

**PEDAGOGICAL FRAMEWORK CONDITIONS TO
PROMOTE THE ARTISTIC ACTIVITIES IN PRESCHOOL**
*Mākslinieciskās darbības sekmēšanas pedagoģiskie
pamatnosacījumi pirmsskolā*

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Abstract. *The pedagogical process in preschool is based on children as comprehensive personality's development, using extensive pedagogic educational and learning methods. Preschool methodology includes very wide range both of knowledge, ability and skills development ensuring. Preschool child is an individual with only his own typical characteristics, aptitudes and abilities, therefore the pedagogical process must be especially well-considered, with selected necessary materials, forms of training and education, to be able to contribute to the development of the whole individual with an emphasis on self development of preschooler in the process of pedagogical – artistic activity. The artistic activity in preschool significantly affects child development process therefore it is important to follow in process the pedagogical conditions of the artistic activity's promotion.*

Keywords: *artistic activity, preschool, preschooler, process.*

Introduction

Art is a part of human spiritual culture, the highest degree of aesthetic activity – the result of artistic activity, and art as highest human soulful, spiritual achievement effects on growing children. Learning artistic activity not only contributes to the normal development of the personality but also in general it gives personality the power of creativity to be innovative.

Art is a one of the forms of social awareness, the great aesthetic education tool. J. Students uses the concept – art education. The artwork is complete as much as it is approaching its conception of creative vision (Students, 1935).

Order of the world of preschooler is mainly based on feelings rather than on the basic principles of logic and art always has a sensual nature, it is always dealing with, here and now, existing material. Preschool artistic activity is closely linked with the emotional feelings. Artistic activity is very closely related to the child's emotional world. Organizing the educational process, be sure to take into consideration that the child has an opportunity to explore the feelings and to feel, to investigate, to experiment, in that way discovering the world.

Materials and Methods

Artistic activity is a subject of a whole, which consists of three components – the life, personality and action. Artistic activity in the same it is the creation of

work of art, the artist's self-expression and the expression of life related content (ЛЕОНТЬЕВ, 1998).

Artistic work process helps to nurture the children strong will, develop imagination, without which there can be no human progress in any field of activity. Art is specific by conditionality, it creates a „second reality”, where the real is associated with surreal, mythical, and fantastic. Creative learning of artistic value forms the basis of artistic education, provides the need for a dialogical contact (Rudzītis, 1998).

Artistic activities develop in any area of creative work required imaginative, associative thinking, creative imagination, observation ability and perception of sharpness. It helps to understand the person's inner world, its richness and diversity (Субботина, 1996: 3).

There is a mutual interaction among the artistic activity and personality: personality is manifested in action, while in action is forming the personality. On the one hand, crucial importance is the knowledge, understanding, orientation nexus, and on the other hand, close creative practical activity nexus.

А.Меļiks-Раšajs indicates that the objective of artistic progress is to get to each person the ability to relate to nature, other people and cultural values (Мелик –Пашаев, 1981).

Artistic activities are appropriate for all interconnected thinking operations, mainly for comparison, abstraction, generalisation, analysis and synthesis. On its basis is forming the independence and originality of judgments, conclusions and evaluations (Druvaskalne - Urdze, 2004, 51). Preschool artistic activity is seen as a process of formation of attitudes towards the surrounding world. The level of self-dependency of children in artistic activity increases with their development and opportunities.

The basic component of artistic activity is action, both – intellectual and physical (ЛЕОНТЬЕВ, 1975; Запорожец, 1960). Action – as a human need. The need is internal condition, which guides and leads the human activities. Each action contains objective, means, result and action process itself (Запорожец, 1960).

Artistic activity is the main form in which children express themselves, explore and develop basic skills in reading, writing, storytelling and drawing. Artistic activity is considered not only for attitude formation but also for realization process of human attitude toward the surrounding world. It is considered as a tool that reflects the child's development and growth dynamics (Miķelsone, 2003, 79).

Artistic activity develops imaginative, associative thinking, creative imagination, observation ability and mental acuity required in any area of creative work. It helps to understand the person's inner world, its richness and diversity (Субботина, 1996: 3).

In artistic activity there are appropriate all interconnected thinking operations, mainly comparison, abstraction, generalization, analysis and synthesis. This is a

basis to form the independence and originality of judgments, conclusions and evaluations (Druvaskalne - Urdze, 2004: 51).

Artistic activity in preschool is affected by environment, in which the child is located, the educator, who runs the children's activities, as well as, the forms of equipment, which is used in artistic activities. The environment where the child is located must be safe, comfortable and suitable for the child's development needs, so the child can feel free and be able to act creatively. And positive, affectionate and creative must be educator who is working with children and offers a variety of artistic means of expressions and techniques. Preschool age is the time when during the artistic process at optimal can be enriched children's knowledge, skills and acquirements.

In order to ensure the artistic activity in preschool in varied, educating and gnostic way, it is necessary to know the pedagogical conditions to promote the artistic activities.

Framework conditions of artistic activity consist of objective and subjective:

- Objective: artistic information sources (lessons, the child emotional experiences, television, media etc.), material environment and teacher's personality;
- Subjective: the child's interests, initiative, experience and its use (Ветлугина, 1980).

The objectives of artistic activity apply to preschoolers influence not only during pedagogical process but also in the family, society.

In preschool activities there are great opportunities to use individual approach. As real results are taken the children's labours, what reveal the individuality of each learner.

The purpose of the lesson in preschool is to promote learning to represent the things and phenomena, a tool for presenting imaginative reflection of life. Children need to get clear idea about things and phenomena, they must be able to express what they are shaped. The necessary views of figurative activity are formed in the process of perception. Children's figurative activity is type of artistic creativity and tool of aesthetic upbringing.

The beauty of whole process is hiding in the peaceful inner discovery process. Watching as an adult works with materials (paper, crayons, sand, wool, glue) and imitating of this action, the child easily and naturally joins in the process of figurative activity. He lets the body to experience this process advisedly and the experienced becomes an independent performance, because the new skill lives in memory of body's perceptual experience. The world comes into the children through the senses. He learns and works, „talks” with paper, paint and other materials – it is happening while acting (touching, caressing, shredding, rumpling). This process involves feelings.

Art activity is as a game where it reaches the appropriate target only when a player is open out in (Kalēja-Gasparoviča, 2006).

Organizing the pedagogical process in preschool account should be taken of the development patterns of preschooler, based on the child's as free personality development. Already J.A.Komenskis accentuated that in child firstly should be aroused the will and desire to learn (Komenskis, 1992).

Thinking about the selection of teaching content should be borne in mind that for the child is important today – that happens now and at this moment, so – process – not just drawing process, but also ongoing process around the room and behind the window.

Artistic activity process allows the growing people to develop within themselves huge capacities, because aesthetic experience, similar wonders, inspires and creates satisfaction.

For a child to develop, an adult should create the possibility to work together with the child, where the adult is a powerful mediator. Mediator – it does not mean a front speaker, but a promoter, who suggests thinking, searching, finding, checking. It is a moving towards „the next development zone” (Vigotskis, 2002).

The position of the teacher is considered to be a provision to promote the children's ability. It becomes the reality in figurative activity, where the child and the teacher are equal. Teacher's voluntary return of the right means that teacher openly search the cooperation and assistance, which creates a sense of freedom.

A child develops in action, watching what is going on around him. Observation of the child is not just a passive participation – it is an active process, which occupies a particular place in his life and behaviour, action. Preschool age children still have the intuitive ability to fit into people's actions and essence of gestures. A child learns subtle, exactly, mimicking the adults, their actions. Adult educates the child by his unsophisticated actions, not verbal expressed tasks.

A child needs to offer a variety of initiatives. Artistic activity teaches a specific skill, abilities, enriched experience (self-experience) and a child has a desire to explore more and more. The skills they are learning and abilities are integrated in developing, creative exercises in offered content. Designing exercises for artistic activities should be taken into account the sequence of developing skills, abilities and habits, based on the preschooler growth patterns. Teacher of a preschooler not only constitute the skills and enrich the self-experience but also form habits. To form the habits to preschoolers, the teacher needs to interact with children, watch, make possible to imitate yourself.

There are two magic words that indicate that child forms the relationships with the outside world. They are: imitation and leadership. The child mimics everything what happens in the physical surroundings. During preschool education the magic words are imitation and leadership, later it is tracking.

The child's ability to imitate decreases once thinking activity is free from any activity physical oriented. Child perceives the meaningful or meaningless

activities, objects and processes, allows us to see the extent of the responsibility of the adult, who paid efforts in child development issues (Gēbels, Gloklere, 2009).

Meanwhile M. D. Gelbs notes the need to choose, what and how to imitate, because learning to imitate is the main way of knowledge (Gelbs, 2006).

Organizing preschool activities, the adult should bear in mind that it is a child's dialogue with him-self – the game, during which a teacher can observe changes due to child development, knowledge. Children speech in action – words can lead to other words, saying reminders for any act to be done, or even the possible emergence for new ideas (Barners, 1987). Thoughtless intervention of adult in such process, pushing your will, can hinder the development process, or direct the wrong track.

In preschool during artistic activity process the child learning a particular activity benchmarks, also later continues to operate in the same style as done although the information about existing materials increases. This shows that the child's results of the artistic activity did not reflect the child's knowledge. Kids making re action, displaying previously done, lose the ability to take the variability – something new (Sommers, 1984). Therefore, the adult role is to prevent the child's creative energy wasting and premature depletion.

It is important for children not to offer templates, particular samples how to act, but to offer different approaches, materials, give guidance to ensure children free, unconstrained activity, with a choice of.

Important role in the teaching process, teachers organizing educational process, is the didactic requirement for teaching content and intellectual activity sequence. The sequence determines the transition from simple to complex, from nearest to farthest, from the concrete to the abstract and consequently supports the child's advancement from ignorance to knowledge, free access to the materials, knowledge various techniques.

Therefore, educators must first make investigator's task – to find every child's ability to main trend in artistic activity.

Taking into account that pedagogical process binds to the self development of the child, it is essential to identify that the purpose of the lessons is not to teach children to paint, draw, appliqué, form right, but:

- to develop the cognitive process and the imagination as one of those;
- to develop psychomotor skills of children;
- to promote a creative approach to work;
- to built skills to observe, compare, see;
- to create positive emotions to art and its language – line, shape, colour;
- to acquire basic knowledge and skills in painting, drawing, application, composition, the materials and the forms of expression, their usability and to be able to implement them in practice (Sīmane, 1998).

Educators, pedagogical process, materials and environment are closely linked and can not be separated from one another. The environmental influence and the material support according to the needs, interests of preschooler and promoting development options should be taken into account while organizing the educational process. Essential is to associate the material and learning environment with natural surroundings.

Objective condition in the process of artistic activity is the child's emotional experience. The child is experiencing emotional events – resulting in emotional energy or internal activity. It echoes the main task of artwork – to call the children's emotional response and to stimulate activity. So that this not always fully conscious activity does not vanish, the educator attitude is important – creation of pedagogical activity and situation, the proposed activity's expression in children action.

The subjective conditions are applicable to the preschooler interests, initiative, experience and possibilities of its use in the pedagogical process.

The preschooler gets his experience in action, and creating the diverse relationships he can discover himself, develop and improve. This option is given, if during pedagogical process child is not an object of exposure (cognitive and action subject), but rather the subject of cooperation (the man who himself discovers the external world and its practices on it), which formed the relationship with other people (parents, teachers, peers) do not need to lose his individuality, his needs are respected, has created the opportunity to choose and learn what is important to him. This can be achieved incorporating in practice humanitarian pedagogy, helping to develop the holistic child personality, realizing the individualized approach and amateur principle of creating an educating and favourable environment (Jurgena, 2001).

Artistic activity is based on a child's natural tendency - initiative. The playground is an active agent in artistic activities. The game dates back to the child's artistic roots. Play as an artistic action provides physical and mental effects, loosens the imagination and fantasy, encourages his creative activity.

Artistic activity strongly influences the development of the will. Preschooler should be provided with appropriate tasks, should achieve performance of the creative idea till finished result.

Artistic activity of preschooler is based on a clear and accurate understanding of the purpose and intention of the implementation of a particular form, as well as witty in the treatment of work materials and tools required to achieve the expected results. Artistic activity in preschool is the most thankful feature to express interests, experiences, which are covered by an appropriate beauty, and draws people attention to the highest spiritual interests.

Simulating real-life situations, the child learns to go through, help, have compassion on others and reflect the experience of creativity. Providing the possibility to choose independently their activities, without prejudice to the child's imagination, answering to his questions, the initiative is strengthened. It

is manifesting in independent different kind of child's artistic activity forms – intentions, target setting, type of activity, free of material selection etc. (Miķelsone, 1997: 42-44).

Artistic activity plays an important role in the creative and emotional development of the personality. By A. Hergerts, children artistic education mission statement – to awaken interest and pleasure in art and teach them the understanding of the artwork, i.e. to promote the learning of the art forms language (Hergerts, 1927).

Results

Organizing the artistic activity in preschool, each teacher first needsto set strict requirements for self, to develop and improve itself. Teacher's goal is to help to build a strong and life loving person. The child is a unique being. You have to feel the child to help him get to know the world, to help awaken the child hidden mental strength and ability. What teacher know about the man, he have to absorb himself by instinct to identify the ways, how to react to each child's individual life awakening (Vilciņa, 1998).

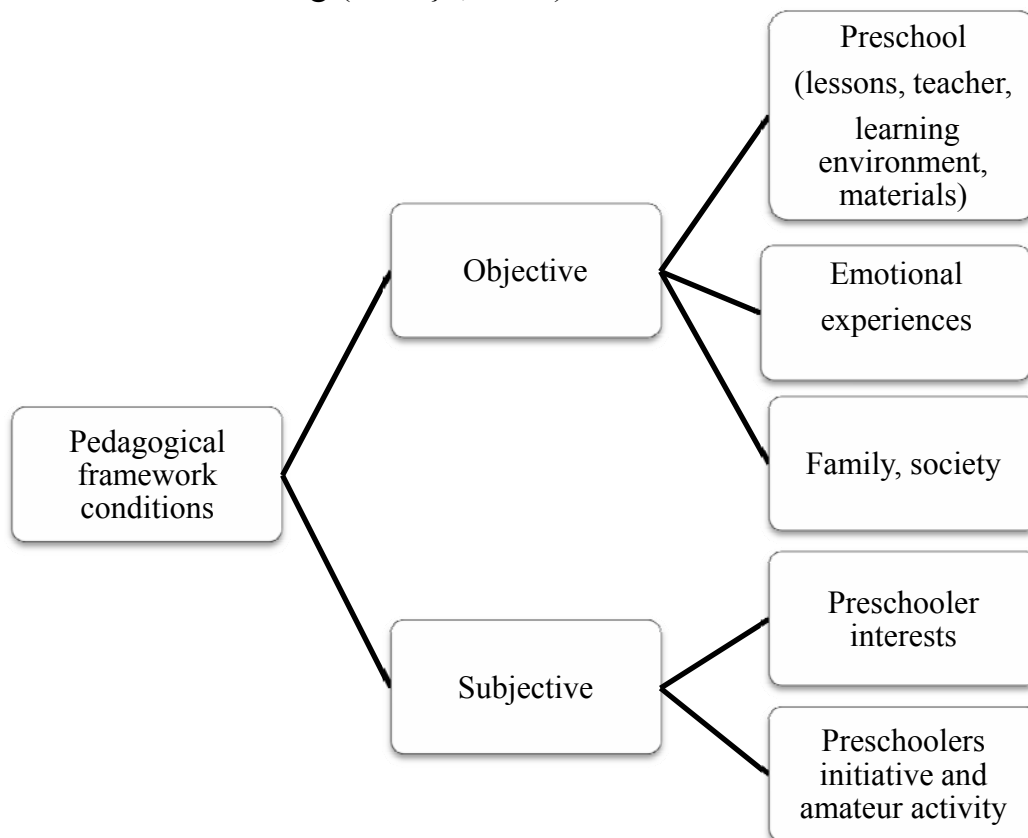


Figure 1 Pedagogical framework conditions of artistic activity in preschool
1.attēls. Mākslinieciskās darbības pedagoģisko pamatnosacījumu iedalījums pirmsskolā

It should be noted that pedagogical process is self-developing and self-adjusting all its subjects' interaction, directed on the subject of each interaction between

individuality and socialization opportunities for self development and the creation of conditions according to humanitarian ideals and learning objectives. And pedagogical process takes place in interaction. The result of the interaction is mutual; influence and mutual understanding. The mutual interaction of the subjects of pedagogical process is manifesting by mutual transformation of attitudes and teaching-learning changes. Pedagogical subjects mutual understanding is manifested in the union of learning view, motives and objectives (Maslo, 2003).

Children's activity in the pedagogical process is provided by different means and methods of artistic activity. This choice is determined by aim of content, objectives, however have to take into account several other factors: child's motivation and background, the child's previous skills, available materials, technical capabilities etc.

Preschool activity is focused on teacher proposed activity in which he participates with children. Process of art activity in preschool, taking into account the pedagogical framework, does not stop, is not controlled or regulated. Preschoolers are provided of free self-expression process.

Artistic activity has to create in children the joy, cognitive interest in the surroundings world, imagination as the will to act, to engage in the process of creating.

Pedagogical framework conditions to promote the artistic activities reveals in the organization of pedagogical process and are interrelated: the process of artistic activity takes place in especially created environment, selecting for process the appropriate materials, taking into account the preschool children experience; process is determined by preschoolers emotional experiences, arising both from the learning environment, external influence and children own initiative (see fig. 2).

Conclusion

Artistic activity is a realization process of man's attitude towards the surrounding world. It is considered as a tool that reflects the child's development and growth dynamics.

Preschooler survives artistic process in his feelings and the experienced appears in his individual performance. With the help of artistic activity the child's world is made more beautiful, more joyful, more diverse and emotionally richer. It encourages child to create their own works, which reflect observed or fantasy creations. The children's mental process development is stimulated through these activities

Artistic activity in preschool is a child's need and self-development promoter. Artistic activity depends from experience, interests, needs and regularities of the age group development.

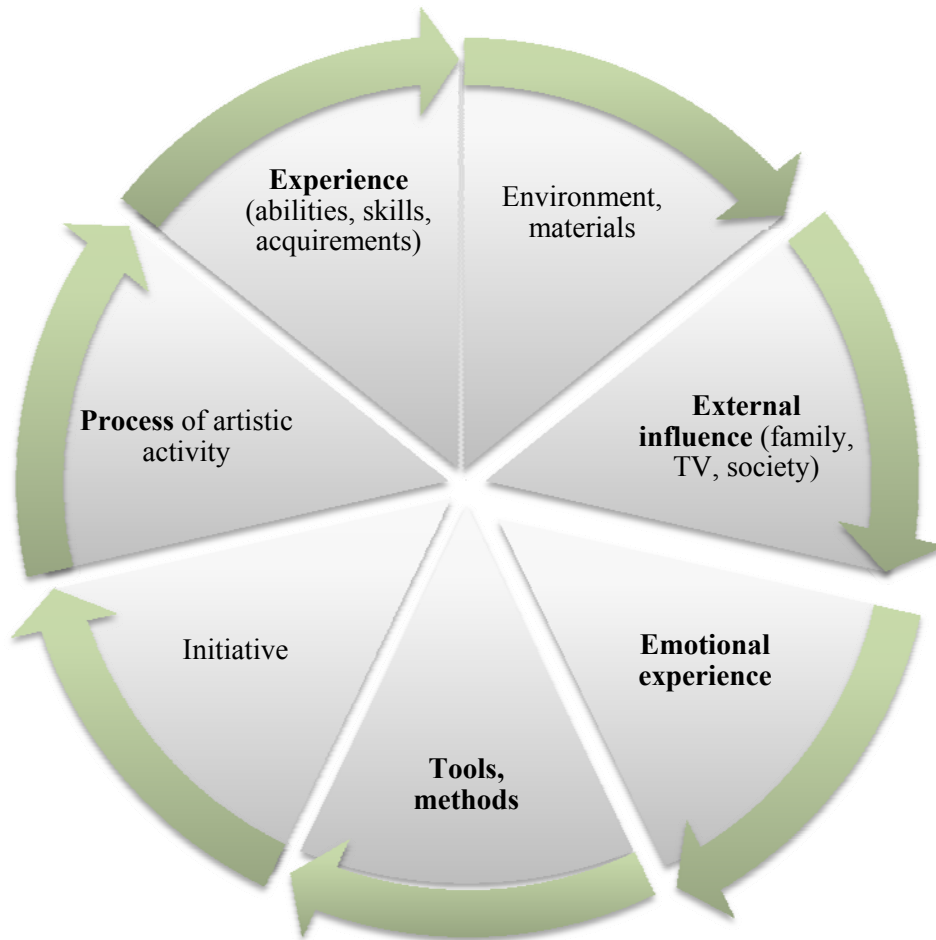


Figure 2 Process of artistic activity.
2.attēls. Mākslinieciskās darbības process.

Kopsavilkums

Mākslinieciskās darbības sekmēšanas pedagoģiskie pamatnosacījumi pirmsskolā iedalāmi objektīvajos un subjektīvajos. Objektīvie pamatnosacījumi pirmsskolā: nodarbības, pedagoga personība, mācību saturs, mācību vide, izmantojamie materiāli, kā arī pirmsskolēna pārdzīvojumi, ģimene, sabiedrība. Subjektīvie pamatnosacījumi: pirmsskolēna intereses, darbības iniciatīva, pieredze un tās izmantošana mākslinieciskajā darbībā.

Mākslinieciskā darbība ir līdzeklis, kas atbrīvo emocijas, nojautu un iztēli, ar tās palīdzību bērns iemācās redzēt un saskatīt. Darbojoties bērns vispirms iepazīst sevi un vēlāk atklājas arī citiem. Pedagoģis ieņem lielu lomu bērna spēju, iemaņu, prasmju apgūšanā.

Pedagoģa mākslinieciskā darbība ir lielisks paraugs un stimuls bērniem darboties. Pedagoģis var pilnveidot bērna spējas un attīstīt radošu personību tikai tad, ja pats ir radošs, vispusīgs pedagoģis, kurš mākslinieciskās darbības procesā izmanto dažādus līdzekļus un paņēmienus, veicinot personības vispusīgu attīstību.

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