educational system, its structural reconstruction, changing and updating educational programs taking into account the modern achievements of education, science, technology and technology, economy and culture at the world level envisages Development of children's creative abilities from preschool age is the priority of educational work today.

In fact, a child making a clay or plasticine toy should express the material properties of objects, such as their shape and hardness. But he can do this only if there are signs of perception in his experience. Because reflection of these qualities of the object is done indirectly, unlike reflection by feeling.

A detailed visual perception of the mechanical qualities of objects in a person is formed as a result of repeatedly seeing and touching the object with the hand. Thus, making toys from clay and plasticine by its nature requires, on the one hand, developed intuition and perception, on the other hand, it itself develops intuition and perception.

Sight is the leader in knowing objects in nature. But in the early stages of the formation of images in children, perception is the basis for vision. As noted by I.M. Sechenov, the hands determine the shape of the object differently and more fully than the eyes, because we always place the palms of our hands on the side surfaces of the object that are more or less hidden from the eye, and on the completely invisible back. we can put it on the surface of the side. Some of its common signs are enough for children of preschool age to imagine an object. Familiarity with an object by holding

it is often limited to the parts of the object that the child holds or touches. Such passive perception gives the child only information about some properties of the object, and they do not combine into a whole image. But this is insufficient to describe the object: the child must imagine the object together with its properties and qualities.

As we know, the process of making toys from clay and plasticine requires careful analysis and synthesis of the volume properties of the object. Children cannot master this independently. Adults should help him in this work. They teach the child a generalized system of active examination of the subject. Active inspection of the object before starting to make a toy from clay or plasticine is a pedagogical method of organizing children's emotional experience.

Children of preschool age focus on some aspects of the subject and direct them to analysis (separation of the whole into parts) and synthesis (unification of some features into a unified image of the subject). The correct organization of these two processes is the main task of the pedagogue in studying the shape of the object before describing it. clarifies their ideas about the system.

Therefore, this movement aimed at creating an image of an object is included in the observation of an object, its direction is similar to the child's hand movements when describing an object. When a child begins to make a toy from clay or plasticine, he fully imagines what actions he should take. Gradually, children develop generalized ways of observing objects, and therefore generalized ways of describing those objects.

In preschool education, teaching to observe the object before making clay and plasticine toys has its own characteristics. For example, the object is made voluminous. Therefore, the nature of sensory actions should include active perception of the object's mass, properties - density, shape. Before starting to make clay and plasticine toys, the above-suggested system of observing the object is carried out during training, games or special exercises. In this case, it is necessary to teach the child to observe the object, that is, to actively perceive and see it, after he turns two years old. Individual and collective work is carried out with children of this age: 2-3-year-old children should be taught to perceive the object as a whole, as well as to separate some of its properties. In such exercises, the teacher-educator selects figurative words that express the quality of the subject.

So, before describing an object, it is necessary to focus the child's attention on that object, to familiarize him with the specific properties of this object, that is, to form the child's sensory experience. , then teaches to perceive the properties of that object, which allows to describe its properties. Observing the object should be organized in such a way that every child has the opportunity not only to hold the object in his hands, but also to touch it with his hands. The educator will show how to do this: the adult's hand moves slowly, the child must learn to perceive the shape of the object by looking at it.

Children of preschool age often work with bulky objects when making clay and plasticine toys. The basis of the shape of this subject is a geometric body. Therefore, in small groups, children are introduced to spheres, cubes, and in medium groups, cones, ovals, and cylinders. Tasks in the nature of the plot force the child not only to repeat the described object, but also to understand the position of that object in space, its relation to other objects, and to make some changes to its image. This, in turn, allows the mobility of the imagination, the independent and creative use of perceived things, relying on the previous content and finding new ways of perception other than the next content. The method of describing an object mastered by 5-6-year-old children makes it possible to describe any object in a similar group.

It can be said that the perception of an object by children of senior kindergarten age is characterized by overlapping stages of observation. But if the object is unfamiliar to children or if it is necessary to determine knowledge about the object, a regular and consistent observation process is necessary. It takes a lot of time. With the development of visual and motor-sensory perception in 7-year-old children, a reserve of concepts about objects, their properties and methods of representation is formed.

Today, the development of children's creativity is an urgent problem of pedagogy. Because our reality requires the formation of a creative attitude, activity and independent thinking in young people. We need to educate our children's intelligence, sharp mind, initiative, entrepreneurship and imagination. The tasks of developing creative buds in a child depend on the anatomical and psychological characteristics specific to his age.

The completeness of a preschooler's perception of the quality and characteristics of objects depends on how well his analyzers work. Research shows that 6-7-year-old children have a sufficient level of visual and sensory perception. With appropriate guidance from adults, a child can perceive all the main qualities of an object: shape, proportion, color, components, as well as its position in space.

### **CONCLUSION**

In conclusion, it should be noted that when we talk about the process of imagination formation in children of preschool age, it is impossible not to mention its emotional side, which affects the appearance of images in the child's mind. So, before describing an object, it is necessary to focus the child's attention on that object while observing it, to familiarize him with the specific properties of this object, that is, to form the child's sensory experience. Children are emotionally affected by everything they see and hear. They have a positive or negative reaction to what they perceive. Such emotional uplift also affects the result of children's imaging activity. They create an image under the influence of their emotions, the expressive features in it help the surrounding people to understand the attitude of the child to this image, sometimes the meaning of the depicted thing.



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