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## Experimentation Technology in the Process of Preschoolers' Fine Arts Activity

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### Abstract

The article presents scientific and methodical substantiation of the technology of organizing experimentation in the process of fine arts activity by senior preschool age children. The article defines the significance and types of children's experimentation, shows peculiarities of its mastering by senior preschool age children. The study presents scientific and methodical substantiation of the technology of the organization of the experimentation of senior preschool age children in the process of fine arts activity. Special attention is paid to the description of the stages of organization of children's experimentation: incentive-stimulating, constructive-forming and initiative-creating.

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## 1. Introduction

In the context of requirements set down by the Federal state educational standard of preschool education the pedagogical process in a modern pre-school educational institution focuses mostly on implementing the principle of consciousness, activity and independence in children in the process of learning “the new”. It is expressed in pupils’ deliberate active perception of phenomena they study and its understanding, creative processing and application.

A considerable potential for implementing this principle at the early childhood stage exists in experimentation. Theoretical and applied aspects of children’s experimentation are presented in the works by N. N. Poddiakov, N. E. Veraksa, A. I. Savenkov, L. N. Prokhorova, etc.

In particular, the characteristics of child experimentation have been investigated (N. N. Poddjakov); conditions of forming children’s research skills in the process of experimentation have been defined (N. E. Veraksa, A. I. Savenkov); the potential for organizing experimentation during children’s mastering the content of different educational areas has been considered (O. V. Dybina, E. I. Kulikovskaya, I. A. Lykova, L. N. Prokhorova, N. N. Sovgir).

However, the possibilities of using children’s experimentation in the process of fine arts activity still remain largely unexplored. In this regard, one of the directions of experimental activity pursued by the individual creative development laboratory at the Research Institute of Psychology and Pedagogics, Turgenev Orel state university is to study the possibilities of organizing children’s artistic experimentation on the basis of Kindergarten №36 in the city of Orel. The experimental activity was aimed at developing and testing the experimentation technologies in the process of preschool age children’s artistic activity.

## 2. Method

The following methods were used to achieve this goal at different stages of implementing experimental activities: diagnostic methods “Activity choice”, “Little Explorer” developed by L.N. Prokhorova [1], A pedagogical experiment. 58 children aged 5.5 to 7 years were involved in the innovative project.

## 3. Results and discussion

The summary of the diagnostic examination of children by using the method of “Activity Choice” suggests that in the preschool age the experimentation is one of the most preferred types of activity (41.4% of pupils), along with games (67.2 per cent) and visual work (46.6 per cent). The analysis of the empirical materials obtained by the “Little Explorer” method showed that most often senior preschoolers chose natural material and equipment to be used as test objects in the experimentation.

The study of the children’s mastering level of the experimental activity allows us to state that the senior preschool children have an unstable interest in experimentation within the process of artistic activity. They do not always understand and accept the problem posed; they are unable to establish a cause and effect relationship; they are not active in putting forward ideas to solve visual problems; they tend to display monotonous, primitive actions with artistic materials. However, some preschoolers are able to speculate about possible ways of creating images and consciously approach to the selection of art materials, exhibit creativity and initiative in solving problem tasks. Thus, according to the diagnostic tests, the low and medium levels of children’s mastery of the experimental activities (46.6% and 37.8%, respectively) are predominant. The number of pupils being at a high level is insignificant –15.6%.

On the basis of the data obtained a technology of organizing artistic experimentation in senior preschool age children was developed and partially tested. Meanwhile, we considered the child's artistic experimentation as an exploratory activity aimed at child's learning about the properties and qualities of artistic materials and their innovative use in the process of creating an image [2].

The technology developed includes three interrelated stages: incentive-stimulating, constructive-forming and initiative-creative [3].

*The incentive-stimulating stage* is aimed at creating a positive emotional atmosphere and preschoolers' interest in experimentation and overcoming the constraint of the child's mind, fear of errors and incorrect actions in solving cognitive and creative tasks. This may be achieved by including surprise elements, introducing in-game characters, creating a game of motivation, demonstrating new equipment, tools and artistic materials. These techniques cause not only surprise and emotional response in children, but also develop their observation and ability to analyze and to compare.

*For example, once upon a time in one Kingdom, called the Gouache Kingdom there were three beautiful Princesses – Red, Yellow and Blue. The Red Princess was the hottest, brightest, the most majestic, the most cheerful and the bravest of all. The Yellow Princess was good, sunny, golden and rich. And the Blue Princess was calm, quiet and sad. Once the lovely princesses wanted to draw a rainbow, and they turned to you for help: how did three colors turn into the rainbow?*

The teachers' activities within the framework of the constructive-forming stage are aimed at stimulating the senior preschool children's cognitive activity in the context of gradually complex experimentation. In regard to this aim it is advisable to establish problematic and problem-game situations contributing to the development of research skills, such as acceptance of a problem posed by adults; putting forward a hypothesis; finding ways of testing the hypotheses by experimenting together with the caregiver. *For example, Guys, the pirates have stolen all the pencils and paints. How are we going to draw?*

Special attention at this stage is paid to encouraging children to reproduce independently a variety of modes of artistic experimentation in a new environment. The main contributors are elements of competition between preschool children (*At the end of lesson we will choose the most fairy-tale forest*) and a method of precise directions (*Then each of you will choose an unusual technique to create an image of creatures that inhabit the fairy-tale forest*).

*The initiative-creative stage* presupposes continued work on forming experimentation with artistic materials, their properties and ways of their application, but in terms of children's independent experimentation. At this stage it is recommended to stimulate the manifestation of children's cognitive and creative activity in the free "choice-based" experimentation. It is important to note that this provides freedom to choose experimentation objects, partners, schemes, and alternative solutions.

Gradual organization of work also requires children's consistent mastery of various forms of artistic experimentation: first, experimentation with color and then experimenting with materials, their properties and ways of application, at the final stage there is experimenting with artistic effects and different ways of creating images.

#### 4. Conclusion

Thus, the stage by stage organization of work and the creation of certain algorithms of actions are essential elements of the technology of forming the skills of artistic experimentation in senior preschool age children. The search for ways to encourage independent artistic experimentation in preschoolers may be considered as a perspective direction in the study of this problem.

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