

Art pedagogical space as an innovative environment for creative development of a child

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Abstract—The article deals with the problem of psychological and pedagogical support of the creative development of children in the conditions of the art pedagogical space. The purpose of the article is to identify and substantiate the psychological and pedagogical conditions for the creative development of children in the art pedagogical space. A great contribution to the study of this problem was made in domestic and foreign psychological and pedagogical science. In recent years, the following authors more and more actively consider issues of the creative development of children: V.S. Mukhina [1], T.D. Martsinkovskaya [2], D.B. Elkonin [3], A.V. Zaporozhets [4], T.S. Komarova [5]. They consider the features of psychological and pedagogical support of the creative development of children in kindergarten.

The following research methods were used: theoretical: analysis of scientific and methodological, philosophical, pedagogical, psychological literature on the problem of research, synthesis and analysis of knowledge about the subject of the research, modeling method; empirical: a survey (questioning), testing, ascertaining, formative and control experiments; mathematical processing of experimental data. A model of the program "Psychological and pedagogical support of creative development of children in an art pedagogical space" has been developed. This program is a practical material for teachers and psychologists of preschool educational institutions who use art pedagogical technologies for the creative development of children. The model of the program consists of an exercises set and is one of the additional forms of creative development of preschoolers. Teachers of preschool educational institutions can use accumulated theoretical material. The art pedagogical space is one of the main forms of creative development and acts as a factor developing the creative abilities of preschoolers. With the advent of the new century and the

introduction of modern technologies in all spheres of life, it is necessary to develop innovative forms for preschool educational institutions in working with preschoolers to form creative abilities. There are a large number of methods for creative development, using art-therapeutic techniques. Therefore, the main development directions of development of creative abilities in preschool age are:

1. The development of productive creative imagination, which is characterized by such qualities as the wealth of produced images and direction.
2. The development of the following qualities of thinking that form creativity: associativity, dialectic and systematic thinking.

Keywords—creativity, art pedagogical space, psychological and pedagogical support, child, development, pre-school education

I. INTRODUCTION

The problem of the study was to identify the conditions of psychological and pedagogical support of the creative development of children in the conditions of the art pedagogical space. The first years of a child's life are the most valuable for his future, and the first years should be used to develop creative abilities. Children's creativity is especially vividly seen in games. In the process of the game, children's creativity is aimed at creating a game situation that teaches children to think about how to carry out the plan. A creative game, unlike other activities, develops activity, independence, which are subsequently necessary for the successful socialization of children in society. In the conditions of innovative development of society, a person needs mobility, flexibility of thinking, quick

orientation and adaptation to new conditions, a creative approach to solving large and small problems. The share of mental work in almost all professions is constantly growing; machines perform an increasing part of the performing activity. Therefore, the creative abilities of a person should be recognized as the most essential part of his intellect and the task of their development is one of the most important tasks in the education of a modern person. All cultural values accumulated by mankind are the result of people's creative activity. The creative potential of the younger generation determines the further development of human society [6].

The purpose of the study is to determine the features of the creative development of children in the conditions of the art pedagogical space in preschool educational institutions.

II. METHODOLOGY

Preschool childhood is a period of intense sensory development of the child. The success of the mental, physical, aesthetic education of children and their creative development largely depends on its level.

One of the most important factors in the creative development of children is the creation of conditions conducive to the formation of their creative abilities. The first step to the successful development of creative abilities is the early physical development of the baby: early swimming, gymnastics, early crawling and walking, then early reading, counting, and early acquaintance with various tools and materials [7].

The second important condition for the development of a child's creative abilities is the creation of an environment that is ahead of the development of children. A child should be surrounded by such an environment and system of relations that would stimulate his most diverse creative activity and develop certain qualities and abilities in him [8].

At this stage of learning, the omission is manifested, as a rule, by the lack of formation of general educational skills in preschool children. The organization of the system of work on the sensory development of children in preschool educational institutions will help to overcome the difficulties in their mastering learning activities in the future [9].

The child's readiness for schooling is largely determined by his sensory development. Studies conducted by psychologists [10-12] showed that most of the difficulties that children face during primary education (especially in the first grade) are associated with insufficient accuracy and flexibility of perception. As a result, there are distortions in the writing of letters, the construction of the picture, inaccuracies in handicrafts.

To improve the sensory development of the child, it is necessary to enrich the theory and practice of preschool education with innovative means and methods of sensory development of children in kindergarten. One of such effective means is the development of children in the art pedagogical space.

The essence and concept of the art pedagogical space should be revealed.

The idea of the need for interaction between pedagogy and psychotherapy was substantiated in 1927 by the German psychiatrist A. Kronfeld in the article "Psychotherapeutic Teaching on Education". The author proposed to develop a method that would aim a person at spiritual healing and personal growth. Art therapy was recommended as the most acceptable and effective psychotherapeutic area in working with children. The use of art as a therapeutic factor is quite accessible to the teacher. Art therapy classes can be considered as one of the innovative forms of work with children [13].

A. Hill (1938) introduced the term "art therapy" when he described his work with tuberculosis patients in sanatoriums.

According to M. Liebman, art therapy is the use of art means to convey feelings and other manifestations of the human psyche in order to change the structure of his attitude.

As indicated in the Russian Encyclopedia of Social Work, art therapy is a means and technology for the rehabilitation of individuals by means of art and artistic activity. Means of art include music, painting, literary works, theater, etc.

The basis of the modern definition of art therapy is the concept of expression, communication, symbolization, which is associated with artistic creativity.

Art therapy includes a variety of arts and crafts activities: drawing, modeling, pyrography, crafts made from fabric, fur, and natural material. Special training, talent of performers and artistic merit of the works are not significant. The process of creativity and the peculiarities of a person's inner world are important. It should be emphasized that creative activity in art therapy classes is spontaneous, in contrast to the process of teaching art [14].

Nowadays, art therapy has a pedagogical direction. The use of this term in teaching is not literally associated with the treatment of a disease (as it is known, "therapia" means treatment in Latin). This refers to the "social healing" of an individual, a change in stereotypes of its behavior by means of artistic creativity. Pedagogical direction is associated with strengthening the mental health of the child and performs preventive and corrective functions, the development of creative potential, artistic talent [15].

According to research A.I. Kopytin, the role of art therapists in the field of education has increased abroad. They work in specialized and secondary schools, often with children who have certain emotional and behavioral disorders, as well as learning problems [16].

From the point of view of pedagogy, the term art therapy closely borders on the concept of art pedagogy. The essence of art pedagogy is, firstly, in its educational function, it affects the moral, ethical,

aesthetic, communicative-reflexive foundations of the personality and contributes to sociocultural adaptation through art. Art therapy stops at the level of sensory development, and art pedagogy is wider - it seeks to develop the image as a whole. In addition, art pedagogy also implements a psychotherapeutic function, helping children to cope with their psychological problems, restore emotional balance, and switch from negative experiences to positive feelings and thoughts [17].

III. RESULTS AND DISCUSSION

A model of the program “Psychological and pedagogical support of the creative development of children in the art pedagogical space” was developed.

The program has a structure consisting of: goals, objectives, forms, technology, thematic plan and content of the program itself. Both the goal and the objectives of the program are aimed at ensuring a person-centered approach to the participants of the experiment, taking into account individual characteristics during the training and development activities in the framework of group work. The thematic plan of the model of the program is presented in 10 thematic classes (exercises, trainings) using elements of art-therapeutic technologies in a playful way, aimed at the creative development of participants according to the model of a fairy-tale situation, where the child solves the final goal by completing tasks on sensing, learning and creativity. Each of the classes is designed for a specific time from 20-45 minutes. Artistic and creative game has several problem situations that are interconnected by the plot content and develop certain abilities.

The following tasks were assumed in **the painting activity**: decorative drawing; plot drawing; application; modeling; creative drawing.

In musical activities, the development of creative abilities was carried out in listening; singing; playing musical instruments; musical improvisation.

Great importance was devoted to **verbal creativity**, including reading; listening to the text; execution of poems.

The design tasks involved the use of various materials: paper; floor and desktop building material; tissue.

In theatrical activities, children performed etudes, improvisation, staging, dramatization.

The elder group “A” of the kindergarten “Berezka” from Svetlograd was selected for experimental work. The group was divided into 2 groups: experimental (EG) and control (CG) with 10 participants in each. Diagnostics of the initial level of development of creative abilities of children in the art pedagogical space was carried out by the method of comparative experiment.

At the ascertaining stage of the experiment, the diagnostics of the initial level of development of children's creative abilities was conducted.

The following methods for diagnosing universal creative abilities of preschoolers were used (authors: V. Sinelnikov, V. Kudryavtsev): “The Sun in the Room”, “Foldable Picture”, “How to Save the Bunny”, “Verbal Fantasy”, “Draw something”.

To assess the initial level of development of creative development of children in the conditions of the art-pedagogical space, it is necessary to compare the results of their diagnosis by the five methods at the ascertaining stage of the experiment (Table 1).

TABLE I. THE RESULTS OF THE INITIAL LEVEL OF CREATIVE ABILITIES DEVELOPMENT OF CHILDREN OF THE EXPERIMENTAL GROUP (EG) AND THE CONTROL GROUP (CG) AT THE ASCERTAINING STAGE

Group	1 method (% of participants)			2 method (% of participants)			3 method (% of participants)			4 method (% of participants)			5 method (% of participants)		
	low	average	high	low	average	high	low	average	high	low	average	high	low	average	high
EG	2	5	3	2	5	3	1	5	4	2	5	3	1	5	4
CG	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CG	1	5	4	3	4	1	2	5	3	3	4	1	2	5	3

When comparing the obtained results of diagnostics according to I, II, III, IV, V methods, we can conclude that the ability of children in the experimental group is slightly lower than in children of the control group. 7 participants from all 20 participants of the experimental group had a high level of creative abilities development, 10 had an average one, and 3 participants had a low level.

At the formative stage of the pedagogical experiment, the program “Psychological and pedagogical support of the creative development of children in the art pedagogical space” was implemented.

Purpose: the creative development of children, using elements of artistic and creative games.

Objectives: the use of elements of art therapy technologies in the creative development of children; forming a picture of the world; the formation of children's creative abilities.

The form of work – group.

Content of the program

I block. Space is the cradle of world!

The first block consists of two sections: sensory and art exhibition, which include 3 classes on the formation of ideas about space in children.

1 lesson. The Black Tale by I. Ziedonis. In the process of listening, children have an idea about the Cosmos, on the basis of which they will draw.

2 lesson. Constructing a model of the Universe, Cosmos (children construct the Cosmos or the Universe from materials, as they imagine it).

3 lesson. Drawing "Inanimate nature".

Children draw unusual, original ideas about their vision of "Inanimate nature." They draw elements such as:

A) Space scale + globe, world map of the globe;

B) On the scale of the Earth, excluding the continents, the world ocean and the general view of the surface, i.e. "Coloring" the globe.

II block. Earth is the planet of the people!

The second block also consists of two sections: sensory and art exhibition, which include 3 lessons on the formation of ideas about the earth in children.

1 lesson. "Yellow Fairy Tale" I. Ziedonis. In the process of listening to a fairy tale, children have an idea of the Earth.

2 lesson. Designing a model of the Earth (from scrap materials, children design the Earth, as they represent it).

3 lesson. Drawing "Wildlife".

Children draw on the theme "Wildlife". The drawings usually contain objects such as plants, animals, etc.

III block. Underground.

The third block consists of two sections: sensory and art exhibition, which include 3 lessons on the formation of ideas about the Underground in children.

1 lesson. The Brown Fairy Tale by I. Ziedonis. In the process of listening, children have an idea about the Underground.

2 lesson. Construction of a model of the Underground (from scrap materials, children construct the Underground, as they imagine it).

3 lesson. Drawing "Underground Life".

Children in their drawings depict:

- the underground kingdom;
- and other ideas about the underground.

At the end of each block, an artistic and creative game is held with the children, after which they complete a mini-project - they draw ideas: about the Cosmos; about the earth; about the Underground.

In the 10th generalizing lesson, children are invited to create a fully Image of the World.

Summary data at the final stage of the pedagogical experiment are presented in Table 2.

TABLE II. SUMMARY RESULTS OF THE INITIAL LEVEL OF DEVELOPMENT OF CREATIVE ABILITIES OF CHILDREN OF THE EXPERIMENTAL GROUP (EG) AND THE CONTROL GROUP (CG) AT THE ASCERTAINING AND FINAL STAGES

Primary diagnosis															
G r o u p s	1 method (% of participan ts)			2 method (% of participa nts)			3 method (% of participan ts)			4 method (% of participa nts)			5 method (% of participa nts)		
	l o w	a v e r a g e	h i g h	l o w	a v e r a g e	h i g h	l o w	a v e r a g e	h i g h	l o w	a v e r a g e	h i g h	l o w	a v e r a g e	h i g h
	E G	2 0	5 0	3 0	2 0	5 0	3 0	1 0	5 0	4 0	2 0	5 0	3 0	1 0	5 0
C G	1 0	5 0	4 0	3 0	4 0	1 0	2 0	5 0	3 0	3 0	4 0	1 0	2 0	5 0	3 0
Secondary diagnosis															
G r o u p s	1 method (% of participan ts)			2 method (% of participa nts)			3 method (% of participan ts)			4 method (% of participa nts)			5 method (% of participa nts)		
	l o w	a v e r a g e	h i g h	l o w	a v e r a g e	h i g h	l o w	a v e r a g e	h i g h	l o w	a v e r a g e	h i g h	l o w	a v e r a g e	h i g h
	E G	0	4	6	6	4	0	6	4	0	6	4	0	6	4
C G	0	5	5	5	5	0	5	5	0	5	5	0	5	5	0

Thus, we can conclude that the results of the development of creative abilities in the conditions of the art pedagogical space became higher among the participants of the experimental group than among the participants of the control group.

A comparative analysis of the data obtained suggests that after testing the program "Psychological and pedagogical support for the creative development of children in an art-pedagogical space" in the experimental group, the results obtained during the diagnostics have improved, increasing from 10 to 15%.

In general, the work on the development and implementation of the program model has increased the level of creative development among the participants of the experimental group; therefore, the main indicators of the participants of the experimental group are higher than those of the participants in the control group.

Consequently, the results obtained in the course of a research experiment make it possible to judge the

effectiveness of the developed and tested model of the experimental program.

IV. CONCLUSION

The art pedagogical space is one of the main forms of creative development and acts as a factor developing the creative abilities of preschoolers.

Preschool age has the richest opportunities for the development of creative abilities. Unfortunately, these opportunities are irreversibly lost over time, so it is necessary to use them more effectively in preschool childhood.

Successful development of creative abilities is possible when creating certain conditions conducive to their formation. These conditions are:

1. Early physical and intellectual development of children.
2. Creating an environment that is ahead of the development of the child.
3. The child's independent solution of tasks that require the maximum tension of forces, when the child reaches the maximum of its capabilities.
4. Giving the child freedom in the choice of activities, the alternation of cases, the duration of classes in one case, etc.
5. Clever, benevolent help (not the help) adults.
6. Comfortable psychological environment, encouragement by adults of the child's aspirations for creativity.

However, the creation of favorable conditions is not enough for raising a child with highly developed creative abilities. Purposeful work is needed to develop the creative potential of children. Unfortunately, the system of pre-school education traditionally existing in our country almost does not contain measures aimed at the consistent systematic development of children's creative abilities. Therefore, abilities develop mainly spontaneously and as a result, do not reach a high level of development.

– To remedy the existing situation, the following measures can be proposed aimed at the effective development of the creative abilities of preschoolers:

- To organize a creative educational space in the form of an art-pedagogical space.
- To develop a model of the system of psychological and pedagogical support for the creative development of children.
- To develop technologies of artistic and creative games as a form of psychological and pedagogical support.
- To identify levels and criteria as indicators of the creative development of the child.

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