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DEVELOPMENT OF CREATIVE ABILITIES IN CHILDREN OF UPPER-KINDERGARTEN AGE BY MEANS OF NON-TRADITIONAL TECHNIQUES OF VISUAL ACTIVITY

The importance of the issue of the development of creative abilities in children of upper-kindergarten age by means of non-traditional techniques of visual activity is due to the need for a deeper study of the creative side of the personality formation of preschoolers. Due to the child's ability to be creative, it is necessary to look for interesting ways of organizing children's activities.

Preschool age is an important period in the life of every person. At this age, the development of the child's personality continues. She actively gets to know the diverse and unfamiliar world around her, develops communication skills, thinking, imagination, and most importantly, learns to think creatively. The first manifestations of creativity are realized in a child and its comprehensive development occurs when it has a variety of children's activities [2].

According to Article 7 of the Law of Ukraine "On Preschool Education", the Basic Component of Preschool Education, one of the tasks of preschool education is the formation of a child's personality, as well as the development of his creative abilities. Creativity is the oldest category of human existence. It accompanies us throughout life: it guides and uplifts, inspires and gives wings. Stimulating the formation of creative processes has now become not only the priority direction of everyone's self-development, but also the true direction of the progress of society in general [1].

Visual activity plays an important role in the comprehensive development of the personality. In the process of activity, preschoolers acquire the ability to form artistic and figurative associative thinking and imagination about objects, the opportunity to express their emotional state using available means.

For a preschool child, drawing is the process of creating bright, amazing or non-existent images; expressing your feelings. Drawing develops the motility of the hands, and also contributes to the rapid assimilation of different colors and their shades; develops attention and imagination; logical thinking improves and memory is trained. But children are especially interested in non-traditional drawing techniques.

Non-traditional drawing techniques are an opportunity to create an original work of art that does not depend on a model and helps children to reveal their individuality and uniqueness. With the help of non-traditional drawing techniques, children express their potential, their own ideas, rely on their life experience, even if they do not yet have sufficient traditional drawing skills. Therefore, teachers consider non-traditional techniques of visual activity as the development of purposeful creative abilities [3].

The use of non-traditional drawing techniques in practice was described by L. Shulga, S. Chepurna, L. Polyakov, V. Ragozina, and O. Polovina. Non-traditional

drawing techniques, according to V. Nikanorova and M. Ponomarenko, make it possible to create favorable conditions for the development of creative abilities of each child, to realize his need to reflect his life impressions, even if he does not have sufficient visual skills. The analysis of scientific works proves that the problem of developing creative abilities by means of non-traditional drawing is complex and not sufficiently thoroughly studied, and therefore has not been fully reflected in psychopedagogical theory and practice.

The purpose of the research is to theoretically substantiate and experimentally verify the effectiveness of non-traditional techniques of visual activity for the development of creative abilities in children of upper-kindergarten age.

Research by L. Vygotsky, O. Zaporozhets, O. Leontiev, and others. show that children's creative activity appears in older preschool age, as the opportunity arises to go from thought to situation, and not the other way around, as was the case before. However, characterizing the features of the creative activity of older preschool children, teachers and psychologists emphasize its specificity. Yes, many of the components of creativity at this age are just beginning to develop, although subjectively the child is constantly discovering something new. M. Poddyakov noted that creativity in childhood should be understood as a mechanism for the development of various child activities, accumulation of experience, and personal growth [4]. L. Vygotsky noted that in the development of children's creativity, including visual arts, it is necessary to observe the principle of freedom, which is generally an indispensable condition for any creativity. This means that children's creative activities can be neither mandatory nor forced and can arise only from children's interests [2]. Creativity is a practical or theoretical activity of a person in which new results arise. However, any activity requires a person to possess characteristic qualities that determine his suitability for it and ensure a certain level of success in its implementation. It can be concluded that most researchers characterize creativity as a set of individual characteristics of a person, which determine the possibility of successful implementation of a specific type of creative activity and which determine the level of its effectiveness [5].

So, children's creativity, according to researchers, is the process of creating a subjective new product for the child, in which he invested his knowledge, emotional attitude to the image, applying the visual and expressive tools he learned in classes under the guidance of a teacher or found on his own.

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