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THE DEVELOPMENT OF MANUAL SKILLS IN ARTISTIC AND PRODUCTIVE ACTIVITIES: FROM EARLY AGE TO PRIMARY SCHOOL AGE

Розглядається проблема ручної вмілості, види ручних умінь та їх розвиток у художньо-продуктивній діяльності на етапах раннього, дошкільного та молодшого шкільного віку (діти 5–7-ми років). Представлено визначення поняття «ручна вмілість дитини» як сукупності операційно-технічних умінь, що визначають її здатність успішно виконувати художньо-продуктивну діяльність, та «ручні вміння» як комплексу опанованих дитиною способів дій руками, що призводить до сформованості умінь.

Виокремлено засоби розвитку ручної вмілості – художньо-продуктивну діяльність у її різновидах: образотворчу (малювання, ліплення, аплікація) і художню працю. Зроблено висновки про можливість формування комплексу ручних умінь, обопільно корисних для різних видів художньо-продуктивної діяльності, а також про вплив розвинених ручних умінь у образотворчій діяльності на успішність виконання дитиною завдань з ручної праці та навпаки.

Описано компоненти ручних умінь, необхідних для здійснення зображувальної діяльності (за Т. Комаровою): техніка малювання, формоутворювальні рухи, сенсомоторна здібність. Технічні навички й уміння включають правильне утримування художніх інструментів, раціональні способи їх використання, опанування лінією, штрихом, плямою як засобами виразності. За допомогою формоутворювальних рухів передається форма предмета. Регуляція малювальних рухів дітей за швидкістю, амплітудою і силою визначає сенсомоторну здібність до зображувальної діяльності. Визначено ручні вміння, важливі для аплікації, ліплення та ручної праці.

Наводяться художньо-ігрові вправи, художні завдання для розвитку ручних умінь, що зумовлюють успішність художньо-продуктивної діяльності дитини в умовах закладу дошкільної освіти (змістова лінія Базового компоненту дошкільної освіти «Дитина у світі культури») і початкової школи (згідно із змістовими лініями «Мистецтво» та «Дизайн і технології» типових освітніх програм).

Ключові слова: *ручна вмілість, ручні вміння, ранній, дошкільний, молодший шкільний вік, художньо-продуктивна діяльність, художньо-ігрові вправи, художні завдання.*

The issue of children's manual skill is considered by scientists in the context of studies of the psychomotor sphere of personality (I. Sechenov, I. Pavlov, M. Bershtein) and the sensorimotor development (B. Ananiev, M. Bezrukikh, L. Venger, O. Zaporozhets, V. Zinchenko, E. Piliuhina). The psychologists consider the manual skill as one of the indicators of the senior preschoolers' intellectual and sensory development, which confirms their readiness for schooling.

The manual skill are partly related to the artistic giftedness (V. Kyreienko, O. Komarovska, S. Naumenko), artistic and creative activity of preschool children (G. Grigorieva, O. Dronova, T. Zhytnik, I. Lykova) and primary schoolchildren (O. Dshafarova, L. Kalinichenko, O. Kolotylo), manual and artistic work of preschoolers (Z. Bohatieva, M. Vasylieva, N. Holota, E. Huliants, H. Dolzhenko, T. Yeskova, L. Kaluska, Ye. Kamenev, S. Matvienko, V. Nechaeva, N. Pyshieva, L. Kaluska, L. Panteleev, S. Trach) and primary schoolchildren (T. Machacha, V. Tymenko, A. Khomiarchuk). At the same time, we note the lack of modern works on this problem and the gap in the research started by T. Komarova [11]. Yu. Balashova's dissertation [1] is based on the principles of traditional approaches and proves the direct correlation between artistic creativity and the manual skills of senior preschoolers.

In Ukraine, the specific studies of the manual skills at the end of the XX – the beginning of the XXI century were not conducted. However, the abovementioned scholars working on

the problems of artistic creativity and artistic work of children indicate the influence of the developed components of manual skills on the productivity of children's artistic activity.

According to the Basic component of preschool education of Ukraine, artistic and productive activities of a preschooler include visual, musical, theatrical and literary activities. The artistic and productive competences are formed in these activities. In our research, we focus on visual activity. Mannual work is also related to artistic and productive activity. We agree with G. Grigorieva that handmae a specific kind of artistic activity: from the view and result of this work in the form of useful and aesthetically meaningful objects and things [5, p. 49]. The recent studies have also supported this point of view (O. Brykina, 2004; N. Portnytska, 2007).

The researchers (L. Kaluska, L. Panteleeva, & Ye. Kamenev) believe that manual and artistic work is close, but not identical concepts. The manual work relates to work activity (constructive work with different materials and household), which help to develop subject-practical competence; artistic work focuses on the artistic and aesthetic component – the formation of children's aesthetic perception of the surrounded world, initial creative abilities, primary abilities and skills that indicates artistic and productive competence. N. Holota considers that manual work also includes artistic work – children's creative activity with different materials, in the process of which they create useful and aesthetically important products for games, work, everyday life [4; pp. 8–9]. O. Pisotskyi and L. Pisotska emphasize on the common basis of these types of children's activities that form the artistic, productive and subject-practical competences, which are interrelated [14, p. 104]. E. Gorunovych emphasizes the interaction bettween decorative activity and manual work. The scholars confirm T. Komarova's conclusion that artistic work is based on such elements of pictorial activity as designing, modeling and application [10, p. 43]. Other researchers (Z. Bogateev, L. Husarova, O. Dybina, A. Davydchuk, Z. Lishtvan, V. Nechaeva, L. Paramonova, N. Sakulin, F. Frebel, Ye. Florina) propose to use artistic work for the development of artistic and creative activities. O. Brykina [2, p. 43] proves that while working with various materials in the application and artistic work, children's manual skills are formed, which are essential for their further practical activity.

Therefore, we conclude that it is possible to form a complex of manual skills that will be useful for children in different types of their artistic and productive activities.

The formation of manual skills is carried out purposefully in the conditions of the institutions of preschool education (content line «Child in the World of Culture») and in primary school according to educational programs (content lines «Art» and «Design and Technology»). However, the complex of manual skills has not yet been specified in the literature.

Consequently, the **purpose of the article** is to review the concept of «manual skill», manual skills which are necessary for the successful implementation of artistic and productive activities; artistic and game exercises, artistic tasks for formation of manual skills from early childhood to 6–7 years old in institutions of preschool education and primary school.

The word «manual» is an adjective to the word of «hand» and it is interpreted as something done by hand and not machine [18, p. 917]. «Skilled» is someone who has acquired skills, «skill» is a property of a skilled person [13, p. 632]. The phrases «skillful hands» or «skillful hand» are used in situations when talking about a person who is highly skilled in something [13, p. 632]. Due to the «skill» is interpreted as «… acquired method of acting, which is ensured by a set of acquired knowledge and skills» [7, p. 58], the complex of children's skills, even elementary, testifies to their skills. Therefore, man-made methods of action by hands, which leads to the formation of skills, we define as ***manual skills.*** Manual skill is a set of manual human skills in many different or ***specific productive activities.*** These are operational and technical skills (such as holding, moving, combining, etc.) that determine the ability to perform certain self-care movements, activities in work and everyday life, as well as activities related to manual work, writing, visual activity, etc.

For the reason that manual skill is associated with human actions, we find out that there are *manipulative and substantive actions*. Substatnive actions are divided into instrumental and correlation actions, which are formed and developed from a person's birth. Manipulative actions are characteristic of the infant. Their difference from substatnive actions is to carry out actions «… without taking into account the ways of cultural use of objects» [6, pp. 22–23]. From an early age, the children learn the actions of correlation (by which they understand several objects in certain spatial relations) and the instrumental actions when one object is used to influence another.

For our study it is important that in the process of substatnive actions the child's hand adapts to the tool, begins to act according to its properties – «tool logic» (according to Ya. Galperin) while the child learns samples of the functions of individual objects, and rules how to use them. Subject activity affects the children's mental development in and lays the foundations of their productive activity.

The concept of «manual skill» is not identical to the concept of «fine motor skills». Motor skills are defined as motor activity and divided into great motor skills, motor skills of certain organs and fine motor skiils. Fine motor skills is a set of coordinated actions of the nervous, muscular and bone systems in performing small movements of the hands and fingers needed in everyday life, in work that requires visual-motor coordination (drawing, paper-cutting, playing a musical instrument, etc.). Fine motor skills contribute to formation of special skills necessary for a particular activity, as T. Komarov argues «each activity requires a special kind of movement», [11, p. 30]. The scholars continue to develop this thesis in the context of problems of artistic activity – especially music (O. Komarovska, S. Naumenko, S.Korliakova, & O. Subbota), art (V. Kyreenko). They believe that

different types of artistic activity require special movements and methods of actions by hands.

The process of formation of manual skills begins at an early age and continues throughout childhood as important activities for children. Visual activity is essential, which is defined as complex artistic activity since it requires the development of a complex of the child's characteristics – sensory and sensorimotor qualities, skills and abilities [11, pp. 27–28]. The need to find out a list of these components has led scientists (V. Kyreenko, N. Sakulin, O. Kovalev, & H. Kostiuk) to conduct research that proved the need for graphic and technical drawing skills and the importance of their development from an early age. T. Komarov called manual skills «motor ability to draw», singled out in their structure the following components: drawing technique, formative motions, sensorimotor ability, as well as proved experimentally that they could be formed at preschool age [11, pp. 27–28].

Let's consider these components in more detail (by T. Komarova).

1. Drawing technique is not given to the child from birth. It is formed under the influence of purposeful learning and includes: the correct holding of artistic tools, rational ways of using them according to specifics, mastering the line, stroke, spot as a means of expressiveness, etc. The children learn the specifics of the artistic tools and see a clear result of their actions. Moreover, freedom and confidence of movements, the courage to act, and presence of visual skills are a significant consequence of children's learning. Drawing techniques include not only movements but also their perception, i.e. movements under the control of vision and motor sense. The perception of the children's movement and their awareness of muscular sense couse its understading and on this basis the child's motor skills are built up, that is, the muscular memory of movements appears, motor experience is accumulated [11, pp. 28–31].

2. The shape of the object is transmitted with the help of shaping movements. These movements origin at an early age since the child first picks up a pencil and starts scribbling on paper. By the age of 1.5, the children do chaotic movements with a hand that still holds the pencil badly. These movements are unconscious, not aimed at the result and can not be repeated by the child. 3-years old child makes an arcuate movement of the hand, which leads to the shape of circle. Gradually, the children correlate the movements with the nature of the received strokes, lines and understand their relationship. Children recognize familiar objects in the lines or configurations obtained on paper and try to repeat one or another movement in order to receive them again [11, pp. 34–35].

At each age stage, the content of shaping movements is their own: from drawing objects of circle and rectangular shape – in early age; then – oval and rectangular, square and triangle shapes to transfer objects with a complex contour line in 5–6 (7) years old [11, p. 38].

3. Regulation of drawing movements by such characteristics as speed, range (amplitude) and force, which together form a sensorimotor capacity for visual activity. This ability is formed during the preschool period through presentation of kinesthetic reference ideas in the process of children's tasks by a special method. The use of such movements in the embodiment of artistic image contributes to expressiveness of the drawing through using lines, strokes of different nature [11, p. 54–60].

These components are formed in a relationship and sequentially: technical drawing skills – in 1.5–2-years old children, then children master the basic and formative movements, in 4–6-years old children – complex forming movements and sensorimotor ability, which main parameters can be formed up to 5–5,5-years old. Further, the ability to regulate movements in speed, amplitude and force is fixed [11, p. 62].

According to this logic, we believe that it is important to form manual skills in the most effective period for this – from early age to primary school age, taking into account the specifics of formation of each component of manual skills and age-related characteristics. In addition, it is necessary to distinguish manual skills in other types of productive activities, in particular, in application, modeling and art work. We have identified the main methods of formation of manual skills such as artistic and game exercises, artistic tasks, which have the mechanism of imitation of adults' actions as the main mechanism of formation of Substatnive actions (Ya. Galperin & D. Elkonin),

The **purpose** of teacher's work is to develop children's technical skills and abilities at early age, to master artistic tools and materials that help to understand their properties and ways of dealing with them. Accordingly, research activities should be organized as much as possible to encourage toddler to test different artistic materials and tools, understand actions and movements of the hands. Along with the traditional material as plasticine, it is useful to use play-doh and salty dough for modeling, as well as finger paints that will allow the child to test as artistic tools not only child's finger and palm, brush, but also others suitable for tracing – roller, eraser, potato stamps, etc. Good developmental effect creates drawing with a finger on a tray with salt or grain. There are many ways of dealing with materials. The main thing is to give such exercises artistic and figurative purpose: drawing with a finger with stain paint («Rain», «Snowball»), brushstrokes («Traces of the bunny», «Puddles»), drawing lines in different directions («Paths», «Streams»), multi-finger drawing, whole-palm drowing, etc.

The researchers emphasize the importance of formation the right ways of holding artistic tools diring interesting artistic exercises: with a pencil and a brush – «The Brush is Saying Hello», «The Brush is Dancing» (L. Shulga), the task «Hide the Picture» (mouse from a cat); with paints (watercolor, gouache) – learning how to dilute paints in water, drawing traces on paper, drawing on wet paper and mixing the colorful paints.

How to form technical skills? Since the basis of technical skills is instrumental actions (the brush and pencil act as tools), we rely on the logic of development of subject activity as a joint activity both child and adult when audult gradually transfers to child socially developed ways of using objects [8, p. 141–142]

At early childhood, it is important for the teacher to carry out the next stage of propaedeutics – mastering the children's shaping movements. Experts (T. Kazakova & I.Lykova) advise to draw the first form with the children of the third year – circle (artistic exercises «Draw a ball» («apple», «ball») and even make details of the subject – apple»s tail, rain from cloud.

It should be emphasized that it is desirable to combine the proposed artistic games and artistic-gaming tasks with sensory games and exercises for development of fine motor skills. It will promote the interdependence of the child's substatnive actions and technical skills, which are universal, since they lay the foundations for different types of artistic and productive activity.

At the stage of **young-middle preschool age (3–4-years old)**, the dominant activity of teacher is to master children in visual activity of shaping movements – by linking the form of the object with the visual movement in order to translate its shape on paper as well as develop the generalized ways. During this period, the tasks of the previous stage are complicated – children learn new, more complicated techniques and practice in new tasks.

The acquisition of formative movements is facilitated by artistic games and tasks during which children: observate objects, examine them (touching the shape of the object with fingers and hands); trace the object (its parts) with a finger, pencil, brush; outline the object with additional materials (threads, counting sticks, etc.); draw the forms of the objects in the air – with a finger, a brush, a pencil.

The interesting tasks help children to draw lines of different configurations (wavy, spiral, with «loops» and their combination) in different directions, the objects of the same form (circle) («ball», «bagel»), gradually learn how to draw objects of oval shape («balloons», «cucumber»), rectangle («house»). All skills are developed in different interesting tasks [9].

In the middle group, children master more complex drawing movements that allow them to create objects of triangular and rectangular shapes of different proportions (animals, transport, toys, etc.). To draw complex shapes and objects with a complex contour line, **senior preschoolers** use the movements they have formed to draw round, rectangular objects, and can therefore cope with the tasks. In addition, they master new shaping movements – movement in a circle, in an arc with a turn in different directions, movement in a straight line with a change of direction at an angle, etc. [11, p. 38–39].

Due to that fact that the hands of children of 4–5-years old have become skillful, preschoolers use of new tools (scissors, stacks) and materials (paper, cardboard, plasticine) in application, modeling and artistic work [2, p. 65]. As a result, in the middle group, the children become able to transform the paper and natural material, the technique of multilayer gluing and creation of products on the basis of the basic form of «triangle» in origami; in the senior group – acquaintance with the fabric, making compositions from paper using techniques of curvilinear folding, transformed module, based on the basic forms of origami «triangle», «water bomb», «pancake» and «kite»; in the school preparatory group – further complication of techniques of work with paper, fabric and natural material [2, p. 65]. Therefore, different skills acquired by children in manual work (scissors, partial and multi-layered, etc.) are successfully applied to the applicaion and vice versa.

Teachers should take care of the variety of materials and their sufficient amount for successful work with children [14, p.106]. Moreover, educators should master the following methods: the author's albums for formation 3–5-years old children's ability to work with various artistic and natural, waste materials and to create compositions on this basis (V.Rahozina & N.Ocheretiana) [16; 17]; different types of ways of action, materials and free experimentation with them before the beginning of studying, game situations in explaining and analyzing children's works, practical situations for children's self-analysis of their products. (O. Brykina) [2].

At the **age of 5–6(7)-years old,** teacher focuses on the acquisition of the children's ability to regulate drawing movements, which covers the regulation of three parameters – speed, amplitude and force of motion due to the assimilation of kinesthetic standards of movement that has certain pecularities.

T. Komarova proves the possibility of formation of regulation of drawing movements under the condition of beginning of forming lessons with children of the 5th year of life. Her methodology include tasks of different types (painting, sketching) and themes, a complex goal, which have increased the possibility of creating expressive artistic form [11, p. 56–57]. I. Lykova highligtes the skills that should be improved in all types of this activity, for example, in drawing should learn how to convey the shape of objects, their features, proportions and the relative placement of parts; support the desire to independently combine familiar techniques, help to master new ones, on their own initiative, combine different ways of image – silhouette of application and drawing, etc; create conditions for free experimentation of the child with artistic materials, tools, artistic techniques[12, pp. 82–83].

It is important that senior preschoolers have the opportunity to master the ways of artistic and productive actions and develop their manual skills. For this purpose we consider it necessary to carry out artistic and creative tasks before performing artistic and creative tasks, exercises – their teachers will find in a series of copyright albums «A Confident Start» [3], Due to the developed methodology, children at the end of the 6th year of life are skilled in fine techniques of modeling, drawing, applications and prepared for school education according to the program «A Confident Start: Senior Preschool Age».

According to the principle of continuity, children 6(7)-years old and first-graders continue to develop acquired mannual skills in primary school under the courses «Art» (Art Education) and «Design and Technology» (Technology Education). Analysis of the program tasks and content [19] has showed that they are coommon and complementary. Therefore, mastering the ways of artistic and creative activity

in different types of art is the aim of art lessons, which involves formation of the childrens' ability to use different expressive means of creating artistic images [19, p.51]. In technological training, pupils are expected to gain experience in the gradual creation of useful and aesthetic products from conception to its implementation in materials [19, pp.46–47].

The expected outcomes of art education at the end of 1st grade, which have the results of developed manual skills, are the following: pupil reproduces simple forms of objects and objects of the environment with different materials; places proportional images; composes (with the help of a teacher) images in a format; creates a simple ribbon pattern, simple decorative murals; uses basic, derivative, warm and cool colors in the work; mix colors to get new colors; obtains saturated and unsaturated shades by diluting the ink with water; uses paints, pencils, plasticine, palette, brushes, stacks, scissors; works (cuts, constructs) with paper, with natural material [19, p.53].

Furthermore, pupils produces step by step products of natural materials on images or creative design with the help of adults; distinguishes products of decorative and applied art; manufactures a product using technologies of decorative and applied art; names and discusses in the group the materials, usefulness and aesthetic value of different products; explains the ways and types of decoration of one's own product; distinguishes traditional and modern technologies of manufacturing products [19, p. 49–50].

Consequently, the developed manual skills are marked and predetermined results in both artistic and work activities of the first-graders, and they continue to improve them. The level of these results is a direct consequence of the complex of artistic and aesthetic qualities and manual skills formed at preschool age.

It is important that in art and technological training of pupils' acquired manual skills should help in various types of artistic and productive activities of primary school. O. Komarovska claims that artistic and practical creativity provides development of the child's creativity during creation of artistic images, and it is necessary to acquire certain knowledge and skills. The teacher understands how to organize the naturalness of their acquisition by the child. At the same time, it is important that children do not feel any restrictions on «correctness» or «wrongness» in creating the artistic image. Only ways of embodying a plan can be imperfect; therefore, the need to master certain techniques (skills) should be made aware of pupils and obey their requirements to themselves [15, p. 124]. Therefore, the textbooks for 1st grade offer a variety of assignments that allow pupils to become familiar with the expressive and imaginative capabilities of new techniques, to acquire image ways, and to express themselves creatively in creating artistic images. The authors of the textbooks «Design and Technology» develop tasks with the opportunity for pupils to practice in the manual techniques of materials processing, creation of decorative arts and crafts [15, pp. 111–118].

Conclusions. Manual skill in artistic and productive activities is a set of manual skills that children use in the process of working with artistic materials, which allows to create useful and aesthetically important objects and products for them. The level of manual skill development affects the performance and quality of child's work.

The concept of «manual skill» is not identical to the concept of «fine motor skills', although it is associated with it, because the fine motor skills contributes to the formation of special skills required for different types of artistic and productive activities.

Manual skills do not arise from a child's birth, but is formed through artistic and game exercises, games and tasks in drawing, application, modeling and artwork that create opportunities for children to act not only in familiar but also in changed conditions. We consider it possible and necessary to form a set of manual skills that will be mutually beneficial for the implementation of various types of the children's artistic and productive activities.

According to T. Komarova's studies, the process of formation of manual skills in visual activity s the following stages: mastering technical drawing skills from 1.5–2-years old, 2–4-years old – forming basic and shaping movements, 4–6-years old – developing more complex shaping movements and sensorimotor ability, the main parameters of which are acquired in 5–5,5 years. Moreover, manual skills are formed at each of the stages of childhood that are necessary for the implementation of other such as application, modeling and artistic work, which have certain specificity.

Formation of manual skills is carried out purposefully in institutions of preschool education within the subject-practical, artistic and productive activities (content line «Child in the World of Culture») as well as in primary school according to educational model programs (content lines «Art» and «Technology»).

The further study of this problem is related to the experimental study of manual skills of children in 2–4 grades as part of integrated primary education.

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Развитие ручной умелости в художественно-продуктивной деятельности: от раннего к младшему школьному возрасту

Рассматривается проблема ручной умелости, виды ручных умений и их развитие на этапах раннего, дошкольного и младшего школьного возраста (дети 5–7-ми лет). Выделены ручные умения, необходимые для осуществления художественно-продуктивной деятельности, в частности, изобразительной деятельности и художественного труда. Приведены художественно-игровые упражнения, художественные игры, художественные задачи с целью овладения детьми разного возраста ручными умениями, обусловливающие успешность их художественно-продуктивной деятельности в условиях учреждений дошкольного образования и начальной школы.

Ключевые слова: ручная умелость, ручные умения, ранний, дошкольный, младший школьный возраст, художественно-продуктивная деятельность, художественно-игровые упражнения, художественные задания.

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The development of manual skills in artistic and productive activities: From early age to primary school age

The article devoted to the problem of manual skills, types of manual skills and their development in artistic and productive activity at the stages of early age, preschool and primary school age (children 5–7 years). The definitions of the concepts of «manual skills of the child» as a set of operational and technical skills that determine its ability to successfully perform artistic and productive activities and «manual skills» as a complex of the child's hands-mastered actions, which leads to formation of skills, have been presented.

The means of development of manual skills – artistic and productive activity in its varieties – fine art (drawing, sculpting, and application) and artistic work have been distinguished. The conclusions about the possibility of formation a complex of manual skills, which are mutually useful for different types of artistic and productive activity, as well as the influence of developed manual skills in the visual activity on success of the child's tasks in manual work and vice versa.

The components of manual skills required for visual activities (according to T. Komarova) have been described: drawing technique, shaping movements, sensorimotor ability. Technical skills and abilities include the correct hold of artistic tools, rational ways of using them, mastering line, stroke and spot as a means of expressiveness. With the help of shaping movements, the shape of the object is transmitted. The regulation of children's drawing movements in speed, amplitude and power determines the sensorimotor capacity for visual activity. Manual skills are important for application, modelling and manual work.

The artistic and game exercises, artistic tasks for development of manual skills that determine success of child's artistic and productive activity in preschool education (the content line of the Basic component of preschool education «Child in the World of Culture») as well as in primary school (according to educational model programs of the content lines «Art» and «Technology»).

Key words: manual ability, manual skills, early age, preschool age, primary school age, artistic and productive activity, artistic and game exercises, artistic tasks.

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