

FEATURES OF DEVELOPMENT OF AESTHETIC QUALITIES OF STUDENTS IN CLASSES 1-4 USING SKETCH TECHNIQUES

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Abstract. Based on an analysis of the age characteristics of students in grades 1-4, the article reveals the structural components of the aesthetic qualities of a person, which are purposefully developed in the process of mastering the sketching technique. Elements of a model for the development of aesthetic qualities are presented. It is based on an analysis of the specifics of the sketching technique.

Keywords: aesthetic qualities, Sketch technique, methodical recommendations, students in classes 1-4.

ОСОБЕННОСТИ РАЗВИТИЯ ЭСТЕТИЧЕСКИХ КАЧЕСТВ УЧАЩИХСЯ 1-4 КЛАССОВ СРЕДСТВАМИ ТЕХНИКИ СКЕТЧ

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Аннотация. В статье на основе анализа возрастных особенностей учащихся 1-4 классов раскрыты структурные компоненты эстетических качеств личности, которые целенаправленно развиваются в процессе освоения ими техники скетчинг. Представлены элементы модели развития эстетических качеств, которая базируется на проведенном анализе специфики техники скетчинг.

Ключевые слова: эстетические качества, техника скетч (скетч), методические рекомендации, учащиеся 1-4 классов.

Fine art, as one of the academic subjects in secondary school, occupies an important place in the education of students. A thorough analysis and generalization of the best pedagogical experience indicates that fine arts classes are an important means of developing the personality of a primary school student. The sketch technique, especially close in its clarity to younger schoolchildren, occupies one of the leading places in the process of developing creative abilities, creative thinking of children, introducing them to the beauty of their native nature, the surrounding reality, and the spiritual values of art. In addition, drawing classes help children master a set of skills in the field of visual, constructive and decorative activities. In this regard, we have put forward a hypothesis that the sketch technique has pedagogical potential for the formation of aesthetic qualities of students in grades 1-4.

In connection with this problem, it is necessary to: determine the theoretical foundations and specifics of the “Sketch” technique; reveal the structure and composition of aesthetic qualities of students in grades 1-4, which can be developed using Sketch; further, on this basis, to develop a set of methodological recommendations for the use of Sketch techniques that contribute to the effective development of aesthetic qualities of students in classes 1-4.

The term “aesthetics” is used in modern scientific literature and in everyday practice in another sense - to designate the aesthetic component of culture and its aesthetic components. In the explanatory dictionary of S.I. Ozhegov gives the following definition: aesthetics - “Philosophical doctrine about the essence and forms of beauty in artistic creativity, in nature and in life, about art as a special type of social ideology” [2]. In the philosophical encyclopedic dictionary, aesthetics is defined as follows: aesthetics is “the science of the laws of man’s aesthetic exploration of the world, of the essence and forms of creativity according to the laws of beauty” [4]. And in the dictionary on pedagogy, the following definition is given: “Aesthetics is a philosophical doctrine of art as a special type of social ideology, dedicated to the study of the ideological essence and forms of beauty in artistic creativity, in nature and in life” [6]. Thus, we can conclude that aesthetics is directly related to beauty and beauty in everyday life, in work, in communication with art and nature, in everyday life, and in interpersonal communication. But aesthetics is not given to a person from birth, it is a special type of social ideology, so it must be cultivated in a person.

Thus, the criteria for aesthetic education in relation to children of primary school age can be considered the trinity of the following indicators and their criteria:

1. *Availability of aesthetic knowledge* - the amount of aesthetic knowledge; the ability to judge the beautiful and the ugly in life and art, to understand the figurative language of art; development of value judgments; the ability to defend one’s views, beliefs, aesthetic ideals (depending on one’s age);

2. *The ability to be emotionally responsive* – the manifestation of an involuntary emotional reaction when perceiving the aesthetic in life and art (joy, delight, tenderness, indignation, a feeling of shock); the nature of the emotional reaction (duration, stability, intensity, depth, sincerity, restraint, expressiveness); the adequacy of emotional reactions to the content of a work of art, the nature of occurring phenomena in nature and social life; the ability to feel people’s moods and empathize; the ability to assess one’s emotional state, correlate one’s experiences with the environment, with norms of behavior, and manage one’s emotional state; external culture of manifestation of aesthetic emotions and feelings (facial expressions, pantomime, verbal reaction);

3. *The ability for aesthetic-substantive creative activity* - the manifestation of artistic and creative abilities in aesthetic activity (speed of orientation, resourcefulness, quick wits, independence, originality, initiative, ability to plan work).

When an adult tries to introduce a younger schoolchild to beauty, he must understand that the child on his own cannot fully understand where the truly beautiful is and where the fake is. Consequently, the role of the teacher in the process of aesthetic education of a child of primary school age is to influence the child's feelings, enrich them, and promote the differentiation of emotions. Thanks to aesthetic education in younger schoolchildren, in accordance with their character and acquired values, the orientation of the individual in the world of aesthetic values appears, the ability for sensory experience develops, aesthetic taste and ideal are formed, the ability to create according to the laws of beauty, to create aesthetic values in art and beyond develops. Younger schoolchildren learn to see and distinguish beauty in natural phenomena, life, and in assessing the activities of people and their actions. At the age of 8-10 years, children become more accustomed to managing their emotions and get used to restraining their immediate impulses. Children are able to focus their attention on a certain moment longer, therefore they better perceive what the teacher explains. At this age, the child himself cannot yet feel and understand all the beauty, so a teacher should help him in this, over time developing independent, full perception. Therefore, the foundation of aesthetic development and the worldview that will be formed in the child depend on the teacher, since it is at this age that the child's attitude to the world is formed and the development of the essential aesthetic qualities of the future personality occurs. Based on the above age characteristics of junior schoolchildren, we can conclude that this age is the most favorable for:

1. Formation of stable cognitive needs and interests;
2. Development of productive techniques and skills in educational work;
3. Formation of adequate self-esteem, development of criticality towards oneself and others;
4. Assimilation of social norms, moral development and formation of worldview.

Also interesting is the approach of developing the zone of actual development into the zone of proximal development of the student (substantiated by L.S. Vygotsky). In this context, we will consider the concept of «learning capabilities», studied by such authors as Y.K. Babansky, F.I. Kharlamov, I.I. Tsyrukun, E.N. Artsiamionak . Thus, K.M. Artsiamionak determines that « Learning capabilities are an integrated anthropological parameter that reflects the achieved and potentially possible levels of development of pupil (students) in cognitive, activity and personal aspects, and also characterizes the degree of efficiency of the organization of their educational and cognitive activity» [7, p.20]

Therefore, in order for the aesthetic education of primary schoolchildren to be most effective, it is necessary to know the age characteristics of children of primary school age. Based on the studied age characteristics of children of primary school age, we identified the following that are significant for our study:

1. *Biological Features*; 2. *Emotional Sphere*; 3. *learning Capabilities*.

The system of aesthetic education is precisely needed in order to teach a child to see the beauty around him. The system of aesthetic education means “a set of consistent, interconnected, teacher-guided aesthetic influences on the student, both through the means of art and life itself, influences aimed at the versatile aesthetic development of students, contributing to the formation of aesthetic feelings, artistic tastes and views in accordance with general objectives social order” [5].

These data made it possible to identify several stages of age-related development of schoolchildren and characterize the priority methods of aesthetic education used in a given period. Thanks to knowledge of the characteristics of children of primary school age, we can more accurately and effectively select methods, principles and means of aesthetic education of primary schoolchildren, and also thanks to the class differences in age characteristics, we can arrange methods in a certain sequence.

Traditionally, a “sketch” refers to a preliminary rough drawing (the term “sketch” means the same thing) that an artist might make in preparation for a painting or a more detailed drawing (such as a sketch). A sketch is less detailed than a sketch - a sketch can be a very detailed representation of something that will be used in a larger composition. “Sketch” is the earliest stage of a sketch; a sketch can be not just rough, but as sketchy as possible.

That is why the sketches are conceptually unique and very individual. They reflect the artist's inner personality, do not have to obey any rules, and are more difficult to copy than a finished piece. It was this realization that prompted art historians to re-evaluate the sketches and even led to the sketches of the English landscape painter John Constable being valued as finished works alongside his paintings. Therefore, the sketch technique has rich potential for self-expression of the personality of both a novice artist and a master. The uniqueness of the sketch technique can be used in art pedagogy in elementary school.

This is due to the fact that primary school age is favorable for aesthetic education through sketching in the following pedagogical aspects:

1. Children at this age learn a lot of new things from school subjects; they are interested in cognitive activity (however, at this age it should be taken into account that attention is not yet stable, therefore in classes 1-2 you should not show and tell a lot of information about works of art, and the sketch is very concise and short);

2. Children of this age are more interested in the creative process itself; and in grades 3-4, children become more disciplined, can perceive and remember aesthetic knowledge; it is at this age that a worldview is formed and ideals are affirmed (and sketching is impressive and captivating);

3. Children are able to judge the beautiful and the ugly in life and art, but due to their inexperience, it will be difficult for children to judge the beautiful and the ugly; therefore, at first, the teacher should help them with this (sketching allows the teacher to quickly demonstrate examples of the beautiful and the wrong);

4. Children at this age are characterized by emotional responsiveness, therefore, when mastering new knowledge, contemplating natural phenomena, looking at illustrations for books or paintings in fine arts lessons, they are guided by the teacher's emotional attitude to what is happening (this is discussed in the sketching lesson, that is, in addition to information also learns her assessment from adults);

5. Children of primary school age actively develop attention, memory, perception, thinking and imagination (due to the biological changes that occur);

6. The sketch technique allows you to quickly achieve results, is effective and impresses modern children of the "digital generation" by making their own unique work with their hands.

7. Thanks to the possibilities of sketching, a child can already navigate his actions, plan independent work, and complete artistic tasks independently and in an original way.

We reviewed and analyzed a number of programs in fine arts (B.M. Nemensky, L.G. Savenkov, T.Ya. Shpikalova, O.A. Kurevina, etc.) and can draw the following conclusions:

- it is necessary to model the process of development of aesthetic qualities of students in classes 1-4 using sketch techniques and methods;

- it is necessary to take into account, on the one hand, the established tradition (educational training programs in the field of fine arts), on the other hand, the age characteristics of modern students in classes 1-4 (their learning ability and emotional sphere, belonging to the "digital generation");

- it is necessary to take into account the listed aesthetic qualities as criteria for the effective use of drawing techniques (in all the variety of traditional and innovative means of sketching);

- it is necessary to develop step-by-step detailed guidelines on the sketch technique for a fine arts teacher (taking into account the child's creation of an original work).

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