

Effective Empirical Research Methods for The Organization of Psychological Activities of Preschool Psychologists and Their Application in Practice

Methods of Empirical Study of The Organization of Psychological Activity In Kindergarten

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Abstract

The article provides an analytical description of the state of psychological services in local preschools, diagnostic and correctional work in the work of psychologists and child psychology, but not enough in the experimental study of individual features of the psyche, but in favorable conditions for their development various methods and tools are presented, which generalize the theoretical information on the development of the child's psyche and the formation of personality, showing the urgency of them to bring them to the methodological and practical level in practice by psychologists of preschool education. The article considers two types of problems, the solution of which is relevant to our work: the activities of the psychologist of the preschool institution and its methodology; current and future models; acquaintance with the exact content of the psychologist's work in the implementation of diagnostic and corrective work of psychologists and the solution of problems of preschool education in accordance with the ideology of the current and future model of psychological services, which reflects the state of preschool education and its development.

Keywords: *Preschool education, psychologist, psychological activity, method, diagnostic work, corrective work, psychological services.*

INTRODUCTION

In his Address to the Oliy Majlis on December 27, 2019, President of the Republic of Uzbekistan Shavkat Mirziyoyev stressed the importance of training specialists who meet modern and foreign standards in the field of preschool education. According to him, as an important practical step in this direction, he stressed the need to increase the coverage of children with preschool education from today's 34% to 44% in 2019. Therefore, the issue of providing the preschool education system in the Republic of Uzbekistan with qualified practicing psychologists and enriching their performance with scientific, practical diagnostic and correctional programs is a modern requirement of all social institutions of psychological services today.

It is very important to analyze the various situations, contradictions, disparities that arise in the modern psychological service of preschool education, the analytical description of the state of psychological service in preschool education, the experimental study of some individual features of the child's psyche, insufficiently studied problems in child psychology. In our article we consider two types of problems, the solution of which makes our work relevant: the psychological preschool service itself - its methodology; relevant and promising working models; supplement the specific activities of the psychologist with the implementation of preventive, propaedeutic, diagnostic, developmental, correctional, educational and expert activities; problems of preschool education, their solution in accordance with the ideology of the relevant and promising model of psychological services, reflecting the state of preschool education and the direction of its development.

In the modern psychological service of preschool education identified various situations, contradictions, controversial questions of disparities, the direction of the article, which are reflected in the diagnostic and corrective work of the psychologist.

A method is a systematized set of steps, actions that must be taken to solve a specific problem or achieve a specific goal.

Unlike the field of knowledge or research, it is author's, that is, created by a specific person or group of persons, a scientific or practical school. Due to their limited scope of action and result, methods tend to

become outdated, transforming into other methods, developing in accordance with time, achievements of technical and scientific thought, and the needs of society.

A set of homogeneous methods is usually called an approach. The development of methods is a natural consequence of the development of scientific thought.

There are many different classifications of sciences, in most of them psychology occupies an intermediate position between several categories. This is due to a wide range of issues that psychology deals with and the methods that are used in this. On the one hand, psychology is a natural science that actively uses experimental techniques in proving and refuting hypotheses. Psychology actively interacts with a large number of other sciences and branches of scientific knowledge. This interaction is manifested, first of all, in the creation of branches of psychology, which are related, applied branches of scientific knowledge, exploring the laws of objective reality from the standpoint of the subject of psychology. For example, the connection between psychology and anthropology is established due to the existence of such a fundamental branch of psychology as personality psychology; the connection of psychology with psychiatry, is expressed in the existence of such branches as, pathopsychology, psychology of abnormal development. In my case, the connection between psychology and pedagogy is obvious. There is such a science as developmental psychology, which studies the problems of personality formation, various psychological processes occurring in a person at different periods of life. Since the formation of personality occurs already, one might say, from the first days of a child's life, knowledge of psychology is simply necessary for a preschool teacher. The topic I have chosen "Methods of psychological research" is important for psychologists, as for the future psychologist of preschool educational institutions, since with the help of them they will be able to study the child, correctly assess the work done to educate children of mental, moral, aesthetic and work skills. And they will also be able to track and analyze the physical condition of the child, the correspondence of his physical development to his age (anthropometric indicators).

The purpose of the work is to identify and reveal the correct understanding of the methods, only this can give good results in the study of the work of a psychologist in kindergarten, and will also help to choose a direction of activity to correct the shortcomings of the educational work done - in which direction to work, where to highlight accents.

This problem is sufficiently developed, it was studied by many domestic scientists such as: Yadov, Andreeva, Svetsitsky, etc. In the west, considerable attention was also given to this problem, a large number of works were published, by such authors as Pento, Gravitz, Campbell, etc. The classification by B.G. Ananiev is well presented.

MATERIALS AND METHODS

Methods of (academic) psychology are those techniques and means by which research psychologists obtain reliable information that is used further to build scientific theories and develop practical recommendations. A good method does not replace a talented researcher, but it is an important help to him.

The methods of psychology are aimed at studying mental phenomena in development and change. The development and change of the psyche in the history of the animal world, in the history of mankind, with age characteristics, under the influence of exercise, training and education, as a result of adverse effects of the external environment, as a result of diseases, are studied. The methods of psychological research study not only the special person himself, but also the conditions affecting him.

It is impossible, for example, to understand the properties of a child's personality without taking into account the situation around him in the family and at school.

The methods of psychology are very different. When classifying them, first of all, the methods of scientific research proper and methods directly applied in practice are distinguished. Methods can be more general and more specific, more or less scientific. In psychology that claims to be scientific, there must be appropriate scientific methods.

The main methods of psychology, like most other sciences, are observation and experiment. Complementary are self-observation, conversation, questioning, and the biographical method. Recently, psychological testing has become increasingly popular. When studying mental phenomena, various methods

are usually used that complement each other. For example, the manifestation of an employee's confusion in performing a certain task, repeatedly noted by observation, has to be clarified by conversation, and sometimes verified by natural experiment, using target tests.

If sensation and thought cannot be seen, then they are observed indirectly, not only through self-observation, but also through practical deeds and actions.

Methods of psychology must be used systematically, in a complex - and necessarily purposefully, for each task specifically.

First of all, the arisen task, the issue to be studied, the goal to be achieved, are specified, and then, in accordance with this, a specific and accessible method is selected.

In our scientific work, we use such basic methods as observation, conversation and art therapy.

A professional conversation is built from all sorts of techniques and techniques used to achieve the appropriate effect. An important role is played by the techniques of conducting a dialogue, approving the client's opinions, stimulating statements, brevity and clarity of the psychologist's speech, etc. The goals and functions of the conversation in psychological correction are associated with collecting information about the mental state of the subject, establishing contact with the client. Conversation can serve psychotherapeutic functions and can help reduce the client's anxiety. The conversation serves as a way to reach the psychological problems that the client has, is the background and accompaniment of all psycho technics. The conversation can have a structured character, be conducted according to a previously drawn up plan, program. This structured conversation is called the interview method.

Observation is a deliberate, systematic and purposeful perception of mental phenomena in order to study their specific changes in certain conditions and find the meaning of these phenomena, which is not given directly. The psychologist must have the skills to observe the verbal and non-verbal behavior of children. The initial foundation for understanding non-verbal behavior is a good knowledge of various types of non-verbal languages.

Art therapy is one of the most effective methods of psychotherapy, which involves creativity and various artistic techniques. Correction by art therapy is the most gentle and productive. It allows you to solve various problems, ranging from the problems of social adaptation and ending with the development of children's potential. The main goal of art therapy is to master the process of self-knowledge in a child and develop his ability to self-expression.

The main task of modern art therapy technique is the transition from negative experiences to positive emotions. Progressive methods used in preschool educational institutions make it possible to reveal the child's inner potential and maximize his efficiency.

The main means of art therapy are various materials that are used in art: pencils, markers, pens, 3D pens, paper, brushes, 3D printers, video materials, melodic music and much more. The increasing popularity among children and adolescents is acquired by 3D devices that allow you to create three-dimensional objects. They help children develop their own imagination and volumetric thinking skills, realize their own dreams and relieve psycho-emotional stress.

RESULTS AND DISCUSSIONS

It's no secret that preschool childhood is one of the most important stages in a child's life. During this period, the child actively learns the world around him. And in kindergarten, he gets the first experience of interacting with other people, tries to find his place among them, learns to live in harmony with himself and others, and receives the first elementary knowledge. The task of preschool education specialists is to ensure that the child receives experience, skills, and knowledge in psychological conditions that are comfortable for him and to the extent that he needs. The increase in the number of children with speech pathologies dictates the need to revise the existing methods and technologies of correctional and developmental work in preschool educational institutions.

The generally accepted methodology is the classification of methods according to the means used: visualization, word or practical action. There are three groups of methods - visual, verbal and practical. This division is very arbitrary, since there is no sharp border between them. Visual methods are accompanied by a

word, and verbal methods are used visual techniques. Practical methods are also related to words and visuals. The assignment of some methods and techniques to visual, others to verbal or practical depends on the prevalence of visualization, words or actions as the source and basis of the statement.[6] Visual methods. The direct method of observation and its varieties: excursions, inspections of the premises, examination of natural objects. These methods are aimed at the accumulation of speech content and provide communication between two signaling systems.

Observation is the ability to peer into the phenomena of the surrounding world, to notice the changes taking place in it, to establish the reasons for these changes. There are the following types of this method: long-term and short-term observation, comparative and repeated observation, of a recognizing character, of a reproductive nature, for the change and transformation of objects. The purpose of long-term observations is to familiarize children with changes in the state of one and the same object, with the process of its development. This type of observation is necessary for the development of the child's mental activity, namely, such functions of mental activity as establishing causal relationships, distinguishing, identifying the most significant signs of a particular phenomenon. For long-term observation, as a rule, objects are selected that are in the stage of change and transformation (flowers, grown in a corner of nature or in a flower garden, building a house, etc.).

Comparative observations are also of particular value for the development of children's thinking. This type of observation is expressed in the fact that children are offered several objects for comparison. For children of middle preschool age, there are two objects that are currently observed: for example, different trees in the park, two different birds. For older preschoolers, you can offer to compare a directly observed object with another that the child does not see at the moment (comparison by representation): for example, a pond and a river, a park and a forest, a bus and a trolleybus.

The following didactic requirements are imposed on observation as a teaching method:

1. Children should be interested in the object of observation;
2. The object of observation must be in conditions that make it possible to identify its characteristic features;
3. The teacher determines in advance the purpose of observation, the range of new knowledge, determines their connection with the experience of preschoolers;
4. Children need to be given a focus on observing the object;
5. It is necessary to stimulate mental activity and independence of preschoolers;
6. In the further activities of children, the feelings that have arisen in the process of observation and acquired new knowledge should be continued;
7. Observation must be consistent and systematic;
8. Observation should be accompanied by a precise and specific word from the teacher.

Observation, which contributes to the development of the ability to concentrate, highlight the main thing, reflect on what he saw, express his thoughts and emotions, is advisable to teach children from an early age, The observation method is important for the development of such cognitive processes as memory, thinking, imagination, the formation of full-fledged representations. This is due to the fact that in the process of observation, various mental activities of the preschooler take place: comparison, juxtaposition, search for answers to the questions posed.

In teaching preschoolers, observation develops in two directions. The range of observed objects is gradually expanding: observations in the group room, then in other premises of the preschool institution (kitchen, medical office, art studio, etc.); then on the site and, finally, outside: in the square, in the park, by the river, at a bus stop, etc. The concentricity of observation is also observed when meeting the same objects, children are led from recognizing the object at the first acquaintance to highlighting essential features, during repeated observations to comparing with other objects and, finally, to generalization ...

For example, for the first time at a public transport stop, children observe a car and a bus, learn to name them correctly; upon repeated observation, their attention is focused on the signs of the bus; the next time children learn to compare a car and a bus, they are brought to the generalization of ideas and the formation of the concept of "urban transport." with friend. It is known that in the dialogue an important role is played by paralinguistic means of language, the development and correct use of which is based on emotionality, the

cognitive interest of the interlocutors. Discussing natural phenomena, seasons with children, the teacher makes syntactically simple sentences, rich in interjections, exclamations. The main method of developing speech is unprepared conversation.

Observations contribute to the development of curiosity in children, the ability to compare, establish causal relationships. Children express their judgments in the form of complex sentences. The main example of teaching are questions of the proposed image of the educator. (There are puddles on the road, because it was raining, if it is sunny today, we will hear the ringing of drops, etc.). Thus, various observations of objects and natural phenomena create an opportunity for improving children's speech, the more the teacher uses this opportunity, the richer and more diverse in form and content the speech of children becomes. Children of preschool age learn the world in their own way, on an elucidative-sensory oriented basis, assimilating only what lies on the surface and is accessible to its understanding. It should be borne in mind that the first knowledge becomes pivotal, retaining its significance for the subsequent development of reality. Learning about the world, the child not only accumulates an impression, expanding the sensory experience, but also learns to navigate in the world around him. He begins to form a system of knowledge, the experience is being enriched, his thought processes are activated, since it becomes necessary to perform comparison and classification, generalization and analysis operations.

A conversation is an organized, focused conversation between a teacher and children on a specific topic, which consists of questions and answers.

Conversation refers to verbal teaching methods (as well as the teacher's story and reading fiction), when properly combined with specific observations and activities of children, it plays an important role in educational work with children.

Conversation is primarily a method of enrichment, clarification and systematization of the knowledge and ideas of children, received by them in the process of everyday life and in the classroom. Through conversations, children purposefully assimilate information about specific objects and phenomena, learn to convey in words the signs of objects, actions with objects. Taking part in a conversation, the child learns to concentrate his opinion on one subject, remembers what he knows about it, learns to think logically. In a conversation, the teacher teaches the child to clearly express his thoughts, develops the ability to listen and understand questions, and formulate the answer to them correctly.

Participation in a conversation instills a number of useful skills and abilities: listening to each other, not interrupting, complementing, but not repeating what has already been said, tactfully and benevolently assessing statements. Conversation requires concentration of thinking, attention, and the ability to control one's own behavior. It teaches you to think logically, express yourself definitely, draw conclusions, generalizations. Through the content of the conversation, the teacher educates the feelings of children, forms attitudes towards the events in question.

Conversation is a dialogical teaching method that assumes that all participants in the conversation can ask questions and answer, express their point of view. In a kindergarten, conversation is used as an important means of collective communication for children. And the task of the teacher is to build a conversation so that the experience of each child becomes the property of the entire team.

In terms of content, there are two types of conversations: ethical and cognitive. Ethical conversations are conducted only with older children, and cognitive ones - starting with the middle group (usually from the second half of the year).

Ethical conversations are aimed at the education of moral feelings, the formation of moral ideas, judgments, assessments.

The topic of cognitive conversations is determined by the training program. It is also closely related to the content of the life of children, the events of current life, with the surrounding nature and the work of adults.

For didactic purposes, introductory and generalizing (final) conversations are distinguished.

The purpose of the introductory conversation is to prepare children for upcoming activities, observation. To this end, the teacher identifies the experience of children, actualizes the knowledge that will

become the basis for the perception of new objects, phenomena, arouses interest in the upcoming activity, sets practical or cognitive tasks.

A generalizing (final) conversation is conducted with the aim of summarizing, clarifying, systematizing the knowledge acquired by children on a particular topic of educational work over a sufficiently long period of time.

The content of the conversations should be pedagogically valuable, contribute to the implementation of the tasks of the all-round education of children and at the same time be feasible, psychologically close to the preschooler. Compliance with the latter requirement is especially necessary in order for the conversation to be active, arouse the child's thought, help to keep her attention and leave a deep mark on his mind.

Modern methodologists offer a variety of topics for conversations with preschoolers. Conversations that reproduce facts and phenomena of social life are widespread: "Tashkent is the main city of Uzbekistan", "Our city", "We love our village", "What have we seen in the library?" A number of conversations are devoted to the topics of labor, labor processes, labor affairs of the children themselves: "Bread is the head of everything", "The professions of your parents", "How clothes are sewn", "About construction", "We are on duty", "What we have grown in the garden, in the garden?" etc. With preschoolers, conversations are held about cars that help adults in their work ("What do cars help to do in kindergarten and at home?", "What do people ride?", "What machines help to grow crops?", Etc.), objects that children encounter on a daily basis ("Our toys", "clothes and shoes", etc.).

A conversation achieves its goal only with a clear organization and a well-thought-out methodology for its conduct. Therefore, a significant place in the successful conduct of the conversation is the preliminary preparation of the educator and the children for it. The educator, having determined the tasks and topic of the conversation, thinks over and selects its content, structure, determines the nature and formulation of the main questions. The readiness of children for a conversation is that they have the appropriate knowledge about the subject or phenomenon that will be discussed in the conversation. The child receives this knowledge during excursions, observations, viewing pictures, watching filmstrips, television programs, etc.

The conversation should be based on the life experience and knowledge of the children. For example, a conversation on the topic "About winter" can be held only when the children have already got acquainted with the winter phenomena of nature, listened to the relevant stories and poems.

Conversation is a complex teaching method, its course depends not only on the preparation of the educator himself, but also on the level of development of children, their knowledge, on the degree of their activity and independence.

The structure of the conversation depends on the topic, content, age of the children. It interconnects such structural elements as the beginning of the conversation, the main and the final parts.

The conversation should begin with a description of specific images, emotionally vivid memories of children about an interesting case. It is necessary to immediately revive in the memory of children a holistic image, a phenomenon, activate the emotional sphere of children and thereby make them want to participate in the conversation. You can start a conversation in different ways - with a mention, with a story, with an examination of a picture, a toy, an object, with making a riddle, reading a poem that is directly related to the topic.

The main part of the conversation reveals its specific content. Children are consistently asked questions that guide their activity. During the conversation, the teacher gives an explanation, approves the children's answers, summarizes them, shows visual material, etc. The conversation should be emotional, lively, increase the activity of children. Depending on the content of the conversation, it uses techniques such as asking, explaining, showing visual material in various combinations. In the course of the conversation, the teacher sometimes communicates new information in order to clarify or deepen the knowledge of children about the objects and phenomena in question.

In the final part of the conversation, the teacher invites the children to read a familiar poem, sing a song similar in content to the topic of the conversation. You can read a fictional story, conduct a didactic game,

listen to a tape recording. Thus, a conversation about transport can be reinforced with the didactic game "What do people ride?", A conversation about a holiday - by reading familiar verses about this holiday.[11]

In the conversation, you can use various methods of vocabulary work - the teacher explains the meaning of individual words, the repetition of the word in chorus together with the teacher.

The success and pedagogical effectiveness of the conversations largely depends on the questions correctly posed to the children. All questions can be divided into two groups. The first includes those that require a simple answer from children or a description of objects, phenomena. These questions are: What? Who? Which one? Where to? and others. They are placed at the beginning of the conversation or microthemes of the conversation in order to restore in the child's memory what he saw and experienced. The second group of questions requires from children some logical generalizations, inferences, the establishment of causal relationships, the disclosure of the content of the topic. (What for? Why? Why? How are they similar? How to find out? Etc.) Such questions of a search and problematic nature should play a leading role in the conversation, especially in older groups. They mainly relate after knowledge, images have been renewed in the child's memory, and on the basis of analysis she can come to a conclusion. The teacher's questions should reveal the content of the topic and direct the thoughts of the children to the correct answer. Therefore, they need to be formulated clearly, specifically, briefly. (What machines help builders build houses? Where are toys made?). Non-specific questions often lead to incorrect, superficial answers. So, the question "What do you know about Tashkent?", "What can you say about this picture?" And similar ones are broad in meaning, non-specific, therefore the children's answers will be superficial. The question itself should not contain words incomprehensible to children. Each question should have only one thought. During the conversation, the psychologist asks as many children as possible, taking into account the individual characteristics of each. Shy children need to be encouraged, too lively children should be held back. It is unacceptable to ask the same children. If the teacher talks to one child for a long time, then the rest get bored and does not participate in the conversation. The same happens when the teacher during a conversation talks a lot about what the children know well, or unnecessarily repeats everything that the children say.

To clarify the ideas of children, sometimes visual material is used in a conversation: a picture, a toy, a model, an object in nature. Visual material arouses interest, speech activity. The statements of children in such cases are directly based on sensations and perceptions. The teacher prepares the visual material in advance, thinks over its placement during the conversation, the method of explanation. It does not need to be presented for a premature examination, so as not to distract the attention of children from the lesson. The visual material should fully correspond to the content of the conversation. The conversation can include listening to records, tape recordings, literary texts - this increases the emotionality of perception of the material. You can also use game exercises, riddles, reading works of art.

Art therapy is a method of influencing a child through drawing, sculpting, singing, music, dancing, fairy tales - everything that is interesting and close to children. This is one of the benefits of art therapy for children. After all, you can always choose the shape that is closest and most interesting to the baby. Moreover, art therapy is suitable for working with children from a very early age.

This is one of the "softest" and, at the same time, profound methods associated with the disclosure of the creative potential of the child, the release of his hidden energy reserves and emotions. Art therapy for children is good where other methods are difficult to apply. After all, the main condition for exercises with children's art therapy is the availability of funds, attractiveness, clarity and safety. Classes are devoid of coercion and are perceived rather as a game and an interesting pastime.

The creative activity of a child is an important element of his development. For a child, it is often not the result that is important, but the process itself. That is why art therapy is so effective when working with children. Fully immersed in creativity, the child does not think about the end result, he enjoys the process itself, which is why this process is so therapeutic for him.

Before introducing art therapy for preschoolers everywhere, scientists conducted many studies, the results of which were positive. Thus, groups of children with speech impairments were recruited. It is known that the delay in speech development negatively affects the general development of the child, because by

studying the world, communicating with his peers, with people who are older, answering them, the child learns the world. He looks at how to act in a given situation, plans his answers, etc.

Simultaneously with the speech delay, the child's emotional background also suffers, and most often the problem with speech lies not only in speech therapy. The problems run much deeper. And the only way to somehow change this is to find an individual approach to the child, preferably at the moment of his passion for something, to find common interests with him so that he can open up, show his emotions, and as a result, start talking and understanding the world around him. The use of art therapy in the practice of a teacher-psychologist of a preschool educational institution is justified by its inherent functions: educational, developmental, corrective, psychotherapeutic, diagnostic. Art therapy has ample opportunities in developing and corrective work with preschool children. Allows you to develop the child's communication skills, the ability to cooperate with peers. Among other things, art therapy is a great way for others to painlessly express their emotions and feelings.

Creativity is closely related to a child's life, filled with rich play, fantasy and symbolic activity. Children still do not know how to clearly express their thoughts, but they can draw, sculpt, fantasize. Namely, art therapy methods allow a child to express their state through drawing, dance, fairy tale, game. Feelings and emotions are often expressed through symbols used by children. There is a confusion of internal and external reality. In their work, children, without hesitation, draw, depict, reproduce what they feel. It is "art therapy" that allows you to achieve a positive developmental effect in working with children. In my opinion, carrying out integrated correctional and developmental classes, which combine music therapy, phototherapy, body-oriented art therapy techniques, etc. - developing communication skills. In art therapy classes with preschoolers, art is not an end in itself, it is only a means that helps to better understand oneself.

Interaction with children during art therapy is based on mutual understanding, respect, and choice of preferences, so most kids like it, and they are happy to attend classes.

Each of the types of art therapy has its own, narrow, techniques that specialists own. In general, we can say that the methods of all types of art therapy are based on "switching" the activity of the cerebral hemispheres. The left hemisphere is a kind of censor, mind, consciousness, which sometimes does not let out sincere feelings, suppressing them. The right hemisphere, which is activated during creative activity, triggers unconscious processes that open the way to the expression of genuine experiences. As a result of art therapy classes, "the hemispheres begin to work together" together", and this work is aimed at understanding and correcting internal, unconscious problems: fears, complexes of clamps."

Art therapy does not require artistic skills or fine art ability, so every child can participate in this work. Drawings and crafts reflect the thoughts and mood of children and allow diagnosing psychological deviations in development (neuroses, stress). In the classroom, the child freely expresses his imagination. The use of improvised material (clay, gouache, threads, pasta, stones and sand) develops fine motor skills. Music, singing and dance lessons help him to relieve stress, get rid of negative emotions, overcome his deepest fears (fear of water, dogs, darkness and insects) in just a few lessons.

During the educational process, a preschooler learns to communicate with peers and gains faith in himself, gains new knowledge about the world around him.

Classes are conducted by professional teachers in an entertaining way, which allows them to interest passive children and make them active participants in the process, and not just listeners. With the help of games and special exercises, hidden skills that cause positive emotions and a sense of satisfaction from the results of their creativity in children are revealed and developed.

The main tasks that art therapy for preschoolers effectively solves are:

- Development of cognitive and speech activity, behavior correction.
- Harmonization of the emotional state of children.
- Expansion of horizons through familiarization with the cultural heritage (literature, theater, music, painting, sculpture, photography).
- Unleashing creativity.
- Development of originality of thinking.

- Improved attention and memory.
- Formation of an active life position.
- Increased self-esteem.
- Development of communication skills.

Due to the fact that art therapy combines psychology, medicine, and pedagogy, it is possible to achieve many goals, and most importantly, to highlight a lot of advantages.

First, the classroom environment is absolutely safe. There is no competition on them, each child does what he likes and tries to achieve his goals.

Secondly, due to the fact that after each lesson a visible result is obtained (drawing, dance, song, craft, etc.), you can clearly follow the development of the baby, see how comfortable he is, how much his worldview has changed.

Thirdly, each child can realize their own value. After each lesson, parents see a craft that they praise for. Also, sometimes teachers ask kids to do a part for something in common. And seeing that his piece made up one big picture, he will not only be proud of himself, but will also understand that it means a lot.

Fourthly, children who have problems with speech can find other ways to express their emotions through art, thereby not becoming isolated.

Much attention is paid to the results after classes, because they show how effective the therapy is for a particular child and whether something needs to be changed in the approach.

Modern art therapy includes many areas. In my work with children, I use such art therapy methods as:

Fairy tale therapy is a method that uses a fairy tale form to develop creative abilities, expand consciousness, and improve interaction with the outside world. In my work, I use fairy tales and parables, which helps to resolve internal conflicts and relieve emotional stress, change attitudes and behavior.

Sand therapy - the child often cannot express his feelings in words, and then playing with sand comes to his aid. By creating a picture of his own world from the sand, the child is relieved of stress. And most importantly, he gains invaluable experience of self-expression of his feelings, emotions, experiences.

Dance therapy is a very fun and enjoyable way of psychocorrection. Dance is the language of communication between body and soul. Dance therapy provides an opportunity to express deep subconscious feelings, emotions hidden in the subconscious. By pulling them to the surface, you can get rid of many complexes. The dance removes muscle blocks, clamps, helps to cope with stress, to lift your mood. Dancing is not a waste of energy, it is its accumulation.

Puppet therapy - for the modern child, a doll is primarily a cute toy that can be turned into a symbolic partner for play. Making a doll for children is always a challenging process. A homemade doll helps to reveal his inner value as a child. Playing a fairy tale with dolls teaches the child to find adequate expression for various emotions and feelings.

Isotherapy is one of the most popular and affordable methods of knowing yourself. On paper, you can express your fears, thoughts, hopes, deeply buried inside. This direction contributes to the release of negative emotions, relieves nervous tension, makes it possible to calm down and feel satisfaction from the activity. When working with a child, isotherapy gives a lot of information about the child and his inner world: what he thinks, what he feels, what he is afraid of, whom and what he loves. Children literally "talk" with others through their drawings.

In the process of learning and undergoing therapy, an improvement in his condition will be noticeable in his own drawings. So, if a child began to use light or bright colors, gradually replace dark with bright, then this indicates the correctness of the chosen direction.

The novelty of the experience in the use of art therapy lies in the selection of non-traditional methods and technologies of drawing that activate the creative imagination and thinking of preschoolers and harmonize the emotional and psychological state of children.

I think that the main criterion for a child's health is his harmony with himself and the environment, as well as the ability to understand other people's feelings and their own.

In modern society, parents want to give their children more knowledge. But excessive intellectual development is associated with a heavy load on the child and is one of the reasons for the deterioration of the physical and mental health of children. As a result, modern children know how to read, write, count, but less often admire and wonder, empathize.

Most preschoolers do not know how to communicate with peers and adults.

Faced with this problem, I decided to develop the emotional sphere of children using a new effective method of art therapy.

As a tool for promoting emotional well-being, I successfully use art therapy technology. Art therapy is one of the softest and at the same time profound methods. ART therapy is the inner world of a child, and in my classes I do not heal, in the literal sense of the word, but I help the child find harmony with himself and others. This is a method of influencing a child through drawing, dancing, fairy tales. All this is very close to children and contributes to self-expression: shy and indecisive children in their actions, helps to get rid of fear; hyperactive, aggressive - switch to a calmer type of activity. And, which is very important, it allows anyone to quickly and easily learn how to display an imaginary world.

Indications for pediatric art therapy:

- stubbornness;
- aggression;
- fears; tics, stuttering, obsession, etc.;
- frequent mood swings;
- delays in speech and mental development;
- crisis situations;
- difficulties in communicating with peers and / or adults;
- excitability or apathy;
- preparation for kindergarten / school and adaptation period;
- loss of parental control over the child, disobedience.
- shyness and self-doubt;
- aggressiveness;
- hyperactivity.

What is the impact of art therapy, what are its unique features?

- Creates a positive emotional attitude.
- Allows you to address those real problems or fantasies that, for some reason, are difficult to discuss verbally.
- Provides an opportunity at a symbolic level to experiment with a variety of feelings, to explore and express them in a socially acceptable form. Working on drawings, pictures, sculptures is a safe way to defuse destructive and self-destructive tendencies, allowing you to work out thoughts and emotions that a person is used to suppressing.
- Promotes creative self-expression, the development of imagination, aesthetic experience, practical skills of visual activity, artistic abilities in general.
- Increases the child's adaptive ability to everyday life. Reduces fatigue, negative emotional states and their manifestations associated with learning.[12]

Basic principles of art therapy classes:

1. The child's desire is the main condition of the lesson. Creativity is impossible without desire, and, of course, a confidential dialogue with a child is impossible.
2. Encouragement and gratitude to the child.
3. The teacher should be prepared for the fact that during the dialogue during the lesson the child sometimes answers "I don't know" to general questions about himself or the drawing and offers him options for answers.
4. An important condition for successful work is the direct participation of the teacher himself in the work he offers. The teacher, together with the child, talks about his mood (at the beginning and at the end of the lesson), draws, sculpts, discusses certain works, in a word, performs all the tasks that he gives to the child. Only then does the child develop confidence in the teacher and in the unusual activities that are offered to him.

5. It is necessary to use bright, beautiful, solid material, with which the work is carried out in the lesson. Paints, pencils, plasticine, paper have a neat look, because the child feels an attitude towards himself through the material with which he is offered to work. For those guys who are reluctant to get into work, bright, pretty stationery and other equipment can be an attractive moment.

6. In many classes, the teacher talks about this or that phenomenon. His monologue is most useful if it contains elements of hypnotic narrative, i.e. to some extent, the teacher's speech should be put into an easy trance by repeating words, sentences, using epithets, metaphors, changing the voice. This helps to create an atmosphere of unusualness, mystery of what is happening and helps to accomplish the miracle of the child's spontaneous self-disclosure.

7. The main thing is to enjoy the very process of drawing, when even scribbles and scribbles play the role of healing.

This has proven to be an excellent method of working with children of different abilities, in mixed-development groups, as it allows each child to act on their own level and be accepted. This method can be used to develop communication skills and is an ideal tool for increasing self-esteem and strengthening self-confidence, has an impact on the formation of a child as a personality of society, helps to preserve and strengthen the mental health of children, develops creativity, which means that all areas are affected. educational program of the preschool educational institution.

It can be used to develop group cohesion, it can help a child express things for which he has no words, or that he cannot articulate, and it is enjoyable.

CONCLUSION

The use of interactive methods in the pedagogical and psychological process encourages the teacher to constant creativity, and in this regard to improvement, change, professional and personal growth, development. After getting acquainted with one or another interactive method, the teacher determines its pedagogical capabilities, identifies with the characteristics of the participants, tries on to his individuality. And this innovative activity does not leave the teacher as long as he realizes that interactive teaching methods are an effective pedagogical tool, and the use of interactive learning technology in the pedagogical process is a necessary condition for the optimal development of both those who study and those who teach.

The specifics of teaching preschool children determines the choice of methods and techniques for these purposes. Their classification provides for the division of all didactic methods into three groups depending on the predominant form of thinking that is involved and develops in the course of their application. Practical methodological techniques in the classroom in kindergarten help preschoolers to more deeply understand the surrounding reality. Their use enables the child to independently, through the implementation of practical actions with objects, determine their basic properties and characteristics, establish the relationship between them, and understand the principle of their actions.

In classes with preschool children, it is recommended to use a variety of methods and techniques, alternating and combining them with each other. At the same time, it is necessary to conduct a "live" dialogue with the kids, encourage them to take immediate action, rely on children's life experience. Such conditions for the educational process in kindergarten will ensure its high efficiency.

Practical methods provide a higher degree of assimilation of knowledge than any other didactic technique. A child will remember much better that lemon is sour if he tastes it himself, etc.

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