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METHODOLOGICAL APPROACHES TO THE FORMATION OF ARTISTIC AND CREATIVE COMPETENCE IN PRESCHOOL CHILDREN IN VISUAL ARTS LESSONS

Artistic and creative competence is one of the key components of the harmonious development of preschool children, as emphasized in various regulatory documents of Ukraine. In particular, the Basic Component of Preschool Education defines artistic competence as a child's elementary awareness of various types of art and a desire for creative activity. The educational line "The Child in the World of Art" aims to foster a child's aesthetic culture and transform preschool education institutions into spaces based on the principles of beauty, harmony, and respect for all participants in the educational process. Such activities contribute to the development of the artistic and creative abilities of preschool children [8]. This includes the ability to perceive, understand, and create artistic images, as well as express emotions and thoughts through artistic activities. Visual arts lessons play a crucial role in forming this competence by promoting the development of creative abilities, aesthetic perception, and self-expression in children.

Many researchers have studied the issue of forming artistic and creative competence in preschool children. In particular, K. Kravchuk's work examines the features of artistic and creative activities in preschool education institutions and their impact on children's development. Additionally, the educator explores technologies that help children develop creative abilities in sculpting lessons. L. Shulha, in her article, examines the activity-based approach to forming artistic and creative competence in preschool children, emphasizing the importance of active engagement in artistic and productive activities. T. Guzhanova and A. Kovalchuk focus on the significance of play and the project-based method to stimulate interest and active participation in the creative process. The authors provide practical recommendations for educators on implementing artistic and productive activities in the educational process, highlighting the need to create a supportive environment and apply an individualized approach to each child for the effective development of artistic and creative competence.

In modern society, the demand for individuals capable of creative thinking and unconventional solutions is growing. The formation of such qualities should begin at an early age, as the preschool period lays the foundation for personal development. O. Vilkhova and A. Pasichnychenko emphasize that preschool age is a sensitive period for developing creative potential, which manifests in cognitive, emotional, social, and motor changes. The authors identify key psychological factors that contribute to the development of artistic and creative competence: children's natural curiosity, emotional sensitivity, and readiness to experiment. They suggest focusing on art therapy as an

effective tool for developing creative potential and emotional stability, particularly through drawing, music, and sculpting, which help children express emotions, develop creativity, and build confidence [2]. According to the analysis of scientific sources, artistic and creative competence in preschool children is a multifaceted concept defined differently by various researchers. For instance, "artistic and creative competence" is described as a child's ability to practically apply artistic and aesthetic skills to achieve desired creative outcomes, which are based on developed emotions and feelings towards various types of art; elementary application of artistic skills in educational and independent activities; and the ability to use personal abilities to achieve goals and objectives in various activities [1]. Other definitions emphasize artistic competence as an acquired personal quality, manifesting in a child's ability to practically and creatively realize their artistic potential based on acquired artistic education knowledge, skills, and experience [5], as well as the ability to engage in creative activities based on developed emotions and feelings towards different types of art [4].

These definitions highlight different aspects of artistic and creative competence, including practical implementation of artistic potential, integration of knowledge and skills, and the ability for creative activity.

Artistic and creative competence in preschool children is formed through artistic and productive activities, which foster aesthetic perception, imagination, and fine motor skills [3]. This competence also develops through various forms of work that enhance creative abilities and aesthetic perception. The primary form of working with children in preschool institutions is lessons. In the context of artistic and creative competence formation, it is realized through artistic and productive activities, including drawing, sculpting, appliqué, and construction. Engaging children in such activities develops their imagination, fine motor skills, and aesthetic perception. For example, sculpting lessons can incorporate techniques for developing creative abilities, increasing children's interest in art, and stimulating their creative activity.

Additionally, artistic and creative competence in preschool children can be formed using non-traditional painting techniques. Integrating unconventional painting methods, such as finger painting, sponge painting, or using natural materials, promotes children's creative self-expression. These techniques allow children to experiment with different materials and expression methods, expanding their artistic experience and stimulating creativity. Another aspect is the use of play-based learning methods, which naturally engage children in artistic activities. Through play, children more easily acquire new knowledge and skills, develop imagination, and enhance their creative abilities.

Furthermore, project-based activities integrate various types of artistic activities and promote planning, organization, and presentation skills. Collaborative projects, such as creating group exhibitions or collective appliqués, foster children's teamwork skills, responsibility, and aesthetic appreciation. Additionally, incorporating artistic elements into everyday activities and games continuously develops artistic and creative competence. For instance, decorating the classroom together with children, creating holiday decorations, or making simple musical instruments from available materials stimulates creativity and aesthetic perception.

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