

*M. Dmytrenko,
Student,
O. Humankova,
PhD in Pedagogics, Associate Professor,
Zhytomyr Ivan Franko State University*

THE DEVELOPMENT OF ARTISTIC AND CREATIVE COMPETENCE IN CHILDREN OF UPPER-KINDERGARTEN AGE THROUGH PROJECT- BASED ACTIVITIES

At present, the use of learning technologies in preschool education, which develop the ability to independently acquire new knowledge, gather necessary information, problem-solving skills, hypothesis formation, analysis, drawing conclusions, reflection and correction, formatting, and presenting results for review and discussion, is becoming increasingly relevant. Children in preschool educational institutions are expected to perform all these tasks not only individually but also collectively, which means they must interact and cooperate with peers and adults. This places the task of solving problems related to the development of independence and self-development skills in preschool children, which requires the search for adequate forms and teaching methods and the updating of educational content.

The analysis of the problem of artistic and creative competence through project-based activities in education highlights the scientific basis of aspects such as philosophical (M. Kagan, V. Lektorsky, I. Frolov, G. Yudin, etc.), psychological (I. Bekh, D. Galperin, T. Hura, V. Davidov, G. Kostyuk, A. Leontiev, S. Rubinstein, etc.), pedagogical (I. Bekh, N. Guziy, L. Zaytseva, G. Ivanyuk, V. Lozova, O. Roma, etc.), competency-based (N. Bibik, O. Ovcharuk, O. Savchenko), didactic-integrated (A. Danylyuk, I. Kozlovska), and artistic (L. Masol, O. Rudnytska, B. Yusov), providing a scientific foundation for addressing these challenges.

The aim of the article is to outline the main theoretical aspects of the development of artistic and creative competence in children of upper-kindergarten age through project-based activities.

Project-based learning is a pedagogical technology where the core is the independent activities of children, which include research, cognitive, and productive actions, during which a child explores the surrounding world and puts new knowledge into real-life products [1, 36].

The project method is effective in working with children of upper-kindergarten age as they have a more stable attention span, observability, analytical and synthesis abilities, self-assessment skills, and even a tendency for collaborative activities. The mastery of project activities enables children to independently or jointly with an adult gain practical experience, acquire information experimentally and through research, analyze it, and transform it into results within project activities. It is within project activities that the opportunity for preschoolers to form project skills emerges. Project skills represent a group of abilities that are shared in terms of project activities, which contribute to the construction of the technological process involving the construction and production of items and the resolution of creative tasks. These skills are reduced

to the personal development of the methods of project activity based on the knowledge of how to act and the awareness of the conditions under which actions lead to achieving a specific goal [2, 76].

In project design activities, a child can gain the experience of their project work, learn to act according to their own ideas, in accordance with self-set goals, find ways to implement their project.

Children of upper-kindergarten age, in comparison with younger ones, have more stable attention, observability, analytical and synthesis abilities, self-assessment skills, and a desire for collaborative activities. Hence, manual labor becomes predominant. Manual labor sessions are the most optimal way for developing and forming project skills. During labour activities, children learn about the simplest technical devices, master and acquire skills of working with tools and materials. Through practical experience, children gain elementary insights into the properties of various materials, and ways to transform them into different things.

During the process of crafting a product in manual labour classes, children develop diligence, the desire to assist adults in various tasks, precision in work, independence, initiative, and responsibility. It also fosters the ability to plan their own activities, select necessary materials for them, and make simple preparations. Furthermore, children develop the ability to work independently, a drive to achieve results, the skill of overcoming difficulties, and working within a group.

The creative process also involves a child mentally envisioning the necessary sequence of operations and actions required for their completion. With the acquisition of visual, constructive, operational-technical skills, and knowledge about general methods of creating products from different materials, children apply these skills to new contexts and everyday life. This is where new interests of children emerge, tendencies towards particular types of work (sewing toys, crafting paper items, making collages), and preferences for certain materials and themes. Children are given the opportunity to engage in activities based on their own initiative and desire. However, to do so, they need to possess the skills and knowledge mentioned above and be able to independently organize the process of their activities, which includes all of its components. Nevertheless, in practice, many preschool institutions often underutilize manual labor in the process of developing project skills in older preschool children. Hence, the relevance of the chosen research topic becomes evident [4, 65].

Project skills of preschool children are integrative skills characterized by the methods used by children to implement project activities. These skills are age-specific and develop at various stages of project activities. During this process, children of upper-kindergarten age effortlessly grasp the structural elements of any human activity, whether it's creative or research-oriented

Project activities directly impact the maturation of volition, which, in older preschool age, is in a sensitive phase. At all stages of project implementation, project activities have a shared nature, meaning they are divided between the child and the educator, as well as within the child group engaged in the execution of a single project. Project activities have a high potential for developing cognitive motivations, preparing the child for the transition to the next age level of a student.

A child's thinking becomes concrete and action-based by the time they reach older preschool age. Children learn the properties and characteristics of objects through manipulation. In other words, a significant portion of cognitive tasks are 'solved with the help of hands,' involving actions with objects [5, 18].

Therefore, lessons using projects are the most optimal way to develop and form artistic and creative skills. The process of creating toys and items from various materials opens broad prospects for creativity for children. Manual labor classes allow preschoolers to refine their perceptions of the surrounding objects, take their first steps into the fascinating world of technology, which is crucial for their further development. Through this work, children learn about the simplest technical devices, begin to master and acquire skills in working with tools, and learn to handle materials, work objects, and tools with care".

REFERENCES

1. Tokarenko, N.N. (2008). The Project Method in Preschool Institutions. *Pedagogical Technologies*, 35-39.
2. Pirozhenko, T.O. (2004). The Program of Psychological and Pedagogical Project Technology. *Kindergarten*, 16, 8-9.
3. Kozak, L.V., & Korol, G.A. (2019). Project Activities as a Factor in the Cognitive Development of Preschool Children. *Innovative Pedagogy*, 18(3), 169-174.
4. Dolinna, O.V. (2012). Labor as an Effective Means of Forming Subject-Practical Competence in Preschoolers. *Educator-Methodologist of Preschool Institutions*, 12, 16-27.