



**TEACHING CHILDREN IN DRAWING TECHNIQUES USING UNTRADITIONAL OBJECTS AND TECHNICAL METHODS**

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**Abstract:** This article discusses the content and methods of teaching children of different ages to drawing techniques using non-traditional materials and technical methods in preschool educational institutions, and the importance of teaching children to draw in developing their creative abilities.

**Keywords:** Drawing, clay and plasticine, construction, application, object-oriented, meaningful, plot-oriented, decorative, planning, visual activity, content template, stencil.

Why do children draw? This is one of the ways to improve the body. Drawing early in life develops the ability to see and see. The child learns the concepts of "vertical" and "horizontal", which is why early children's drawings are linear. Then he understands the shapes of materials, and gradually the environment.

This happens faster than the accumulation of words and associations, and drawing allows the baby to express in a figurative form what he has already learned and cannot always express verbally. Drawing helps a child organize rapidly acquired knowledge and increasingly complex ideas about the world. Why do children stop drawing as they grow up? Because the word "draw" has become more meaningful. In medical practice, there is treatment with drawing, painting (isotherapy). Isotherapy is especially effective for children, because drawing is a natural need for a child. He does not have an "inability complex". Visual activity is perhaps the most interesting type of activity for preschoolers. It allows the child to reflect his impressions of the world around him in visual images, to express his attitude towards them. At the same time, visual activity is of incomparable importance for the comprehensive aesthetic, moral, labor, and intellectual development of children. Drawing is of great importance in shaping a child's personality. Only drawing benefits a child. The connection between drawing and a child's thinking is especially important. At the same time, the work includes visual, motor, muscular-tactile analyzers. In addition, drawing develops children's intellectual abilities, memory, attention, fine motor skills, teaches the child to think and analyze, measure and compare, construct and imagine. For the mental development of children, the gradual expansion of the stock of knowledge is of great importance.



Non-traditional drawing techniques for children The most important and relevant thing at this age is drawing. Drawing is a very interesting and at the same time difficult process. The educator, using various drawing techniques, including non-traditional ones, fosters a love for fine arts, arouses interest in drawing. Kindergarten is a convenient place for non-traditional drawing, where a variety of methods and techniques can be used. Many scientists believe that all types of non-traditional drawing can be accessed from an early age. Introducing young children to the specifics of technology is possible only at the level of the educator's participation in the drawing process. There are many unconventional drawing techniques, the uniqueness of which lies in the fact that they allow children to quickly achieve the desired result. For example, which child is not interested in drawing with their fingers, making a print with their own palm, scribbling on paper and getting funny pictures. Purpose: to introduce young children to unconventional drawing techniques, to form an interest in drawing and to develop mental processes (attention, speech, perception, thinking, imagination).

**Tasks:** Introduce children to drawing techniques:

- ✓ To form an interest in visual activities, using non-traditional drawing techniques in preschool children.
- ✓ Helping preschoolers master the simplest methods of working with various visual materials.
- ✓ Develop hand motor skills and sense of touch;
- ✓ Cultivate observation, accuracy, responsiveness to emotions, and perseverance.
- ✓ Developing management and self-management skills.

**The importance of these methods for parents:**

- ✓ Helping parents familiarize themselves with non-traditional drawing techniques;
- ✓ Encourage creativity with children;
- ✓ To promote cooperation between parents and teachers in the upbringing and education of children;

**Importance for educators:**

- ✓ Ensuring the fulfillment of educational, developmental and educational tasks by developing non-traditional drawing techniques by children.
- ✓ Creating conditions for independent and joint activities of children with adults within the project;

Drawing with unusual materials, original techniques allow children to experience unforgettable positive emotions. Unconventional drawing gives children a lot of positive emotions, opens up new possibilities for using familiar objects as artistic materials, and surprises with its unpredictability. Drawing without a brush or pencil does not hinder the child, it allows him to feel the colors, their character, their mood. Without realizing it, children learn to observe, think, and imagine. The teacher must instill in each child the belief in his or her creative abilities, uniqueness, and individuality, that he or she came to this world to create goodness and beauty, to bring joy to people. The important thing is that knowledge is not limited to the curriculum. Children get acquainted with various unconventional drawing methods, their features, various materials used in drawing, and learn to create their own drawings based on the knowledge they have gained. Thus, a creative person develops who can apply their knowledge and skills in different situations. Drawing using non-traditional techniques is a very important aspect of aesthetic education. Visual activity is one of the most interesting for preschoolers: it deeply excites the child, arouses positive emotions.

In addition, the child's cognitive interest is stimulated (using the things that surround the baby every day from a new perspective - you can draw with your own palm, fingers, use a spikelet or birch leaf instead of a brush). There is a development of visual - figurative and verbal - logical thinking, activation of independent mental activity of children. (What else can I draw? What can I draw with this material) Through the use of various visual materials, new techniques that require accuracy of movements, but do not limit the child's fingers in a rigid position (such as holding a brush or pencil correctly), conditions are created for the development of general motor dexterity, the development of fine motor skills.

The "blotography" technique for creating an image. The "monotype" technique helps to create a complex symmetrical image. These are unconventional drawing methods that create an atmosphere of comfort, openness, and space, help develop children's initiative and independence, and create an emotionally positive attitude to the activity. The choice of non-traditional drawing methods as one of the means of developing children's visual arts is not accidental. Most non-traditional techniques involve spontaneous drawing, in which the image is obtained not as a result of the use of special visual methods, but as a result of playful manipulation.

**Forms of working with children:** Creating a game situation, talking about the sequence of actions, observing, talking about pictures, reading fiction, organized activities. Project « Using various non-traditional drawing techniques in working with children 2-3 years old " Stages of project implementation Stage 1 Preparation. 1. Study and analysis of research, methodological literature, Internet resources on this topic; selection of software and methodological support on this topic; visual presentation, handouts.

2. Development of the project content: "Using various non-traditional drawing techniques in working with children aged 2-3".

3. Planning future activities aimed at implementing the project.

**Stage 2 main 1.** Creating favorable conditions for stimulating the development of creative abilities of children of the younger group. 2. Forming skills in the artistic activities of younger preschool children, organizing joint activities of the teacher, children and parents.

Stage 3 Final results.

The basis of creativity is the combinational activity of imagination. Creative imagination depends on many factors: age, mental development and developmental characteristics (the presence of any disorders of psychophysical development), individual personality traits (stability, awareness and orientation of motives; evaluative structures of the image of the "I";

communication features. The level of self-awareness and assessment of one's own activities; character and temperament characteristics) and, most importantly, the development of the educational and upbringing process.

The child's experience gradually develops and grows, it is distinguished by a deep individuality compared to the experience of adults. The child's attitude to the environment, whether complex or simple, with its traditions and influences, which stimulate and guide the creative process, is completely different for the child. The interests of children and adults are different, so it is understandable that the child's imagination works differently from that of adults. The child lives more in an imaginary world than in a real one.

Thus, all the proposed unconventional techniques aroused interest in the children, they reacted positively to them, but they began to perform the task only after a conversation with the teacher, in the first lessons they felt insecure, images were created. of the same type. In subsequent lessons, the children were more quickly involved in the activity, showed more independence, and when considering the given forms, they suggested options for images. This indicates that this work should be carried out in a system.

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