Creating a Culture of Interpersonal Relations in Preschool Children in the Conditions of Development of Graphic Literacy

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Abstract: The article reveals the problems creating a culture of interpersonal relations in preschool children in the conditions of development of graphic literacy and their solutions. Development in preschool children of graphic literacy as a condition of forming a culture of interpersonal relationships allows you to place the emphasis on self-expression through the creation of the artistic image. Possibility of children be yourself as a creative personality relieves nervous agitation and reveals the inner world. Self-expression converts the artistic-creative activities for children, making it unique and valuable. The actuality of the research lies in the moral development of pre-school children means of aesthetic education in the conditions of development of graphic literacy.

Key words: Culture of interpersonal relationships • Pictorial literacy • Preschool children • Moral and aesthetic education.

INTRODUCTION

Modern society places high demands on the quality of educational services, the modernization of the existing system.

The actuality of the research culture of interpersonal relations in the field of education, training and development of early childhood is defined by the following (The Education Act of the Russian Federation; Order of the Ministry of education and science of the Russian Federation from 23 November 2009 of the year ¹ 665 «On the approval and enactment of Federal Government requirements to the structure of the core curriculum of preschool education»); UNESCO strategy for the education of young children; practice in developing requests forms, methods, pedagogical technologies. Foster a culture of interpersonal relationships to develop in the child's interest in learning the identity of the person, humanity, the moral of.

The actuality of the research comes from queries of and the need to build a culture of interpersonal relations in preschool children in the academic basics.

Building a culture of interpersonal relationships in the conditions of development of graphic literacy allows you to focus the disclosure of the inner world of the child through the creation of the artistic image. In general, converts the artistic and creative activity, making it unique and valuable.

The main part of the. In considering the creation of a culture of interpersonal relations in preschool children, it is not yet possible to speak of individual maturation. All mental processes are the child in dynamics and change under the influence of the surrounding social environment (external causes) and under the influence of the age of crisis (the internal causes), in our study we understand culture of interpersonal relations as the integrative quality of the emerging identity, a special organization of the individual behavior of the child, to establish a constructive dialogue. A private organization of child's behavior can be formed spontaneously and be negative, for example, based on manipulation, aggression. Hence, there is a need for the designated term give him the evaluation aspect, which is expressed in the desire of the child to build their social connections based on the ideal of human relations, under the rules and regulations of universal human cultural requirements.

Under the culture of early childhood interpersonal relationships with each other and the teacher we understand the inner urge to organize their individual behavior on the basis of universal human moral norms.

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and communication rules, to establish a constructive dialogue and to achieve results (cultural material or spiritual value) in artistic and creative activity. We particularly appreciate the, It is important to pay attention to when creating a culture of interpersonal relations is the inner desire of children to follow universal moral standards of communication, We do not make the children writing skills, we create the conditions, where is the inner urge, or the need to act in a certain way.

The development of personality, development of the consciousness of the essential will be the formation of culture of interpersonal relationships, there is a certain ideal of human relations. Moreover, we believe, the interpersonal relationship without an orientation to culture is an abstraction, as relations develop in a society and the human community has its own culture. Since the interaction of preschool children in artistic and creative activity, you can foster an aesthetic attitude to spiritual (art a rtwolanguage, language, rituals) and practical (kitchen, clothing, toys) values of folk culture.

Each new generation must learn the spiritual human heritage, therefore, it becomes important to find new ways of perceiving the world around. Knowledge of the child of the world can be implemented with the help of aesthetic education, when he absorbs images, symbols, signs, that allow it at the level of the conscious and subconscious (Psychic projection of the inner experiences of art image) express your own opinion on the events taking place.

Activities artistic-creative releases the inner world of the child through the process of creating artistic image.


Formation of positive interpersonal relations has an impact on all human activities, in particular, artistic-creative. As indicated by the child's activities makes the most attractive, as is the need for communication and collaboration on the content of activities, its results. The result of artistic and creative activities is a spiritual value to its creator and how it will be evaluated, as will be the author's relationship with the social environment (with parents, peers, educators) is of importance to the moral development of the child's personality.

Artistic and creative activity is a great pedagogical potential, which is still insufficiently explored. In terms of activity is the development of a child. The outcome development assigns the form the culture of the child.

The content of artistic and creative activities can be in children special abilities, one of the components of pictorial literacy, that provides an opportunity for creative expression through the creation of the artistic image. Self-expression is understood by us as a creative and communicative activity. Self-expression of children represented in the culture of interpersonal relationships, the communicative function of fine arts.

The need for self-expression of children indicates the relationship between the culture of interpersonal relationships and the art literacy. The basis of expression children of pre-school age are knowledge, abilities and skills in the area of technology, fine art activity.

Under the art-literate, we understand skills and techniques for working with different materials, of the pupils of the visual system, perceptual visual action; the ability to differentiate and classify the observed; arbitrarily call the desired visualizations; оперировать и комбинировать их в воображении; as well as the ownership of the basic means of expression (color, line, sense of rhythm) and knowledge of the term, composition, light and shade and initial knowledge about the fundamentals of the theory and history of art.

We have developed a program on the development of the art of literacy in children. Testing classes in kindergarten practice of Saransk is developing a programme of (No 18, No 112, No 125 other kindergartens). In program content have special artistic and creative knowledge, abilities and skills, which children are taught to own. Important are technical and semantic aspects of fine art activity. The image in figure or handicrafts to the child is realistic and has a semantic meaning. Set to draw from the experience. We have a software maintenance formation of graphic literacy in children from 1 of the year 6 months up to 7 years.

Experimental work with children of early and primary school age [6] showed the correlation of the level of development of graphic literacy with the development of mental of cognitive processes.

The research is devoted to the problems of formation of children’s art rudiments in the process of art work. The objects of the research are - aesthetic education and intellectual development of children in the early age. The subject of the research is - the process of formation of art literacy in small children.

It is topical and necessary to create conditions for discovering children’s potential abilities. It is known that the early age is the time of the most intensive development of the personal and cognitive sphere. This age is also important and sensitive for speech
development and communication with elders. Art work gives an opportunity to cover all sides of a child’s psychical development and to prepare him for further education: through the motor skills of writing and reading skills formation. The forms, methods and ways of developing of art literacy elements in small children are worked out for the first time. Such art work discovers potential creative abilities of children and lets them realize their personality in communication with other children and the educator.

The research work gives definitions to such concepts as «art literacy», «situational education», «sensory deprivation», «personal-sense sphere», «syndrome of hospitalism». The original method of conducting art lessons was developed and approved in the work of the kindergarten N 18 (Saransk). The program contents were determined for various activities of children: drawing, modeling, appliqué work. The basic psychological and pedagogical difficulties of formation of art literacy are pointed out in the research. It also defines the criteria and indications of formation of elementary art literacy. Such lessons of art work have been introduced to the following pre-school educational establishments: kindergartens No 18, No 112.

The research gives age limits, which are the most suitable for the first art lessons with children and notes the correlation between the formation of art literacy and the whole psychical development of children. The positive dynamics is noticed in hand skills, emotional, sensory and intellectual development of children covered by this technology. The scientific novelty of the research is in non-standard organization of education. Situational education begins with family and social upbringing at the age of one year. And the purposeful education is organized with children after a year and a half (according to the traditional methods - after 2 years of age). The purposeful education in modeling and appliqué work starts at the age of 2 (according to the traditional methods - at 3-4 years old). It is important to note that lessons of formation of art literacy remove stress with the help of play motivation, study of art materials and fine arts on the whole; and excepting the educator’s pressure, such lessons ensure realization of children’s needs in cognition, communication and play.

CONCLUSION

Technology in education is the result of research, the practice was introduced in kindergarten ¹ 18 Saransk Republic of Mordovia [7]. In After-School Centre technology in education - innovative structural units Mordovia State Pedagogical Institute named after M. E. Esevev [8]. Classes are developed pedagogical work with children of early age on the formation of pictorial literacy began [9].

Building a culture of interpersonal relations in preschool children in the conditions of development of graphic literacy reveals the inner world of the child. Children learn to interact with one another and governess in the collective painting with positive emotions.

- The process of creating artistic image relieves nervous tension, accompanying children new knowledge, skills, skills. «Freedom» in artistic activities for children (the term G. T. Homentauskas [10]).
- In the process of fine art activity itself baby captures his emotions with movements of the pencil, when choosing a color, shape and location of the artistic image. Adult speaks during the creation of the artistic image and figures out the concern of the child, his current mental state.
- The graphics tests, collect information on family members, about his respect for yourself and others to the people. This information will reflect his true relationship with the surrounding social world.
- Basics of art therapy are in the process of children's creativity. The use of drawing as a means to soothe the child can often be observed in practice. The child is exempt from nervous tension and destroy his dreaded image has drawn physically experience the freedom from anxiety his experiences.

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