APPROACHES OF RESEARCHERS TO METHODS AND TECHNIQUES USED IN PLASTICINOGRAPHY

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Annotation: The article presents the opinions of teachers on the technology of plasticinography. Their statements are given that the development of intellectual and thought processes must begin with the development of hand movements, in particular, with the development of movements in the fingers. As a result, the use of this technology in teaching literacy is recommended.

Keywords: Plasticinography, modeling, creativity, thinking, speech, development.

According to the Law of the Republic of Uzbekistan "On Education" one of the tasks of the education system in the Republic of Uzbekistan is: "the development of creative, spiritual and physical abilities of the individual, the formation of solid foundations of morality and a healthy lifestyle, the enrichment of the intellect by creating conditions for the development of individuality". Primary education is specially aimed at developing in pupil's basic literacy, knowledge, skills and abilities necessary to continue general secondary education.

Basic secondary education provides children, in accordance with the study programs, with the necessary amount of knowledge, abilities and skills, develops their independent thinking and analytical abilities [1; 5].

Over the past decade, there has been a real revolution in informational technology. In this regard of this fact, it is especially important not to lose the "human" face, to preserve the best human qualities and potential.

The current situation determines the special role of modern education, which is designed to equip students with all the necessary knowledge in choosing the paths of action, to teach and improve cognitive skills, comprehension of reality, to develop intellectual, moral, aesthetic and physical potential, to form a successful versatile personality.

There is a wide variety of pedagogical technologies for the formation of a successful and harmonious personality of schoolchildren. One of these technologies is the technology plasticinography.

Education with using plasticinography technology is a complex, multifaceted phenomenon. In the work on this technology occurs not only learning skills, knowledge and skills, but also to develop all the children's mental processes, their emotional spheres and will. In this case, the capacity and skills of the students are not the determining factor in reaching the desired result. It doesn't matter how good a child can sculpt. What is important is how interesting and meaningful for him the process of teaching and what tasks the teacher fixes for him. Here we can remember the "pickled cucumber effect" by teacher-innovator V.F. Shatalov, who noted that in order to effectively work at the school, the main thing is to create brine, then whichever cucumber is, bad or good, if it gets into brine, it will be salted [9, 102].

The genre of plasticinography is the creation of sculpting pictures depicting more or less convex, half volumetric objects on a horizontal surface, using non-traditional techniques and materials. Lessons with using plasticinography contribute to the intellectual development of children. The results obtained and the work process itself reveal the child's creative abilities, make their world more colorful and spiritually vivid.

Whatever methods and technologies the teacher uses, the main thing is that they love their job and treat it with endless interest, only in this case they will bring up successful and versatile citizens of the country.

Leontiyev A.A. wrote that the teacher is obliged to actively interfere in the emotional sphere of the lesson and provide for the emergence of students conditions conducive to their learning activities. The higher the emotion, the greater the role of the thoughts, the easier they arouse the thoughts [5, 18].

In his book "Plasticinography for Children" Davydov G.N. argued that the primary school age is characterized by increasing cognitive activity, interest in

the world around, aspiration to observation, comparison, ability of children to realize the goals set for them. Children learn and grow by playing, and the game is the main form and content of their upbringing and development, so it is given preference to the game structure of classes. Emotional experiences for fictional characters encourage children to purposeful productive activities, develop such qualities as kindness, empathy and desire to help or please someone. In each class, the teacher solves not only practical, but also educational tasks, which in general allows for the comprehensive development of the child's personality, creative abilities, ability to communicate with other people [3, 4].

Vygotsky L.S. said: "The first successes in work will cause children's desire to create thematic pictures first under the guidance of an adult, and then push to independent creativity, which will contribute to the development of the imagination and imagination of your pupils" [2, 54].

I.M.Sechenev noted that the hands determine the shape of objects differently than the eyes, and determine it more fully, due to the fact that one can apply the palms of the hands to the side surfaces of objects, which are always more hidden from the eyes, and to the back, which are completely unavailable to the vision. And in modeling, the child must reflect the material properties of bodies: their volume, shape, density, texture. An active screening of an object before modeling is a pedagogical way of organizing the sensory experience of children [8, 56].

K.D.Ushinskiy was convinced that only success maintains the student's interest in learning. And interest in learning appears only when there is inspiration from success in mastering knowledge. The Russian pedagogy considered the need to give children the joy of success in learning, to awaken in their hearts a sense of pride and dignity for their achievements [7, 156].

Plasticine helps to make an educational material exciting, to create a cheerful work atmosphere. And skillful use of plasticinography technology in the educational process facilitates it, creates positive emotions, which facilitates the cognitive process and makes it compelling.

According to pedagogues, the development of intellectual and thinking processes should begin with the development of the movement of the hands, in particular with the development of movements in the fingers of the hand. According to teachers, the development of intellectual and thought processes must begin with the development of hand movements, in particular, with the development of movements in the fingers. V.A.Sukhomlinskiy noted that "the mind of a child is on the tip of his fingers. Figuratively speaking, the thinnest threads come from the fingers - streams that feed the source of creative thought" [6, 377]. In other words, the more skill in a child's hand, the smarter the child is. So the origins of children's abilities and talents are at their fingertips.

And so, when using plasticinography technology, the world is known through plasticine. Primary schoolchildren, as a rule, easy to mold any figure, because they do not care about the correctness of the form and are fully immersed in the creative process, they create intuition, because in fact they are still childish spontaneity.

The development of fine motor skills is important because all the further life of the child will require the use of accurate, coordinated movements of the hands and fingers that are necessary to dress, draw and write, as well as to perform a variety of household and educational activities.

The development of fine motor skills is important because the rest of a child's life will require the use of precise, coordinated hand and finger movements, which are necessary to dress, draw and write, as well as perform a wide variety of household and educational activities.

It’s no secret that many schools use lesson integration. Therefore, here it can be seen the connection between the following: alphabet, writing, native language, reading literacy, technology etc. Here the student goes through all the memory processes:

- memorizes the completed letter;
- keeps in his memory with the help of plasticine modeling, imitating the teacher;

- reproduces the received information, already beginning to understand their actions;

- learns completely about a certain letter and fixes in his memory.

And with other techniques, it is available to go through this process, but in this case, with various emotions, the student strengthens this knowledge for a very long time, because in this process he used as much as possible all types of memory.

Since literacy courses focus on sound analysis and auditory phonetics, children can turn their associations into plasticine. Following this, first grader, having received the task of making a word, where all consonant sounds are soft, made the word "mom", where the letters "M" were formed from green plasticine. As the reason it can be told the brightness and softness of this color. His classmate, having received a similar task, blinded the word "monkey", where it as if scratched "fluffy fur" on the letters of soft consonant sounds.

Knowledge passed through the senses on the fingers is assimilated easily and naturally [2, 182]. Often children remember well what is interesting for them and causes an emotional impression. Plasticinography helps persistent memorization of numbers, letters of the native alphabet, writing words, and in the future - grammatical structures and rules. In addition, in the course of experimental training during qualifying practice, it was found that training using plasticinography technology subsequently has a positive effect on calligraphy and orientation in the space of an educational workbook.

During plasticinography stimulation of nerve endings occurs, due to solve educational problems, children are able to think creatively, as well as make small discoveries, as a result of which there is an awareness of their own success and demand in the educational team. Such lessons with words are the best way to stimulate the desire of younger students to read, write and even compose, which helps to reveal a skillful personality in each of them [4].

The central point of the work on the development of creative abilities is the development of children's ability to allocate and with the help of special means to form, embody in plastic material various images of the surrounding world. The development of creative activity, awakening of interest in visual activities in children, contributes to the use of unconventional techniques of work with plasticine - "Plasticinography".

Hence 6 competences in the application of plasticinography technology in the primary class (table 1):

Table 1

№	Competence	Criteria
1	To perform sensorimotor actions effectively in different contexts	– Execution of various gross and fine motor movements; – Using the five senses—taste, touch, smell, sight, hearing and characteristics associated with them, their functions; – Adjustment of actions to the environment; – Recognition of factors that favor well-being.
2	To affirm their personality	– Use of appropriate means to meet his/her needs; – Appropriate expression of his/her tastes, interests, ideas, feelings and emotions; – Demonstration of autonomy in games, activities, projects and everyday life in the class; – Various manifestations of emotional security (setting challenges for themselves, speaking up).
3	To interact harmoniously with others	– Demonstration of openness to others; – Participation in the group; – Observance of the group's rules of conduct; – Application of a conflict-resolution process, with help; – Personal involvement with others.
4	To communicate using the resources of language	– Interest in communication; – Demonstration of understanding of the message; – Production of messages.
5	To construct their understanding of the world by integrating lessons	– Native language; – Reading literacy; – Science; – Technology; – Art; – Mathematics.
6	To complete an activity or project	– Involvement in the activity or project; – Use of their resources in carrying out the activity or project; – Perseverance in carrying out the activity or project; – Description of the strategies used in carrying out the activity or project;

		– Assessment of the learning acquired and difficulties encountered; – Expression of satisfaction with the activity or project.

The use of modeling in teaching sets the task for children to rationally use existing knowledge in mental operations: to find characteristic features in objects and phenomena of the world around them, to compare, group, classify objects according to certain characteristics, perform simple mathematical operations, draw correct conclusions, summarize. The activity of children's cognitive thinking is the main prerequisite for a conscious attitude to the acquisition of solid deep knowledge, the establishment of reasonable relations in the team.

Playing with modeling plasticine can help children to develop important skills and abilities. In addition, plasticinography has a beneficial effect on the nervous system as a whole, which is why excitable, overly lively and active children are often recommended to sculpt.

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