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FORMATION OF ARTISTIC AND CREATIVE COMPETENCE IN SENIOR PRESCHOOL CHILDREN THROUGH REPRESENTATIONAL ACTIVITIES

The Law of Ukraine "On Preschool Education" is aimed at modernizing the preschool sector, ensuring the quality of educational services, and creating favorable conditions for the development of preschool-age children. The State Standard defines the requirements for mandatory competencies and learning outcomes for preschool children, as well as the conditions under which they can be achieved in accordance with international quality education standards. The new Standard highlights the educational area "The Child in the World of Art," which involves developing the child's ability to practically realize their artistic and aesthetic potential. The issue of forming artistic and creative competence in preschoolers is one of the most pressing challenges in modern preschool education. Accordingly, the Basic Component of Preschool Education in Ukraine (BCPE) places great emphasis on the development of preschoolers' creative abilities [1].

We have reviewed literature and explored theoretical and scientific-methodological aspects of forming artistic and creative competence in senior preschool children through representational activities. Modern scholars such as I. Bekh, A. Bohush, and L. Ryabokin view creativity as an important value and emphasize its leading role among the key components of personality education. It has been determined that preschool age is a favorable period for creative development, as children easily and enthusiastically embody various ideas, experiment, and create unique images. Art plays an important role in preschool development.

It allows children to reveal their creative potential and develop individual abilities. It comprehensively influences the formation of a creative and well-rounded personality. It lays a strong foundation for further development, fostering independence, creative thinking, and aesthetic perception of the world.

Theoretical analysis of the issue allows us to assert that artistic and creative competence is defined as a child's ability to practically implement their artistic and aesthetic potential to achieve the desired result in creative activities. It is based on developed emotions and feelings towards various forms of art and involves the elementary application of artistic skills in real-life situations during educational and independent activities. The key conditions for forming artistic and creative competence include: emotional experience of the artistic content of a work of art; mastering various traditional and non-traditional artistic techniques; experimental activities to explore expressive means; game-based artistic creativity; and freedom of creative self-expression [2].

The psychological and pedagogical features of the formation of a creative personality in senior preschool children have been identified. Scholars have concluded that preschool age is favorable for the development of creative potential due to its unique psychophysiological characteristics: the development of imaginative thinking, imagination, emotional sphere, and sensory perception. By the end of senior preschool age, there is a transition from involuntary to voluntary perception, allowing children to find similarities between objects more easily than differences [3]. This, in turn, contributes to the development of imagination and the ability to creatively transform images, adapting and modifying them to create new artistic forms.

We have identified the pedagogical conditions for the formation of artistic and creative competence in senior preschool children. During various types of children's activities, mental processes are formed. Play remains the leading activity, but its content begins to incorporate intellectual aspects that must correspond to children's cognitive development. Therefore, it is extremely important that the creative process takes place in a playful form, and that the feelings the child experiences bring satisfaction, which is then transferred to the product of their activity. Representational activities include tools, materials, techniques, and methods used to create artistic images.

The main types of representational activities have been identified:

- Drawing – conveying impressions through lines, shapes, and colors.
- Sculpting – creating three-dimensional images from plastic materials.
- Appliqué – forming images by cutting and gluing details.
- Construction – creating models and compositions from various materials [4].

It has been established that a preschooler's creative potential constantly evolves and manifests in creative activity. According to the interpretations of scholars I. Bila and V. Krutetsky, the following stages of children's creativity formation can be distinguished: imitation – copying ready-made samples without making changes [5]. Creative imitation – adding elements of novelty and demonstrating independence, but without significant changes in the proposed action scheme or idea. Reproductive creativity – the ability to use a proposed scheme (idea) as a basis, significantly modify and adapt it. Genuine creativity – creating a fundamentally new product. The study identified the pedagogical conditions for developing the creative potential of senior preschoolers: stimulating research and artistic-creative activities. Encouraging the development of personal qualities such as initiative, independence, and creativity. Motivating children towards creativity and inspiring them to act in accordance with universal human values [6, 7].

Thus, taking into account the psychological characteristics of senior preschool children and creating favorable pedagogical conditions are key factors in the development of creative abilities in preschool age. Representational activities serve as an important means of comprehensive development aimed at significantly enhancing children's artistic and creative competence.

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