**Sakharova Olena**

**TOYS AS  A  METHOD OF AESTHETIC EDUCATION OF PRESCHOOL AGE CHILDREN**

Each historical epoch has its own toys, which depend on the development of society, its spiritual culture, aesthetic preferences.

Toy at all times is not left unattended scientists, pedagogues, psychologists (V. Abramenkova, O. Batuhtіna, O. Vovchik-Blakitna, O. Smirnova, M. Stel'mahovich, L. Vigotskij, B. Nєmens'kij, E. Fl'orіna, P. Bogatir'ov, S. Novos'olova, V. Propp, І. Makarova, S. Bolhovіtіnova, B. Valuenko, S. Karajchenceva, E. Ogar, D. Popova and others).

The toys include pedagogical, aesthetic, hygienic and psychological requirements. It should be a model of beauty and contribute to the harmonious, all-round development of the personality.

Musical toys (bells, musical hammerheads, jingles, beanbags, etc.) contribute to the tasks of aesthetic education: developing musical and auditory presentation, musical memory and rhythm.

Children receive aesthetic pleasure from listening to music, from singing, musical and rhythmic movements and musical improvisation. Playing children's musical instruments creates children's sense of joy, cheerful mood, emotional comfort, and pleasure from communicating with music.

The book-toy is effectively influences on the aesthetic development of children of preschool age: toy book, a music toy book, pop-up book, nativity book, lullaby book, carved book, panorama book, openwork book, finger toy book.

Thus, books, toys create art model which forms the aesthetic representation of the child, artistic thinking, taste for creativity and self-realization.

Therefore, the toy, acting as an important source and means of aesthetic education of children of preschool age, can be used both in the classroom and in the everyday life of the child, developing it aesthetically, teaching to notice beautiful in the ordinary, familiar.

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