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## **USING THE PAINT PROGRAM AS A MEANS OF DEVELOPING DIGITAL COMPETENCE AND COLOUR PERCEPTION IN PRESCHOOL CHILDREN**

In the context of the rapid development of the information society, the issue of forming digital competence in preschool children is becoming increasingly relevant. Modern children interact with digital devices from an early age. Therefore, the task of preschool education institutions is not only to limit screen time but also to ensure the purposeful and pedagogically justified use of technology.

The Basic Component of Preschool Education states that a preschool child should have an understanding of information and communication technologies as modern tools that expand informational horizons and help navigate the world in conditions of high technologization, as well as possess basic practical skills in using digital tools [1].

T. Kovalenko, studying the use of information and communication technologies in educational work with preschool children, notes that the use of ICT in preschool institutions creates conditions for developing children's ability to navigate information flows in the surrounding world, mastering practical tools of working with information according to age capabilities and forming the ability to exchange information using modern technical means, which contributes to achieving success in various activities in the information society [2: 14].

Researchers A. Varha, A. Yermolenko, A. Kulakova, and R. Soichuk emphasize that even at a younger preschool age modern children become active Internet users through watching cartoons on YouTube and engaging in virtual games. They also begin to use messaging applications [3: 150].

The ability of color perception is formed in close connection with the child's sensory and perceptual development from an early age. In the period from birth to 6-7 years, significant changes occur in the functioning of the visual system and brain development. Initially, children can distinguish only basic colors – red, yellow and blue but gradually their abilities expand. They begin to differentiate shades, combine colours and perceive more complex color compositions. In today's digital environment, this process gains new opportunities because children interact with colours not only in the real world but also in virtual space.

One of the computer programs aimed at forming children's digital competence is Paint. This program allows children to develop not only cognitive abilities, but also artistic and aesthetic abilities, in particular, color perception. In the Paint graphic editor, children draw and design; reinforce knowledge of geometric shapes, size, and color; develop thinking and imagination; learn to work independently and consciously choose ways to solve tasks; train speed of actions and thinking (e.g., "Draw geometric shapes," "A house for the fox," "Space," "Happy sun," "Christmas tree," "Where does the

mouse live?”, “Complete the drawing”). At the same time they acquire computer mouse-handling skills [4: 4].

A particularly important role in this process is played by the use of the color palette, which is an essential tool for developing color perception and creative self-expression. Through the palette children learn to consciously choose colors, combine shades, experiment with color solutions and express their ideas in drawings. Working with the palette reinforces knowledge of primary and secondary colors, develops aesthetic taste and enhances visual analysis skills. Moreover, it helps children better navigate the program interface, which is an important component of digital competence in the modern educational environment.

Let us demonstrate the sample of an ICT lesson for preschool children.

**Topic:** “The Color Palette is Unusual and Interesting” (Unit 2) [5: 21].

**Age group:** older preschool children.

**Objective:** to continue forming children’s understanding of the Paint graphic editor; improve skills in using the color palette to create simple drawings; develop thinking, attention and fine motor skills; foster information culture and neatness.

### **Lesson procedure**

#### **Introduction**

*Teacher:* Children, listen to a riddle:

It is colorful and bright,

Holds all colors just right.

An artist cannot do without it,

Because it always helps a bit.

*Children:* Palette.

*Teacher:* That’s right! Today we will get acquainted with an unusual palette – the computer palette in the Paint program.

#### **Discussion about the color palette**

*Teacher:* Children, what colors do you know? Which are primary colors? (red, yellow, blue) Which colors are formed by mixing? (Explanation with demonstration in Paint)

*Teacher:* Look, in Paint there is a palette – a set of different colors. We can choose any color and draw with it. What do you think will happen if we mix yellow and blue, red and yellow? (Children answer)

#### **Didactic game “Find the Color”**

*Teacher:* Now let us play a game. I will name an object, and you should find the corresponding color in the palette.

Examples:

- Sun – (yellow)
- Grass – (green)
- Sky – (light blue)
- Cherry – (red)

(Children take turns coming to the computer or pointing with their fingers)

#### **Game “Journey to the Land of Colors”**

*Teacher:* Children, imagine we have arrived in a magical Land of Colors. But something bad has happened – all the colors got mixed up and disappeared from the

pictures. The Palette Fairy has asked for your help. She wants you to bring the colors back!

*Task:* choose what you want to “save”: a rainbow, a flower meadow, a house, etc.

*Game rules:*

- use different colors from the palette;
- choose colors correctly (grass – green, sky – blue, etc.);
- add imaginative colors (e.g., a purple tree or a multicolored house).

*Teacher* (during children’s work): What color have you chosen? Why? What will happen if you change it? Try to make your drawing even brighter!

*Teacher* (after completing the task): Oh, look! The Palette Fairy is very happy and left you “magic words”: “*Those who are friends with colors, bring beauty to the world!*”

**Eye exercises:**

One, two, three!

Eyes up!

Four and five!

Close them tight.

Eyes up again

We count one, two, three!

At the next lessons preschoolers continue learning how to use the Paint program for creating pictures using all the instruments that are available in Paint. Thus, children develop both their digital competence, drawing and colour perception skills as well as their creativity and imagination.

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