



2nd INTERNATIONAL SCIENTIFIC-PRACTICAL CONFERENCE

**“EUROINTEGRATION IN ART, SCIENCE AND EDUCATION:
EXPERIENCE, DEVELOPMENT PERSPECTIVES”**

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ПЕРСПЕКТИВИ РОЗВИТКУ”**

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Foreword

The Second International Conference *EUROINTEGRATION IN THE ARTS, SCIENCE AND EDUCATION: PERSPECTIVES, PERSPECTIVES OF IMPLEMENTATION* is an event that demonstrates the support of Ukrainian scientists by Lithuanian colleagues and is dedicated to the topical issues of fine arts, culture and pedagogy.

For the second year in a row, researchers with many years of experience, as well as undergraduate and graduate students, meet in the scientific space of the conference, which is in line with the principle of equality and aims to combine traditions and alternative approaches.

The conference proceedings reflect the main goal of the event - to bring together European and Ukrainian researchers, to highlight non-standard opinions and to establish ways of interaction in the field of interdisciplinary research. Our tasks are to find answers to the questions of how intergenerational knowledge and diverse perspectives can improve the sustainable development of education and science, how to integrate theoretical achievements into life, and how to combine science and art in the context of new demands and requirements of society.

The publication of the proceedings in an online format is a deliberate move by the conference organisers, in consistence with one of the priorities of the European Green Deal - the rational use of natural resources and the development of an ecological consciousness in the global scientific community.

Compilers

Передмова

Друга Міжнародна конференція «ЄВРОІНТЕГРАЦІЯ В МИСТЕЦТВІ, НАУЦІ ТА ОСВІТІ: ДОСВІД, ПЕРСПЕКТИВИ РОЗВИТКУ» – захід, що демонструє підтримку українських вчених литовськими колегами, присвячений актуальним проблемам образотворчого мистецтва, культури і педагогіки.

Другий рік поспіль в науковому просторі конференції зустрічаються дослідники з багаторічним досвідом та студенти і аспіранти, що відповідає принципу рівності та спрямовано на поєднання традицій і альтернативних підходів.

Матеріали конференції віддзеркалюють головну мету заходу – об'єднання європейських і українських дослідників, висвітлення нестандартних думок та налагодження шляхів взаємодії у царині міждисциплінарних досліджень. Наші завдання – це пошук відповідей на запитання, як знання різних поколінь та різноманітні точки зору можуть покращити сталий розвиток освіти і науки, як інтегрувати теоретичні здобутки в життя та поєднати науку і мистецтво в контексті нових запитів та вимог суспільства.

Публікація матеріалів в онлайн-форматі – усвідомлений крок організаторів конференції, який відповідає одному з пріоритетних напрямів у реалізації європейського «зеленого курсу» – раціональному використанню природних ресурсів та формуванню еко-свідомості у світовій спільноті вчених.

Упорядники

PEDAGOGY AND PSYCHOLOGY

ПЕДАГОГІКА ТА ПСИХОЛОГІЯ / 206

- Andrienko Oleksandr, Cherednikov Oleg, Iurchenko Maryna, Chupryna Volodymyr. PSYCHOLOGICAL-PEDAGOGICAL DIAGNOSTICS AND SUPPORT OF MENTAL HEALTH OF STAFF IN CONDITIONS OF EXCESSIVE INTELLECTUAL LOADS / 207
- Богайчук Людмила. АКТУАЛЬНІ ТЕМИ РОЗПИСУ ТКАНИН В ТВОРЧИХ РОЗРОБКАХ СТУДЕНТІВ ХУДОЖНЬО-ГРАФІЧНОГО ФАКУЛЬТЕТУ / 211
- Bohaichuk Liudmyla. CURRENT TOPICS OF FABRIC PAINTING IN THE CREATIVE DEVELOPMENTS OF STUDENTS OF FACULTY OF ART AND GRAPHICS / 214
- Braslauskienė Rasa, Dirmeikė Erika. IMPROVING THE COMPETENCES OF PRESCHOOL TEACHERS BY IMPLEMENTING THE STRATEGY OF UNIVERSAL DESIGN FOR EDUCATION / 215
- Jacynė Reda. A THEORETICAL APPROACH TO THE EDUCATIONAL ASPECTS OF THE TRANSMISSION OF CULTURE / 226
- Klevets Viktoria, Shtainer Tetiana. THE ROLE OF GAMIFICATION IN THE TEACHING OF DESIGN DISCIPLINES / 230
- Lystopad Oleksii, Lystopad Natalia. DEVELOPMENT OF CREATIVE POTENTIAL OF PRESCHOOL CHILDREN BY MEANS OF NON-TRADITIONAL DRAWING TECHNIQUES / 232
- Mardarova Iryna, Hudanych Nataliia. PEDAGOGICAL PRACTICE AS A FACTOR IN THE DEVELOPMENT OF STUDENTS' COGNITIVE INITIATIVE / 235
- Маслова Тетяна, Басанець Лука. ТВОРЧІСТЬ ЯК БАЗОВИЙ КОМПОНЕНТ РОЗВИТКУ ПРОФЕСІЙНИХ КОМПЕТЕНТНОСТЕЙ ЗДОБУВАЧІВ ХУДОЖНЬОЇ ОСВІТИ. / 238
- Maslova Tetiana, Basanets Luka. CREATIVITY AS A BASIC COMPONENT OF THE DEVELOPMENT OF PROFESSIONAL COMPETENCES OF ART STUDENTS / 241
- Na Yang, Yezhova Olga. HERITAGE-INSPIRED DESIGN: RESEARCH-BASED EDUCATION ON MORTISE-TENON STRUCTURES / 243
- Nezhyva Olga. THE USE OF CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) METHODOLOGY IN FOREIGN LANGUAGES LESSONS / 247
- Norvilienė Aida, Jonkienė Rita. BENDROJO UGDYMO MOKYKLOS ĮVAIZDŽIO KŪRIMO KRITERIJAI MOKYKLOS VADOVŲ NUOMONE / 252
- Norvilienė Aida, Jonkienė Rita. CRITERIA FOR CREATING THE IMAGE OF A GENERAL EDUCATION SCHOOL FROM THE PERSPECTIVE OF SCHOOL PRINCIPALS / 255
- Охрімець Юлія, Бутузова Лариса. УЯВЛЕННЯ ПЕДАГОГІВ ПРО ПСИХІЧНЕ ЗДОРОВ'Я НА РОБОТІ / 256
- Okhrimets Yulia, Butuzova Larysa. TEACHERS' PERCEPTIONS OF MENTAL HEALTH AT WORK / 259
- Растригіна Алла, Клепар Марія. ОСОБЛИВОСТІ ВИКОРИСТАННЯ ЕТНОКУЛЬТУРНИХ ТРАДИЦІЙ ДЛЯ ПОДОЛАННЯ ТРАВМ ВІЙНИ У ШКОЛЯРІВ / 260
- Rastrygina Alla, Klepar Maria. PECULIARITIES OF USING ETHNO-CULTURAL TRADITIONS TO OVERCOME WAR TRAUMA IN SCHOOLCHILDREN / 263
- Romanchuk Oleksandr, Lisohor Alla. THE ROLE OF THE PROJECT METHOD IN THE FORMATION OF PROFESSIONAL SKILLS OF VOCATIONAL EDUCATION STUDENTS / 264
- Rubakha Veronika, Shtainer Tetiana. FORMATION OF ENTREPRENEURIAL COMPETENCES IN VOCATIONAL EDUCATION STUDENTS / 267
- Савчук Олена. ПРОФЕСІЙНА ПІДГОТОВКА ЗДОБУВАЧІВ СПЕЦІАЛЬНОСТІ СЕРЕДНЯ ОСВІТА ТРУДОВЕ НАВЧАННЯ ТА ТЕХНОЛОГІЇ В КРАЇНАХ ЄВРОПИ / 270
- Savchuk Olena. PROFESSIONAL TRAINING OF STUDENT IN THE SPECIALTY OF SECONDARY EDUCATION LABOR TRAINING AND TECHNOLOGIES IN EUROPEAN COUNTRIES / 272
- Шевченко Інґа. ПІДГОТОВКА МАЙБУТНЬОГО ВЧИТЕЛЯ МУЗИЧНОГО МИСТЕЦТВА ПОЛІХУДОЖНЬОГО ПРОФІЛЮ В КОНТЕКСТІ ЄВРОІНТЕГРАЦІЇ / 273
- Shevchenko Inha. THE TRAINING OF THE FUTURE TEACHER OF MUSIC ARTS OF POLY ARTS PROFILE IN THE CONTEXT OF EUROPEAN INTEGRATION / 275

DEVELOPMENT OF CREATIVE POTENTIAL OF PRESCHOOL CHILDREN BY MEANS OF NON-TRADITIONAL DRAWING TECHNIQUES

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Abstract. The study reveals the peculiarities of developing the creative potential of preschool children by means of non-traditional drawing techniques. The features of non-traditional drawing techniques are analysed: drawing with fingers and palms, drawing with cotton swabs, drawing with stamps, drawing with soap bubbles, drawing with wax crayons and watercolours (graphic reserve), drawing with sand or semolina, drawing with threads.

Keywords: creative potential, non-traditional drawing techniques, preschool children.

Introduction. The relevance of the problem of developing the creative potential of preschool children by means of non-traditional drawing techniques is due to the modern requirements for the educational process aimed at forming creative thinking, individual expression and harmonious development of the individual. Non-traditional drawing techniques (sand drawing, finger painting, monotype, blotting, gratuitous drawing, etc.) help children think outside the box, experiment with materials and find unique ways of expressing themselves.

Theoretical part

The creative potential of preschool children is a set of natural inclinations, abilities, imagination, creativity and emotional and volitional qualities that allow a child to create something new, think outside the box and express themselves (Lystopad, 2015). The main components of preschoolers' creative potential: imagination and fantasy – the ability to come up with new images, situations, stories; creative thinking – the ability to find non-standard solutions, generate ideas; emotionality and openness – the desire to experiment, take initiative; speech abilities – the ability to express their thoughts in verbal form (fairy tales, stories); artistic and aesthetic abilities – music, drawing, modelling, theatre; research activity - the desire to learn new things through observation, experiments (Lystopad, 2015).

Researchers have proved that the development of the creative potential of preschool children is most effective through non-traditional drawing techniques (Vereshchahina, 2022). The use of various materials and techniques stimulates tactile sensations, develops fine motor skills, which is important for preparing the hand for writing and the child's overall development. Drawing with free and unusual methods contributes to emotional relief, self-expression and the formation of a positive attitude to creative activity.

Traditional methods often limit children's imagination to certain limits, while non-traditional techniques allow them to create something new without fear of making mistakes. Non-traditional drawing techniques do not require expensive materials and can be used both in preschools and at home, making them a convenient tool for developing creativity. The use of non-traditional drawing techniques is an effective way to develop the creative potential of

preschool children, as they expand the possibilities of self-expression, promote sensory development and the formation of creative thinking, which is in line with modern approaches to the upbringing and education of children, focused on the harmonious development of the individual. Unconventional drawing techniques for preschool children help develop fine motor skills, creativity and imagination. They make the process of drawing interesting, promote experimentation with materials and tools (Zhuravko, 2020).

The study identified the following non-traditional drawing techniques that contribute to the development of the creative potential of preschool children: drawing with fingers and palms; drawing with cotton buds; drawing with stamps; drawing with soap bubbles; drawing with wax crayons and watercolours; drawing with sand or semolina; drawing with a toothbrush and strainer; drawing with threads; drawing with foam paint; drawing on wet paper.

Drawing with fingers and palms. Children can create hand and fingerprints and add designs to them, for example, a palm print can be turned into a tree and fingerprints can be turned into flowers or insects.

Drawing with cotton buds. Using cotton swabs, you can create a dot effect or apply paint with soft strokes reminiscent of the pointillist style.

Drawing with stamps. Stamps can be made from potatoes, sponges, thread, leaves or foam rubber, and children dip them in paint and make prints on paper.

Drawing with soap bubbles. Soap solution is added to the paint, bubbles are formed through a tube and paper is placed over them to create abstract patterns.

Drawing with wax crayons and watercolours. First, you draw with wax crayons, and then cover the sheet with watercolour paints, the crayons do not allow the paint to pass through, creating an interesting effect.

Drawing with sand or semolina. Drawing on an adhesive base or on an illuminated glass surface, this technique develops tactile perception.

Painting with a toothbrush and a strainer. The paint is collected on the brush and, running your finger along the bristles, splashed on the sheet, you can get clear images through stencils.

Drawing with thread. The thread is dipped in paint, placed on paper, covered with another sheet and pressed down, then the thread is carefully pulled out to form intricate patterns.

Painting with foam paint. A foaming agent (for example, shaving foam) is added to the paint, mixed and embossed images are created.

Drawing on wet paper. Apply the paint to a damp sheet to create smooth streaks and soft colour transitions.

The use of unusual materials (cotton buds, foam sponges, fingers, vegetable stamps) and non-standard drawing methods (spotting, graffiti, monotype) encourages children to experiment and implement their own ideas. In traditional drawing, children may be afraid of making a 'wrong' stroke. Non-traditional techniques break down these limitations, giving a sense of freedom and confidence in one's abilities. Manipulating different materials helps to train hand-finger coordination, which has a positive impact on future writing skills. Tactile contact with paints, sand, fabric, foil or other materials expands the child's sensory experience, activating his or her cognitive activity.

Drawing with free, non-standard methods helps children express their emotions, relieve tension, and cheer up. Non-traditional techniques teach them to look for new solutions, combine colours, textures and shapes in an unusual way, which promotes flexibility of thinking. Thanks to these methods, children not only develop artistic skills, but also form their own creative approach to solving problems in various spheres of life.

Conclusions. Non-traditional drawing techniques are an effective tool for stimulating the creative development of preschool children. They contribute to the development of imagination, fantasy, out-of-the-box thinking and self-expression skills. Such methods reduce

the fear of mistakes and failures, creating a comfortable environment for experimentation. The child learns to perceive creativity as a process that has no strict rules and limitations.

Using a variety of materials and drawing techniques has a positive effect on sensory development and fine motor skills, which in turn contributes to the overall development of intellectual and communication skills. Non-traditional techniques help children express their emotions and inner world, which is important for their emotional well-being. Drawing in unconventional ways can have a therapeutic function, reducing anxiety and tension.

The use of such methods in preschool education contributes to the formation of interest in art and the development of aesthetic taste. Children become more open to creative pursuits and ready to experiment with new approaches. Teachers and parents play an important role in creating conditions for children's creative activity. They should support children's initiative, encourage experimentation and avoid excessive control over the result. Thus, the use of non-traditional drawing techniques in preschool age is an effective means of developing the child's creative potential, which contributes to his or her harmonious personal growth.

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