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## MANAGING ART AND CREATIVE ACTIVITIES OF PRESCHOOL CHILDREN ON THE BASIS OF INDIVIDUAL AND DIFFERENTIAL APPROACH

**Abstract.** Conceptual and theoretical bases of forming integrated creative personality of a child in modern conditions of a preschool educational establishment are proved in the article. The features of creative development of preschool children are presented; the importance of an educator in managing such process is disclosed; the ways to optimizing it are described. The opportunities of different kinds of art activities on the basis of sustainable development that provides implementing individual and differentiated approach, taking into account individual and typological characteristics and interests of children to independent artistic activity and its free choice are revealed.

**Keywords:** creativity, associating, education for development, individual and differentiated approach

## ZARZĄDZANIE TWÓRCZĄ I KREATYWNĄ AKTYWNOŚCIĄ DZIECI W WIEKU PRZEDSZKOLNYM WEDŁUG INDYWIDUALNIE ZRÓŻNICOWANEGO PODEJŚCIA

**Streszczenie.** W artykule udowodniono koncepcyjne i teoretyczne podstawy zintegrowanej osobowości twórczej dziecka w nowoczesnych warunkach przedszkola. Zaprezentowano cechy twórczego rozwoju dzieci w wieku przedszkolnym i rolę wychowawcy w zarządzaniu tym procesem; opisano sposoby, aby je zoptymalizować. Opisano możliwości różnych aktywności twórczych w oparciu o zrównoważony rozwój, który zapewnia indywidualne i zróżnicowane podejście, z uwzględnieniem indywidualnych cech i zainteresowań dzieci do samodzielnej działalności artystycznej i jej swobodnego wyboru.

**Słowa kluczowe:** kreatywność, twórczość, edukacja dla rozwoju, indywidualne i zróżnicowane podejście

## 1. Introduction

Recent fundamental changes in the life of Ukrainian society require a new approach to the structure and content of education and its reforming. The state is going to make an education as the priority field, designed to accumulate the intellectual, scientific and technical potential of the country. Therefore education should play a leading role in the formation of Ukraine as a European state. The success of this process, was emphasized at the UN Summit in the program of sustainable development up to 2030 it was based on age-appropriate features, individual capabilities and interests; it should be developed from early preschool age under favorable conditions<sup>1</sup>.

The implementation of the new approaches in the educational process in preschool institutions and determining the place of a creative personality in it, based on the principles of sustainable development, should begin with the changes in the management activity of artistic and creative process<sup>2</sup>.

First of all in the preschool institution should be created a new administration process of descriptive skills formation, where defined all the tasks of all pedagogical workers in the preschool institutions. A head of a preschool institution should carry out analysis, summarizing, conclusions, and take administrative decisions on artistic and creative activities. Pedagogue of the preschool institution should be responsible for the formation of the database of artistic and creative abilities of preschool children, as well as formation of developmental programs database, techniques of artistic and creative activities. The responsibilities of a pedagogue will include: identification and formation of artistically-creative skills in preschoolers, fixation of the achievements and successes of children, allocation of the necessary information to the psychologists; planning of the educational process which create artistically-creative skills in children.

The functions of a psychologist will be include: diagnostic of artistically-creative skills and individual-typological peculiarities of children; systematization of programs and methods for the development of artistically-creative abilities in preschoolers; systematization of the achievements data.

Organizational work on formation of artistically-creative skills in preschoolers should have a clear structure. One of the components is scientifically-methodical ensuring, it provides a realization of the principles of teaching and education; programs development on art activity; formation of methodical recommendations concerning the development of the

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<sup>1</sup> Tsely v oblasti ustoychyvoho rozvytyya na peryod do 2030 h. Prynaty na 70-y sessyy Heneral'noy Assambley OON 25 sentyabrya 2015, <http://daccessddsny.un.org/doc/UNDOC/GEN/N15/291/92/PDF/N1529192.pdf>; Siraj-Blatchford J., Smith K.C., Samuelsson I.P.: Education for Sustainable Development in the Early Years, [www.327matters.org/Docs/ESD%20Book%20](http://www.327matters.org/Docs/ESD%20Book%20).

<sup>2</sup> Mayor N., Manylyuk Y., Marusynets' M., Tymofeyeva O.: Kerivnytstvo doshkil'nym navchal'nym zakladom. Informatyvno-metodychni materialy na dopomohu kerivnykovi doshkil'noho navchal'noho zakladu. Mandrivets, Ternopil 2006, s. 5-8.

necessary skills and creativity development in preschoolers; preparation of systematic manuals, articles and publications; generalization and circulation of work experience of preschool institutions.

Next structural component should be psychological securing of educational process, which include: diagnostics; creating programs (including individual programs) of development of artistically-creative abilities in preschoolers and conducting series of developmental studies; preparing of the recommendations for parents and pedagogues concerning development and nurture of the artistic and creative skills and talent in children; conducting psychological trainings with pedagogues and children in the preschool institutions.

Following component is educational ensuring that involves: creating subject and developing environment; monitoring of kids achievements; work with their parents. An important component of the organizational work of artistic-creative activity is health care, which should provide the following elements: monitoring of the kid's health; examination of children by medical specialists; organization of the prophylactic work; organization of communication with the preschooler's parents.

The following component is formation of the conditions for development of artistically-creative skills and talents, which are: detection, development and support of children with different levels of formed artistically-creative skills; search of the technologies, methods and techniques for detection and development of artistic-creativity in every child.

The main sources of organizational work concerning artistic-creative activities are: psychological support, professional competence of the chief and pedagogical staff. Expected results of the entire process include: general positive dynamics of the development of artistic and creative abilities in children; significant increasing in personal achievements of every child in the sphere of art and aesthetic activity.

In a way of implementation of the educational process referred to the development and formation of artistically-creative skills and appropriate competence we foresee: the creation of artistically-educational space; choice of the technologies considering art development in preschoolers; choice of the trajectory of children's artistic and aesthetic activity development; creating the own programs on working with children who have a different level of development of artistic and creative abilities. Administrative decisions should be directed to: scientific and organizational management; social support of artistically-aesthetic activity of every child; stimulation of art and aesthetic achievements of pedagogues.

V. Belikov, H. Bebikh, V. Drobot, N. Kapustina, V. Kolisnik T. Myronyuk, H. Kravchenko, O. Nechay, A. Ostapenko, O. Sorokina, I. Struk, N. Tumanova, O. Kharchenko brought a lot of attention to this issue in their works<sup>3</sup>.

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<sup>3</sup> Bebikh H.D.: Rozvytok tvorchoyi osobystosti dytyny cherez obrazotvorche mystetstvo. Doshkil'nyy navchal'nyy zaklad, 2007, No. 4(04), s. 41-43.

Various aspects of artistic and creative abilities in preschool children are revealed in the researches of prominent psychologists and pedagogues (B. Teplov, Ye. Ichnatiev, V. Kyriyenko, M. Volokov, Ye. Florina, N. Sakulina, T. Kazakova, N. Halezova, V. Kotlyar, H. Pidkurhanna, H. Bebikh, L. Wenher, I. Koryakina and others<sup>4</sup>.

The essence of notions: “art”, “creativity”, “skills” psychophysiological bases of creativity, their indicators are considered in the works of Phromm, E. Torrens, J. Smith, L. Carroll and others.

One of the directions of management, in our opinion, is to implement individual and differentiated approach to preschoolers, based on the principles of sustainable development, foresees the level of formation of artistic and creative skills and individually – typological characteristics of every children, their free personal development.

Preschool age is a stage of basic personality traits of character development, among which independence is one of the leading role. The significance of independent activity stems also from the important conceptual principle of development of the preschoolers, which provides implementing personality oriented model of preschool education into practice. The educational process within the model can not be achieved outside recognition of a child as a subject of his own life, most fully realized in the unregulated free art and aesthetic activity that fully reveals the preferences, interests and capabilities of each child.

The necessity of free activity is caused by natural need of preschoolers in activities, the ability to have the time that they can use themselves, without direct control of adults, as well as to fortify their experience independently, to show or to check their level of competence, self-assertion<sup>5</sup>.

Independent activity can be both: individual and group one; when a child is implementing her/his own interest in the chosen sphere of activities, or unite with other children at a community desires, intentions, plans, and preferences or by mutual liking. In any way, different activities can be developed, such as: art (visual, musical, musical and rhythmical, theatrical, art and speech), game, efferent, cognitive, working, communicative etc. Independent work often has an integrated character. This is especially true in the senior preschool age. The integration of different activities give children an opportunity fully mobilize their moving, speech, art and aesthetic experience<sup>6</sup>.

One of the main manifestation of the meaningful high level self-activity are skills of children: ability to self-employment in various leisure activities during their free time; motivation of their activities; preparation of the necessary supplies to implement their plan:

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<sup>4</sup> Koryakina I.: Peculiarities of creativity development in children of senior preschool age in play activity. L'Association 1901 “SEPIKE”. Ausgabe 10, Osthofen, Deutschland 2015, p. 27.

<sup>5</sup> Fadyeyeva T.M.: Pedagogichni innovatsiyi v doshkil'niy i pochatkoviy osviti, [in:] Fadyeyeva T.M.: Zbirnyk statey Rehional'noyi naukovo-praktychnoyi konferentsiyi. THPI im. D.I. Mendelyeyeva, Tobolsk 2008, s. 204-207.

<sup>6</sup> Udina O.M.: Problema vykhovannya samostiynosti ditey doshkil'noho viku: teoretychnyy aspekt, [in:] Udina O.M.: Teoretyko-metodychni problemy vykhovannya ditey ta uchniv's'koyi molodi. Zb. nauk. prats'. Vyp 6, Kn. 1. ZHDU, Kyyiv-Zhytomyr 2004, s. 145-151.

toys, materials; team up with other children for the joint activities; agree in the division of the tasks; bring their plans to the end; adequately assess the result.

Pedagogues should remember that the content and level of development any independent activity refers on several factors, including: the experience of children in certain activities, their vital competence in general; availability subject-game, natural, social, developmental environment; taking into account the space of his/her own "I" of every child; clever, competent supervision of the adult.

Life competence of children as a sufficient level of development, breeding and learning is the basis for the emergence of an independent child's activity and its substantial deployment.

Handling the direct management of the independent activities should not extremely protect children, or control them every moment, often interfere with their actions and constantly correct the relationship. Instead, teachers should give kids more independence, the ability to exercise their own activity and creativity, not suppress their initiative and help them to implement their plans.

The study of the organization of the individual and differentiated approach in early ontogeny caused to contradictions between the ever-increasing demands to enhance life of preschoolers and lack of adequate organizational and pedagogical means of implementation; it is important to disclose the ways, content, forms and methods, conditions, creating individual developing environment, that leads to training of independency in artistic and creative activities.

**The aim of our research** is theoretical proving and experimental studying of the characteristics of an individual and differentiated approach in the process of management of artistic and creative activity in the preschoolers, which includes the creating and enriching subject and developing environment; introducing game form activity and personality oriented interaction between pedagogue and child. It will lead to the acceptance of a child as a subject of independent artistic and creative activities.

The formation and development of interest in preschoolers to artistic and aesthetic activity were observed in the works of H. Hryhoryeva, T. Kozakova, N. Sakulina, H. Sukhorukova, L. Yantsur. However, some aspects of the problem (for example, the creating special pedagogical conditions) require further researching<sup>7</sup>.

Scientists (L. Bozhko, H. Hryhoryeva, T. Kazakova, N. Sakulina, H. Sukhorukova, L. Yantsur) proved that differentiation and individualization of the educational process creates the conditions for improving the knowledge, and affect children's attitudes toward learning. Artistic and creative activity is a mean, factor and the result of a personal development<sup>8</sup>. The preschooler's wish to create something new is explained with the interest of the world cognition, the desire to transfer their thoughts, impressions, feelings and self-satisfaction from

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<sup>7</sup> Hryhor'yeva H.H.: *Obrazotvorcha diyal'nist' doshkil'nykiv*. Akademiya, 2004, s. 17-19.

<sup>8</sup> Bozhko L.M.: *Vykhovannya dytyachoyi uyavy u khudozhnikh obrazakh*. Instytut zmistu i metodiv navchannya, 1997, s. 13-15.

work with different kinds of activities. Preschoolers interest to art and creativity is expressed in the emotional perception of artworks, in personal attitude to it, active learning such knowledge and the implementing it in the process of the own artistic practice.

To implement individually-differentiated approach it is important to train pedagogues to differentiate didactic purpose depending on the level of formation of knowledge and skills in children. The content of educational tasks, material, teaching methods pedagogues should chose educational forms of children according to the aim. T. Komarova advised to follow a complex approach to diagnosing a child's abilities<sup>9</sup>.

H. Sukhorukova identifies following features in children's interest to creative activities: subject focus, efficiency, breadth, depth and stability. The indicators of interests are: wish for create something new in the classroom, in the free time, in the family; the questions of cognitive nature; interest in materials; purposefulness etc<sup>10</sup>.

Unshaped or lack of interest in children toward art and creative activities can be explained with several reasons: peculiarities of family and social education; insufficient usage and study of art materials in pre-school institutions and its unsuitability to children's perception; lack of necessary knowledge and skills in pedagogues. Other reason is dictatorial teaching methods, the lack of stimulation of children's interest in creative activity. To solve the problem of interest formation objective and subjective pedagogical conditions can be distinguished. The objective conditions include the creation of subject-developing environment; choosing the most appropriate forms and methods; using a variety of art-teaching tasks; interaction with parents. Subjective conditions of interest teaching are defined as internal-simulative force in children, which leads to motion spiritual and mental capabilities.

The initial methodological premises of differentiation learning is a didactic concept of personal development, recognition of an individuality of each child and personal approach in addressing main aspects of education. Teaching should be developing. Such idea is observed by such authors as A. Khutorsky, I. Frumin, A. Kasparzhak, O. Udina, M. Karatayeva<sup>11</sup>.

Many prominent scientists studied the issue of the defining levels, forms, kinds of individual and differentiated approach and carried out development of its didactic, teaching and methodical support (O. Buhayov, L. Bozhko, V. Davydov, L. Zankov, I. Lykova, S. Maksymenko, O. Savchenko, O. Skrypchenko and others)<sup>12</sup>.

In order to study the features of implementation an individual and differentiated approach to the process of managing art and creative activity of preschoolers the experiment was conducted on the basis of pre-school institutions in Sumy region. Stating stage of the

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<sup>9</sup> Komarova T.S.: *Diahnostyka zobrazhuval'noyi diyal'nosti ditey 6-7 rokiv*. Obruch, No. 1, 2007, s. 24-27.

<sup>10</sup> Sukhorukova H.V.: *Obrazotvorche mystetstvo z metodykoyu vykladannya v doshkil'nomu navchal'nomu zakladi*, Sukhorukova H.V., Dronova O.O., Holota N.M., Yantsur L.YA. (eds.). *Vydavnychyy Dim „Slovo”*, 2010, s. 133.

<sup>11</sup> Karatayeva M.I.: *Rozvytok tvorchoyi osobystosti doshkil'nyka*, Hrytsyuk L.A. (ed.). *Kamyanets-Podilskyy PP „Medobory-2006”*, 2008, s. 68-71.

<sup>12</sup> Lykova I.O. (ed.): *Prohrama khudozhn'oho vykhovannya, navchannya i rozvytku ditey 2-6 rokiv*. „Kolorovi dolonky”. *Vydavnytstvo „Ranok”*, Vesta 2007, s. 21-23.

experiment included determination of the levels of formation of art and creative skills in senior preschool children. Children were offered to pass the class of art and creative activities, which involved the implementation of their own art and creative plans. The criteria of the evaluation were: authenticity of an image (all parts are in proportion); the usage of colors and their shades; technical skills of using instruments for painting and drawing; originality of the design; the choice of the ways of its implementation.

On the basis of children's works analysis the level according to indicators were defined: satisfactory level – the child truly represents the object using colors and their shades, the work is original; the average level – the child truly represents the object, but does not use true colors, the work is reproductive; low level – the child does not properly represent the proportion of the object, does not use truly shades of colors, the work is not original. According to the results of the experiment the children of the experimental group (EG): 25% of children have satisfactory level of art and creative skills, 40% of children have average level and – 35% of children have low level of art and creative skills.

In the control group (CG) the results were following: 20% of children have satisfactory level of art and creative skills, 45% of children have average level and – 35% of children have low level of art and creative skills.

The results of calculations give reason to affirm that children of the experimental group and the control group need individual and differentiated approach during the classes. So there is a necessity in developing a system of classes to identify the levels of art and creative abilities of children.

A series of classes on exploring the works of famous artists were developed: "Rural workers in Abruzzo" and "Threshing grain by oxen" by P. Kreyer, "Harvest" by P. Brueghel the Elder, "Still Life with Flowers and Fruit" by A. Fanten-Latour, "Conestabile Madonna" by R. Santi, "Stream in the forest" by C. Troyon, "Surrender of Breda" by D. Velazquez, "Copper Snake" by F. Bruni, "City Landscape in Watercolor" by R. Moser, "Girl with Earring" by J. Vermeer, "On the Thames" by Raymond Domersen, "Peaches" by A. Fanten-Latour; a series of classes on Art ("Autumn Leaves Falling", "Winter Landscape", "In a Magical Forest", "Spring Tree", "A Gift for Mom", etc.); a series of classes on modeling ("Violet", "Our Favorite Toys", "Aquarium with Fish", "Mimosa Branch for Mom", etc.); a series of classes on appliqués ("Winter hut", "Winnie the Pooh", "Snail", "Magic Glade", etc.). During the classes non-traditional techniques, materials and innovative technologies were used. Program content of the proposed classes were provided according to the individual and differentiated approach to the tasks that were offered to children based on their level of formation of art and creative skills. For example, the class on Art on the theme "A Gift for Mom".

Curriculum content: improve drawing and painting skills in non-traditional technique – pointillism, the rules of using paints and brush; children who have a satisfactory level work independently, children who have an average level work under the guidance of a teacher, children who have a low level work with the help of a teacher. To develop imagination,

creative thinking, fine motor skills of hands; to nurture love and respect for relatives and friends, the desire to bring joy with their work; to bring up diligence in their work; to form composition skills.

During observing it was noted that children with satisfactory level of art and creative skills formation showed more independence and creativity in carrying out the work, and children who have low level were in need of a help from the teacher. It is connected with individual and typological characteristics of temperament of each child.

Thus, it is important for sanguine children to preserve the interests, to form the ability to deploy a story, to find new twists in it, return to the started work and finish it. It is inherent high reactivity, increased excitable reaction during operation for choleric children. A teacher should be especially careful with such children to ensure an adult's supervision. A melancholic child is noted with dreaminess, some detachment from other children, too sensitiveness to the emotional attitudes of others. Therefore, they should have promotion and emotion during the work.

Differentiated approach allows us to identify the ability of children to continue to develop them, allow children to work according to their strength.

During the control stage the following results were found: 40% children have satisfactory level in the experimental group, the average level – 40%, low – 15%. We see that the data has changed. Children improved their level of artistic and creative skills, technology of performing; they become more confident to do the movements during the work. They showed independence, activity, creativity; in the control group 25% children have satisfactory level of developing artistic and creative skills; on average – 40%, low – 35%. Thus, the data of the control group did not change significantly; although some children have improved their levels, but generally they require individual assistance.

According to the results of experimental work we have developed guidelines to teachers on using individual and differentiated approach in the managing artistic and creative activity of preschool children: during selecting artistic and creative tasks it should taken into account the levels of existing knowledge and skills of children, temperament, character, abilities, peculiarities of mental processes, mood during creative work; give children the opportunity to find the materials, techniques, equipment for the job; approve and enjoy each success of a child; to provide all possible assistance to the children; to support interest in artistic and creative activity; use non-traditional techniques and materials; create an atmosphere of trusting communication, faith in the strength of the children; motivate artistic and creative tasks according to the levels of knowledge and skills of children.

To effectively managing the process of forming the preschool children's artistic and creative skills based on individual and differentiated approach we encouraged parents to involve in co-creation with pupils.



## 2. Conclusions

Therefore, to realize individual and differentiated approach means to treat each child as an original, unique personality, considering the multiplicity and diversity of each child's traits of the character (temperament, abilities, etc.). Based on the aforementioned, a teacher offers each child different in amount, complexity, nature material; he allows choosing that optimizes the educational process and makes it possible to develop according to the individual program.

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