

The influence of artistic techniques on the development of manual skills in a six year old child

Anna Hojnor¹, Robert Sito², Piotr Migo³, Joanna Jarczak⁴ and Wiesław Jaszczur⁵

¹University of Applied Sciences in Nowy Targ
Poland

²Constantine the Philosopher University in Nitra
Poland

³University of the National Education Commission, Kraków
Poland

⁴Ignatianum University in Kraków
Poland

⁵University of Kalisz
Poland

Abstract— Art education plays an important role in developing and shaping the child's sensitivity to the beauty of shapes and colors in the surrounding reality, which he learns through his senses, primarily sight and touch. Through approaching works of plastic art, the child also develops his artistic taste. At the same time, art education stimulates and develops the ability to express a personal attitude towards reality through elements such as line, stain, color and shape. It is safe to say that through the study and practice in the field of fine arts, the child develops mental activity, stimulates creative initiative, activates imagination and shapes his personality. In addition, it influences the broadening of mental horizons and awakens the need for direct contact with art, which can have a significant impact on the development of the child's general knowledge and skills. Art education is therefore an important element in building the comprehensive development of the individual.

Keywords— manual skills, child development, art techniques,

I. INTRODUCTION

Art education is an important element in building the comprehensive development of an individual (Cybulska-Piskorek, 1976). Therefore, it is important to undertake purposeful educational activities aimed at introducing the child to the world of the language of art. This enables him to perceive

various artistic works more objectively. The educational process in the field of art, according to Chyła-Szypułowa, is long and requires a lot of perseverance, patience and diligence from teachers and guardians in striving for children to fully understand this area of knowledge (Chyła-Szypułowa, 2009).

It is worth noting that developing the ability to think artistically and gain a more complete understanding of art is a process that requires time and a systematic approach. Responsible upbringing and teaching in this area can significantly influence a child's development, arousing his or her interest in art and developing the ability to analyze and interpret artistic works. Art education of a six-year-old child.

When a child starts school, he or she shows developed sensitivity to various stimuli surrounding his or her world. Through creative activity, he expresses his feelings about the beauty he sees in fine art, music, literature and the surrounding environment. This natural impetus prompts them to seek understanding of the language of art that they want to use to express their emotions and sensations. According to B. Mazepa-Domagala, mastering this specific language allows a child to naturally satisfy his or her innate need for expression through artistic activity. It is about self-expression, which occurs when a child, through his or her creative works, reveals phenomena that give the artistic product an expression of his or



her emotional attitude to the created work, both in terms of form and content (Mazepa-Domagala, 2009). Children's imagination and expressiveness are manifested primarily through activities in the field of fine arts. For a toddler, it is a natural space for creation, full of positive emotions. Therefore, the process of art education in the first stage of education should be perceived as an important element supporting the child's development. It is through this form of art that children can begin to understand the so-called visual values present in the environment, notice the beauty of nature, experience these sensations and express them using available artistic techniques. At the same time, through artistic creativity, children have the opportunity to reach their emotional sphere of personality, develop intuition and imagination in a young mind.

II. ART TECHNIQUES

A. Winczewska defines artistic techniques as not only the materials used in artistic activities, but also the way in which forms are expressed and creatively transformed using various tools. According to the dictionary definition, the term "technique" means a purposeful, rational and theory-based way of doing work in a specific field. It comes from the Greek word "techne", which means art or craft, and the term "technikos", which refers to craftsmanship. (Winczewska, 2010).

Art techniques play a key role in children's creative expression. They support the development of imagination and creative abilities, inspiring students to express themselves creatively. Additionally, they encourage interest in creative work and increase the value and importance of the created works of art (Żukowska, 2009). According to Łapot-Dzierwa, all methods/techniques influence the development of visual-motor cooperation, but some of them have a particular impact on improving manual skills. These key techniques include classes in drawing, painting, creating with paper (both on a plane and in space), and sculpture and model work (Łapot-Dzierwa, 2012).

Drawing is a fundamental activity in a child's artistic development, starting from chaotic scribbles and ending with developed thematic compositions. This process not only enhances creativity, but also reflects the evolution of the child's motor and cognitive skills. Initially, when a child begins to draw, it may be a spontaneous process of doodling, where control over the tools is still imprecise. Gradually, however, through experimentation, the child acquires drawing techniques, developing manual and visual skills.

An introduction to simple, geometric compositions helps the child develop the ability to recognize shapes and proportions. This is also the time when the child begins to consciously use drawing tools, which is crucial for the development of precision of hand movements.

Leaving tool marks on paper not only allows your child to experiment with different visual effects, but also improves hand and eye coordination skills. This process engages various areas of the brain, integrating visual perception with hand movements, which is important in the further development of

writing and artistic skills.

As the child develops artistically, moving from simple to more complex compositions, drawing also becomes a tool for expressing emotions, thoughts and imagination. Thematic compositions allow the child to focus on a specific idea or story, which develops narrative and abstract skills.

Finally, by introducing children to various drawing techniques, educators and caregivers help develop a comprehensive approach to art, which can be an inspiration for further creative activities and intellectual development (Winczewska, 2010).

According to K. Łapot-Dzierwa, the drawing process is not only a form of artistic expression, but also a complex motor training for the child. During this process, the child develops fluidity of movement by exercising the muscles of the hand and fingers. The mental analysis he performs while drawing leads to a variety of movements - from decisive and dynamic to precise and delicate, with variable direction.

Using various drawing tools and materials, the child not only experiments with visual effects, but also improves the ability to vary muscle tension. The choice of pencils, crayons, brushes or other drawing instruments allows for a variety of sensory experiences and develops the ability to adjust the pressure to a specific technique. The result of this training is the degree of expressiveness, which refers to the child's ability to express himself through drawing. It is not only the ability to present objects or characters, but also the subtle expression of emotions, thoughts and imagination. The degree of expressiveness in children's art reflects not only artistic skills, but also the development of perception, thinking skills and hand-eye coordination.

In this way, working with various tools, materials and drawing techniques becomes a comprehensive process supporting the child's development in both the artistic and sensory areas, and also shapes the ability of expression and artistic expression (Łapot-Dzierwa, 2012).

Drawing techniques such as drawing with a pencil, crayon, charcoal or chalk are commonly used in the art education of six-year-olds. According to Łapot-Dzierwa, these tools are easily available and do not require special preparation or substrate. Additionally, they can be used on various types of paper, which makes them convenient for use in a variety of conditions. For more advanced children, you can experiment with techniques such as drawing with a stick or pen. However, these more advanced techniques require greater precision and control, making them more suitable for older students.

In the context of colorful drawings, it is popular to use pencils, wax crayons, dry or oily pastels, and pens of various thicknesses. It's important to remember to use a suitable surface because each of these drawing tools has its own preferences. For example, a slightly matte base is recommended when drawing with colored pencils to avoid slipping. The thickness and texture of the paper also influence the artistic expression, and younger children can use thicker sheets of paper, which makes it easier to control pressure.

Art education can also be creative by experimenting with unusual materials, such as sandpaper or fragments of textured

wallpaper. This encourages children to explore different textures and forms, which supports the development of their artistic and sensory skills (Łapot-Dzierwa, 2012).

Drawing using dry pastels, colored chalk or charcoal is an extremely pleasant, easy and quick form of creation that does not require excessive muscular effort. These tools allow you to create lines without having to intensively engage your muscles, which makes the process more comfortable, especially for children.

However, when using these materials, it is important to follow certain rules regarding their technological properties. First of all, it is recommended to choose matte foundations for drawing. Fascinating effects can be achieved on colored cards or gray paper, which further enriches the visual experience. It is also necessary to consolidate works made on paper, because the lack of this process may lead to the drawings becoming blurred or chipped. Appropriate fixation guarantees durability and maintaining the original appearance of the work.

Creating with dry pastel, colored chalk or charcoal is not only easy and pleasant, but also gives you the opportunity to experiment with different substrates, which makes the process even more creative and inspiring.

Another fascinating technique used when working with children is the painting technique, which is particularly popular among children of younger school age. In the painting process, unlike drawing, the stain, not the line, plays an important role. The use of color is a key element of this technique, with each child's subjective perception of colors.

Gloton and Clero emphasize that at the beginning the selection of colors is made freely, and later, as preferences develop, the use of color as the dominant element is based solely on individual impressions. The child expresses himself spontaneously, undisturbed by concerns for authenticity, moving from preferences to more specific and general concepts (Gloton i Clero, 1988).

In the painting process, children have the freedom to experiment with colors, which allows them to develop their imagination and sensitivity to the world of colors. It is a process that allows children to express themselves in an unlimited way, which helps develop creativity and an individual approach to art.

In the area of art education, especially in the context of integrated teaching, two painting techniques are mainly used: watercolor painting and painting with opaque paints.

When painting, muscle tension takes completely different forms than when drawing, and is significantly less intense. The child does not have to engage as much as when using a pencil or crayon. The painting process provides an opportunity to learn how to make wide, free and fluid movements. An introduction to the world of paint can start with painting with your fingers or even your whole hands, which allows you to manipulate all the muscles in your fingers and hand. Painting also improves motor coordination and precision of individual gestures.

Although painting with your fingers or hands is a fascinating adventure, you cannot forget that the basic painting tool is a brush. Children should have access to a variety of brushes, including wide and narrow, thick and thin. In the case of

covering paints, it is worth using the so-called bristlecones. An important element is also an appropriate painting base, usually with a heavier paper weight, to ensure the stability and quality of painting works.

Another area is paper techniques, both flat and spatial. In this type of techniques, we often use ready-made materials, allowing us freedom in choosing color, texture and weight. However, to enrich your artistic experience and obtain more fascinating effects, we encourage you to prepare the materials yourself. For example, you can paint a sheet of gray paper with paints, and remnants of wallpaper, colored decorative papers or fragments of newspapers are perfect for cutting or tearing out.

Creating cutouts requires skill in using scissors, especially along straight, wavy or broken lines. The cutting process not only develops manual skills, but also focuses the child's attention. While working, the child focuses on precise movements, trying to maintain visual control over the cutting operations. It is not only a form of creative fun, but also an excellent exercise developing precision and attention skills.

In the case of tear-outs, forms are created directly by tearing paper, without prior pencil sketching. This process requires careful planning of the task, as well as activation of creative imagination and the ability to control the work being created. Tear-outs are not only an expression of spontaneous creativity, but also skillful management of the creative process.

The technical aspects of making tear sheets depend on the precision of hand movements, i.e. the ability to precisely tear paper in such a way as to obtain the intended shapes and sizes. During the process of gluing torn-out elements, dexterity is required to ensure that the work is aesthetic and the space is properly filled. This requires not only cutting skills, but also aesthetic composition skills to create a harmonious and attractive work.

According to K. Łapot-Dzierwa, techniques such as cutting or tearing may be a challenge for children because they require the development of precision, flexibility and dexterity of the finger and wrist muscles. During cutting, in addition to the involvement of the forearm, hand and fingers, the wrist joints are particularly active. They enable lateral movements of the hand, such as abduction and adduction, as well as flexion, extension and all twisting movements. The process of tearing and cutting creates favorable conditions for practicing hand motor skills, especially finger muscles, and developing the ability to cooperate between individual fingers. These techniques not only develop manual skills, but also develop the ability to precisely control the movements of the fingers and wrist. Thanks to the torn and cut-out works, children have the opportunity to improve their manual skills, which has a positive impact on their overall motor development. It is also an excellent opportunity to learn coordination between different parts of the hand, which may be beneficial for future writing skills and other activities requiring precision of hand movements.

Sculpting and modeling techniques are an effective form of working with children, having a significant impact on the development of their manual skills. By manipulating various materials, such as clay or plasticine, children have the

opportunity to develop their manual skills. Contact with various materials and the process of modeling and molding provide children with numerous tactile stimuli, thus supporting the development of their senses and manual skills.

Thanks to the unique properties of a given material, children develop their skills through various activities, such as kneading, rolling, tearing, squeezing, patting, rolling and grinding. During these activities, all metacarpal muscles are activated, which causes the entire hand and fingers to participate in this dynamic process. Children not only gain experience in manipulating materials, but also train and strengthen various muscle groups, which has a beneficial effect on their motor development (Łapot-Dzierwa, 2012).

When working with children, a variety of materials are used, such as self-hardening clay, salt dough, paper maché or plasticine. By using these techniques, you can actively influence the development of manual skills in children. However, the effectiveness of these activities depends largely on the knowledge and awareness of adults who act as guides in this process. The adult should adapt activities accordingly to provide the child with appropriate stimuli to stimulate manual development. Achieving a high level of manual dexterity translates into better learning results, especially in the context of writing skills. Therefore, each task created by the caregiver should include a variety of techniques to diversify the form of interaction and support the child in acquiring new skills.

III. PEDAGOGICAL STRATEGIES

The teacher uses a variety of pedagogical strategies to effectively convey information and support students' development. His activities include the use of various teaching techniques, adapting materials to the needs of the group, using interactive forms of work and creating an inspiring educational environment. A key element is the ability to adapt methods to the diverse learning styles of students, which enables effective acquisition of knowledge and development of skills. The basis of an effective learning process is the concept of experience-based education, where the key element is independent exploration, research and discovery. Children are encouraged to actively participate and the learning process becomes a fascinating journey for them. This approach takes into account students' individual interests and needs, enabling them to choose various forms of work and techniques. The priority is to create educational situations that not only convey knowledge, but also take into account children's emotions and experiences, which makes learning more engaging and adapted to their individual development paths (Jąder-Taboń, 2018). Whereas the teacher's role is to excite, inspire and stimulate students to acquire knowledge on their own. Its task is not only to provide information, but also to create conditions conducive to independent learning. The teacher acts as a guide, enabling students to discover, explore and develop their own interests. It supports creativity and initiative, encouraging active participation in the educational process. Jąder-Taboń emphasizes that a teacher achieves the highest effectiveness in

the teaching process when his entire personality is involved. This means that he teaches not only through what he sees and hears, but also through experiencing various senses, such as touch, taste, and smell. A teacher becomes a guide in education when he is also able to use his imagination, intuition and feelings. This holistic approach to teaching makes the educational process more comprehensive and engaging for students. In the role of a teacher, what is crucial is not only the use of effective teaching methods and forms, but also the attitude he adopts. The effectiveness of the educational process depends largely on the student's commitment, approach and decisions. It is the teacher's attitude that determines whether the methods used will be effective and consistent with the needs of students. Its role is not only to transfer knowledge, but also to inspire, support and shape a positive educational environment, which in turn affects the quality of the teaching process.

When conducting art education classes, the teacher should use a variety of methods and forms of work that support children's active participation and develop their creative and individual thinking. In the process of teaching art, it is worth using various pedagogical approaches, adapting them to specific classes. However, to talk about methods, we should first define what this term means. The education method is a dynamic process of shaping an individual, based on the continuous selection of educational content, interaction of the teacher and students, and adaptation of learning conditions. The goal is to make the student feel the educational process is his own, satisfying, and willing to engage in its implementation and development. The key criterion for assessing the value of a given teaching method is the ability to stimulate students' activity, independence and involvement in the learning process (Okoń, 2004). The most effective and commonly used methods include:

- 1) The verbal method is based on expressing thoughts and ideas verbally, which allows children to communicate and share their reflections.
- 2) A visual method using demonstration and observation, which helps develop spatial perception skills.
- 3) A practical method that engages students in direct action, which allows them to have direct contact with materials and create their own works.
- 4) Problem-based method, encouraging students to think and act independently in solving specific art challenges.
- 5) A valorization method, focused on aesthetic experiences, helping children discover and appreciate various aspects of art.
- 6) An activating method where the student's initiative is key, which promotes independence and involvement in the creative process.

In order for the above-mentioned methods to produce the intended effect, it is necessary to carefully plan the students' work. In this context, it is crucial to design teaching tasks in the form of problem or thematic sequences. This approach makes it possible to create a structure of classes that stimulates students' activity and independence, encouraging them to develop a deeper understanding of the topic. The value of this approach is also that students engage in the learning process,

using a variety of methods and gaining knowledge through practical experiences. Designing tasks in the form of problem or thematic sequences creates conditions conducive to effective learning of material and development of skills. An effective teacher is one who does not rely solely on intuition, but is guided mainly by his or her competences, and each activity he or she undertakes has a clear goal. According to M. Jäder- Taboń the features of an effective teacher include:

- 1) Possessing a solid base of knowledge and skills.
- 2) Having a diverse repertoire of the best methods of working with children.
- 3) Being a reflective expert, ready to systematically analyze your own teaching practice.
- 4) Understanding knowledge as an endless process of continuous development.
- 5) Encouraging children to independently seek and acquire knowledge.
- 6) Creating conditions tailored to the individual needs of students.
- 7) Attaching great importance to reflection and analysis of one's own educational activities.
- 8) Preferring formulating questions instead of just transferring ready-made knowledge.
- 9) Actively supporting students in acquiring knowledge, instead of just providing ready-made information (Jäder-Taboń, 2018).

To sum up, it can be said that in the process of art education in the first stage of learning, the teacher plays a particularly important role. His mistakes, communication patterns and cultural experiences strongly influence students' awareness and skills, creating lasting influences in their field of art. The teacher therefore plays a key role in shaping students' artistic sensitivity at this stage of education.

IV. THE INFLUENCE OF ART TECHNIQUES

A question should be asked here: What are the benefits of a child's participation in art education and how can this area of education support his or her development?

Using a variety of drawing instruments in art classes regularly challenges children. In the process of learning new methods of implementing topics, children develop their artistic skills. Drawing with a candle, felt-tip pens and pencils helps develop coordination of hand and eye movements. A characteristic feature of these techniques is leaving traces on the surface, which teaches children how to plan and precisely use drawing tools.

When drawing, children practice fluidity of movement and control over the pressure of the drawing tool, because different muscle tensions are required when using different instruments, such as crayons, markers or candles. When drawing with pencils, children have the opportunity to express their artistic ideas in colorful ways. Using this type of tools allows you to obtain thin lines, and coloring requires precise hand movements.

When drawing with a candle, students must be especially careful because the mark left by the candle is subtle. Using this technique requires high precision and greater muscle pressure compared to crayons. Drawing with a pen, on the other hand, requires perfect precision of movements, because the trace of this tool is permanent.

In this way, children, through various drawing tools, not only express their creativity, but also develop manual skills and gain experience in controlling movements and pressure.

Children take up painting techniques such as wet painting with great enthusiasm "wet", painting with poster paint and gouache. These classes enable them to make more extensive and free movements compared to drawing techniques. While painting with large brushes on large sheets of gray paper, they develop motor coordination, improving fluency in both horizontal and vertical movements.

The use of paints gives children the opportunity to experiment with various movements that involve the entire hand. In addition, painting techniques intensify and develop children's natural abilities to sense light, colors, form and space. Painting with paints helps children develop the ability to distinguish colors and mix them, which expands their perception of colors in the surrounding environment.

To sum up, painting techniques not only develop manual skills, but also shape the child's artistic imagination, expanding his understanding of colors and shades in the surrounding world. Using techniques such as colored paper cut-out, painted gray paper cut-out and black and white paper cut-out, children's technical skills play a key role. Using these techniques focuses attention on children's manual skills. In the case of tearing, precision in manually grinding the paper to obtain the right shapes and sizes is important. When sticking these elements, it is important to place them skillfully and aesthetically in the space. Cutouts, on the other hand, require the efficient use of scissors along various lines, which develops children's manual skills. During this process, focused attention and precision are required to maintain control of the scissors. By performing these tasks, children engage their creative imagination, planning skills and develop the ability to precisely move their hands and fingers.

Plasticine modeling, salt dough modeling and newsprint modeling are techniques that provide children with numerous tactile stimuli. Kneading the salt dough itself is a challenge for them, while improving the muscles of the entire hand. Working on these techniques requires the involvement of both hands, because modeling involves the entire hands, wrists and fingers. Modeling also means controlling the force that the child had to learn, while simultaneously developing eye-hand coordination.

The use of both plasticine and salt dough allows children to freely shape, form, combine and stretch this plastic material according to their own ideas. The modeling process is a way for them to explore different shapes. During shaping, children also learn to combine elements into a coherent whole, with fingers being their main working tool. During this activity, both hands are improved, because shaping is giving a specific shape by combining, bending, overlapping and shaping. When performing these activities, hands are the only tool children

have to perform precise, delicate and skillful movements.

It should be emphasized that drawing techniques have a significant impact on the development of manual skills in children. By performing these exercises, the child improves the fluidity of movements while training the wrist, hand muscles and fingers. When drawing with a crayon, marker or pencil, the child pays attention to the pressure force, which from an early age develops the correct grip of the drawing tool, which later translates into holding the pen. Painting techniques also contribute to developing manual skills. When painting, the child has freedom to manipulate the painting tool, while practicing extensive and smooth movements. This process improves motor coordination and precision of movements.

During cutting classes, children learn how to use scissors and cut out various shapes, which additionally develops manual skills. The cutting and tearing technique also develops decorative skills and develops sensitivity to lines and stains. Modeling with plasticine or salt dough improves hand dexterity, speed and coordination of movements, and also supports the development of imagination and spatial orientation. Additionally, modeling encourages creative thinking, planning, control and correction of one's own work. Various art techniques not only develop manual skills, but also support the development of creative thinking, planning and control over one's own actions.

V. CONCLUSION

All art techniques support the development of manual skills in children. Art is not only a form of creative activity, but also an important element of a child's development, requiring the use of hands. This activity contributes to the development of eye-hand coordination and, above all, improves the child's manual activities. Shaping art materials gives children the opportunity to express themselves through expressive movements, characterized by momentum and fluidity.

To develop manual dexterity, children need to exercise different muscle groups, not only those located in the wrist, but also the arm and shoulder muscles. The main goal of manual dexterity exercises is to improve hand motor skills, including fluidity, flexibility and precision of movements, especially of the muscles of the hand, fingers and wrist. Systematic, gradual and varied exercises allow the child to achieve a level of fitness that will enable him to function effectively, and well-developed hand dexterity certainly translates into aesthetics and precision in writing.

Let us not lose sight of the fact that children can express themselves through drawing even before they learn to write. K. Łapot-Dzierwa argues that artistic creativity is a natural inclination of every child, appearing from the earliest years of life. It is related to the child's mental needs and manifests itself in various forms of activity, constituting the main drive of its development (Łapot-Dzierwa, 2009).

A child's drawing is a personal means of expression that contains both conscious and unconscious content. Through this form, children express their experiences, experiences and

knowledge about the surrounding world. Therefore, children's art works should be treated as an important form of communication.

A child's artistic creativity is a thought, emotional, perceptive and reactionary process towards the environment. By being able to express themselves through artistic activities, the child gains new information, important for further experiments and explorations. Art education should be treated with equal importance to learning reading, writing or mathematics, and not as an addition or free-time activity. By enabling the child to constantly express himself through visual art, we create the most favorable conditions for his later development in the field of creativity.

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