

mance, action, happening (I. Kashkurevich, L. Rusova) also brought diversity to the artistic environment. In the arsenal of means of visualization of an artistic image, new forms for domestic art have appeared – assemblage, object. In the mid-1980s, Belarusian conceptualists (I. Kashkurevich, V. Vasiliev, A. Klinov, O. Sazykina, etc.) turned to installation. An open presentation of Belarusian conceptual art took place in 1984 at the exhibition "1+1+1+1+1+1+1" in Minsk (participants: A. Globus, L. Rusova, I. Kashkurevich, S. Malishevsky) [1].

Conclusion. Since the 1960s, the parallel existence of various stylistic and figurative-plastic searches has been observed in the art of Belarus. We can talk about three directions of art development in Belarus in the 1960s - 1991: where the first is official art that develops the principles of socialist realism, the second is art characterized by the infusion into the artistic life of the country of artists who focused on the search for new artistic forms, who were not carried away by the romance of the underground, and rather intuitively than intellectually conveyed their feelings from social life. The third direction is unofficial art, the art of "nonconformism", whose representatives chose a position of distancing themselves from the ideological and aesthetic attitudes of state structures, and also often entered into an open political clinch with the totalitarian regime. The process of returning Belarusian art to the context of development, free from political and ideological press, began only in the 80s of the twentieth century.

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THE USE OF TEXTILE MATERIALS IN CHILDREN'S CREATIVITY

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The most interesting and significant for children are products that are made with their own hands. In the process of creating any product, be it a toy or a small craft, the child painstakingly creates it, investing his inner world and feelings.

Currently, there is a wide variety of materials that are used for the creativity of junior and middle school students. To date, the creation of felt products is becoming more and more relevant and widespread in the decorative and applied arts.

The purpose of the study is to consider the features of working with felt in the lessons of labor training.

Materials and methods. The research material was the work of students performed at the lesson of labor training. The following methods were used: theoretical, descriptive and observation methods.

Results and their discussion. Felt (from the French. feutre - felt) is a kind of non-woven material created by piling down, wool and fur [1, p. 9]. Felt is divided into soft and hard, natural and artificial components are present in the composition. It comes in various thicknesses and shapes, there is a huge variety of colors and shades.

Of the advantages, the following can be distinguished: felt is quite eco-friendly, does not crumple, has dense edges, respectively, does not crumble. It lends itself well enough to sewing and gluing. You can glue felt with glue with glue "Moment", "Titan", glue gun. If it is necessary to process the edges, you can use a looped, stemmed, forward needle, backward needle - these seams are easy to use for students. Felt products look very concise and attractive. Bulky toys, brooches and any other products are most often sewn from soft felt. During the study, students created small brooches in the form of animal figures.

One of the disadvantages is that the process of creating a product requires more time. This is due to the fact that the felt surface is soft and it is difficult to apply the template. The pencil is not visible, and the pen leaves traces on the felt and when cutting it looks sloppy. Moreover, children like to circle several times, and the work loses its aesthetics.

In the course of research, it became known that the texture of the material from which the product is made has a significant role. Soft to the touch materials evoke pleasant emotions, activate the cognitive process. It is also absolutely possible to single out that the process of creating a product from textile materials contributes to the emotional and moral development of children.

At handicraft lessons, the child's creative work with textile materials takes place during which he creates interesting objects and products for decorating everyday life. Such work is decorative, because when creating beautiful objects, it takes into account the aesthetic qualities of materials based on existing ideas, knowledge, and practical experience acquired in the course of work.

Conclusion. Thus, as a result of conducting classes with students on working with textile materials, it can be concluded that felt is quite easy to use in labor training lessons, has many positive properties. In the process of creating products, there is an active development of creative thinking through the formation of cognitive interests, contributes to the desire to create beauty around themselves with their work.

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