

Yu. Hordiichuk,
Student,
O. Mykhailova,
PhD in Pedagogics, Associate Professor,
Zhytomyr Ivan Franko State University

DEVELOPMENT OF CREATIVE ABILITIES IN CHILDREN OF UPPER-KINDERGARTEN AGE THROUGH DECORATIVE DRAWING

The problem of developing an individual's creative abilities is becoming particularly significant in the context of modern society, which prioritizes creativity, flexibility of thinking, and the ability to generate non-standard solutions. The foundation of these qualities is laid precisely in preschool age, which is the most favorable period for the intensive development of all types of activity. One of the most effective and natural means of stimulating creativity in senior preschool children is artistic activity, particularly decorative drawing. Unlike representational drawing, decorative drawing operates with rhythm, color, and generalized forms, which opens wide opportunities for improvisation and imagination. Through working with ornament, pattern, color, and composition, children master the basics of visual language, develop fine motor skills, imagination, emotional sensitivity, and the ability for aesthetic perception.

Modern preschool education aims not only to form competencies but also to support the child's creative potential as a key quality for further learning and life. The creative development of preschool children has an integrated nature and is implemented across several educational domains of the Basic Component of Preschool Education (BCPE), particularly "The Child in the World of Art" and "The Child in the Sensory-Cognitive Space" [2]. It is most fully realized within the domain "The Child in the World of Art" through the development of the child's ability to perceive the beauty of the surrounding world and art, understand the meaning and expressiveness of artistic images (including elements of folk decoration and ornament), acquire skills of independent creative activity (drawing, modeling, appliqué, construction), and develop a sense of color, form, composition, and symmetry. It also involves familiarization with elements of national culture and folk decorative and applied arts, fostering patriotism and artistic taste through exposure to Ukrainian folk art (e.g., ornaments, embroidery, decorative painting).

The influence of various types of artistic activity on the creative development of senior preschool children has been studied by O. Pisotskyi, L. Pisotska, I. Skomorovska, and others [1; 7]. Issues related to the content and methodology of decorative activity at different age stages are addressed in the works of T. Bakumenko, V. Ragozina, I. Frolov, and M. Yaroslavtsev [3; 8]. The use of non-traditional drawing techniques for developing creativity and creative potential in preschool children is explored in the studies of T. Boyarova, T. Yeskova, and T. Kozak [4; 6].

However, in the practice of preschool education institutions, decorative drawing is often underestimated as an independent and powerful means of developing creativity and is reduced merely to copying elements. Therefore, the purpose of this study is to

provide a theoretical and methodological analysis of the problem of developing creative abilities in senior preschool children through decorative drawing and to formulate practical recommendations for the educational process in preschool institutions.

From a psychological perspective, creativity is viewed as the highest level of personality development, manifested in active self-realization (S. Maksymenko), while in preschool pedagogy it is seen as a direct transformation of reality (O. Zaporozhets) [5]. Decorative drawing (from the Latin *decoro* – “to decorate”) is a type of artistic activity aimed at creating ornaments, patterns, and decorative compositions whose main function is aesthetic design and embellishment of objects, everyday items, or space. Unlike other types of drawing (representational or plot), decorative drawing focuses on creating patterns, rhythm, and ornament rather than accurately depicting objects. This allows children to move beyond realistic color associations (e.g., green grass or blue sky) and use color as a means of expressing emotions and aesthetic preferences. The creation of ornaments requires repetition and alternation of elements, which contributes to the development of a sense of rhythm, composition, and symmetry. Instead of complex details, children learn to perceive and use simple geometric and plant-based forms, which stimulates abstract thinking.

Teaching decorative drawing to senior preschool children requires a systematic approach that combines the acquisition of technical skills, the development of aesthetic perception, and the stimulation of creative independence. In senior preschool groups (ages 5–7), decorative drawing goes beyond simply filling shapes and involves mastering more complex compositional principles and elements of folk art. In pedagogical practice, two main directions of decorative drawing are distinguished:

1. Creating patterns on geometric and silhouette forms (ornamental composition). Children learn to arrange pattern elements (dots, lines, strokes, circles, leaves) on a given surface, taking into account its shape (circle, square, strip, triangle). This develops a sense of rhythm (alternation of elements by color and form) and symmetry (balanced placement relative to the center or edges). For example, creating a strip ornament or decorating a band (“towel pattern,” “wallpaper border”).

2. Drawing based on folk decorative and applied art. This integrates artistic creativity with national-patriotic education and aesthetics. Children become familiar with elements, color schemes, and compositional techniques of Ukrainian decorative painting (e.g., Petrykivka, Opishnia), ceramics, or embroidery. Rather than copying, children create their own patterns using learned elements, mastering the artistic language of folk art and specific techniques (e.g., “seed stroke” or gradient brushstroke in Petrykivka painting). This fosters respect for folk artisans and includes decorating paper silhouettes (vases, jugs) with traditional motifs [7].

To achieve these goals, a set of methods is used:

1. Demonstration and analysis of samples. Children observe examples of folk decorative art during lessons and in daily life. Using 2–3 varied samples stimulates independent choice. Children identify characteristic features (elements, color combinations).

2. Encouraging independence. Children independently create patterns, while the teacher demonstrates only complex elements, focusing on technique (brush handling).

3. Play-based and emotional engagement. The use of riddles, rhymes, and imaginative situations creates a positive emotional atmosphere and enhances perception.

4. Assessment and encouragement of creativity. Priority is given to original works with creative elements, even if less neat than copied ones.

5. Practicing individual elements. Children sketch decorative elements (3–4) and later use them in their own compositions.

The effectiveness of developing creative abilities through decorative drawing depends on a set of organizational and pedagogical conditions that create a stimulating and supportive environment:

1. Development of an artistic-aesthetic environment. Creating mini-exhibitions, folk art corners, and visual references.

2. Integration of artistic activity. Combining drawing with language, music, and cultural content.

3. Support for independent creativity. Providing access to materials and encouraging initiative.

4. Competent pedagogical guidance and evaluation. Using active teaching methods and focusing on creativity rather than accuracy.

In conclusion, decorative drawing in preschool education is a powerful means of developing children's creative abilities and serves as a holistic mechanism for forming a creative, initiative, and culturally aware personality. Its effectiveness depends on the implementation of a set of organizational and pedagogical conditions.

REFERENCES

1. Skomorovska, I. (2019). Development of creativity of preschool children in different types of educational activities. *Mountain School of Ukrainian Carpaty*, (21), 103–107. <https://doi.org/10.15330/msuc.2019.21.103-107>

2. Базовий компонент дошкільної освіти (нова редакція) https://mon.gov.ua/storage/app/media/rizne/2021/12.01/Pro_novu_redaktsiyu%20Bazovo%20komponenta%20doshkilnoyi%20osvity.pdf

3. Бакуменко Т., Фролова І., Ярославцева М. (2022). Методика навчання дітей старшого дошкільного віку декоративному малюванню за мотивами народних промислів України. *Acta Paedagogica Volynienses*, 1(1), 9-17. <https://doi.org/10.32782/apv/2022.1.1.2>

4. Боярова Т. Нетрадиційні техніки малювання у розвитку креативності дошкільників. *Інформаційний, науково-методичний журнал «Освіта Сумщини»*. № 4 (64), 2024. С. 40-43. https://znayshov.com/FR/40274/Osvit_Sumsh_4_2024-40-43.pdf

5. Діяльнісна самореалізація особистості в освітньому просторі: монографія / [Колектив авторів: В.В.Бучма, О.В.Гурова, Л.В.Дзюбка та ін..] / за ред. С.Д. Максименка. Київ: Видавничий Дім «Слово», 2017. 262 с.

6. Козак Т., Єськова Т. Розвиток творчого потенціалу дітей дошкільного віку засобами нетрадиційних технік малювання. *Вісник науки та освіти. Серія «Педагогіка»*. №11(17). 2023. С. 759-769.

7. Основи образотворчого мистецтва та образотворча діяльність у дошкільному віці : навч. посіб. для студентів спеціальності «Дошкільна освіта» / О. П. Пісоцький, Л. М. Пісоцька. 2-ге вид., доп. Ніжин : НДУ ім. М. Гоголя, 2017. 162 с.

8. Рагозіна В. В. Декоративна діяльність як засіб художньо-естетичного розвитку у ранньому і дошкільному віці. Наукові записки [Кіровоградського державного педагогічного університету імені Володимира Винниченка]. Серія : Педагогічні науки. 2017. Вип. 150. С. 97-103.

9. Рагозіна В.В., Власова В.Г., Очеретяна Н.В. Створення дошкільниками і школярами декоративних композицій на патріотичну тематику. *Мистецтво та освіта. Методика художньої освіти та виховання.* № 2 (108) 2023. С. 25-33.