

## USE OF EDUCATIONAL GAMES IN DEVELOPING CREATIVE ABILITY IN PRIMARY STUDENTS

<https://doi.org/10.5281/zenodo.15501687>

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### **Abstract**

this article highlights effective methods, tools and forms of forming and developing creative abilities in primary school students. In modern education, educating a creative thinker is an urgent task, in which students' independent thinking, innovative approaches, and the ability to find different solutions to problems are the main criteria. Also, the effectiveness of interactive methods, visual aids and pedagogical forms that increase students' interest in the learning process is scientifically explained. The results of the study indicate the need for an integrated approach to developing creative abilities.

### **Keywords**

primary education, creative abilities, method, tool, form, didactic game, creative thinking, interactive method, group work, project-based learning.

Despite the fact that the technologies for using educational games in the development of creative abilities of primary school students have been developed, they should be grouped for work in classes.

The word creativity was first used in 1922 by the American scientist D. Simpson. By this term, he described the ability of a person to abandon stereotyped, stereotypical, habitual thinking.

K. Rodgers (1944) understands creativity as the identification of new solutions to problems and new ways of expressing something, an event, a situation. Studies comparing creativity with personality and intellectual properties are of great importance. Studies on the comparison of intellectual properties were carried out by D. Gilford.

The student becomes a person who receives knowledge and education in the process of teaching and upbringing. Sh.A.Amonashvili, emphasizing the need to establish a cooperative relationship with the student in the educational process, says: "The student's educational and cognitive activity is regulated not only by means of interesting educational material and various methods of explaining it, but also by the nature of the teacher's interaction in the educational process. In an

environment where there is love, trust, cooperation, and respect, the student easily masters educational tasks. Seeing that his achievements, independent thinking, and creative research are highly valued, the student begins to strive to complete more complex educational tasks.”

According to the nature of the games, educational games are divided into research games, management and certification games. Educational games create conditions for the correct organization of professional activity in the future and the purposeful formation of the personality in educational subjects. New knowledge obtained as a result of these conditions helps to correctly organize future professional activity. As is known, education is based on cooperation and acquires a collective character; it is carried out in accordance with the rules of professional activity and the social rules of the team. In this sense, the didactic and educational significance of education are combined, and the activity of students increases in the form of game activity. The proposed problem task in business games stimulates participants on the basis of purposeful dialogic communication, increases their interest, and creates an emotional mood. Didactic games are those that implement educational goals and are adapted to them.

The first to use the system of didactic games in preschool education was developed by F. Froebel and M. Montessori, while O. Dikroli conducted research for primary education. Since the 60s and 70s, they have been used not only in primary education, but also in general secondary education. In the 80s, especially, job-based games have become widespread. The main feature of job-based games is that the game plan is oriented towards the educational goal. Because the educational goal is achieved within the framework of the game tasks. Therefore, games are the main type of children's activity, through which primary school students learn about life, existence, the environment and adapt to it. The following are considered important for the emergence of the game:

- the emergence of a feeling of satisfaction from communication with game participants;
- the emergence of naturalness, emotional feelings;
- the players' attempts to satisfy their natural needs during the game, etc. In terms of socio-psychological significance, games mainly perform two tasks;
- the acquisition of certain social knowledge;
- the formation of necessary social rules.

Also, when approached from a problem-based perspective, games develop the student's creative abilities by activating his creative activity. It is known that the quality and effectiveness of children's games directly depend on the life observations and personal experience of the participants in them. In this case,

qualities such as mindfulness, initiative, and willpower are important. Therefore, the use of games with various socio-psychological characteristics in the educational process undoubtedly shows its effectiveness. It is precisely on the basis of such games that active teaching methods are organized. Each game can last from several minutes to more, and from two to ten students participate in it. For example, games called "job games" or "management" are aimed at developing knowledge and skills.

The theoretical and practical essence of these games was described in their research by a number of scientists: Y.M. Belchikov, M.M. Birshteyn, V.N. Burkov, Y.V. Geronimus, V.Y. Platov, B. Qodirov, V.M. Karimova, R. Sunnatova, Z. Nishonova and others. In their scientific works, reflecting on the pedagogical and psychological technologies of modern teaching in a group setting, they expressed a number of valuable ideas, in particular, on the methodology of conducting "Ishbilamonlik" games. In order to clearly imagine the place of "Ishbop" games in active teaching methods (especially for younger school age children), we will cite a set of methods. A simple classification of active teaching methods is described by the Russian scientist N.N. Kozlenko as follows: "Active teaching methods" include, in addition to "Ishbilamonik" games, the process of analyzing real situations and improving role-playing games. "As V.M. Karimova notes, "active teaching methods include, first of all, the formation of skills through debate, discussion, and...". V.Y. Platov emphasizes that active teaching methods consist of the following real-life situational games:

1. Role-playing games
2. Imitation games
3. Organizational games focused on activity
4. "Business" games According to V.Y. Platov, the so-called "business" or "management" games have the following main aspects:

1. The presence of an object model
2. The presence of roles
3. The difference in role goals in the decision-making process
4. The influence of participants performing one or another role on each other.

Intellectual and creative games also play an important role in the development of creative activity. The game sets goals and objectives for the development of the communicative qualities of the individual, intellectual literacy, intelligence, educational ingenuity in decision-making, knowledge of folk creativity, identification and motivation of potential students in the classroom. These include the TV games "Think, search, find", "Golden Crown". To develop the intellectual level of younger school-age students, such games can be organized in the classroom and in extracurricular activities. The game can be held in seven rounds. In each

round, students' knowledge is assessed based on points. Two groups of eight students are entered into the competition. The first round is assessed with 5 points, the second round with 10 points, the third round with 15 points, and so on. 2-3 seconds are given for each question to think. If an incorrect answer is given, the observing students answer. A token with this score is awarded for each correct answer. After the fourth round, a musical break can be organized. At the end of the seventh round, the students remaining in the group are encouraged depending on the points they scored. The questions for the 1st round of the game may be as follows:

1. The largest lake in the world (Caspian Sea)
2. The capital of the Republic of Karakalpakstan (Nukus)
3. The name of the most famous dance of the Uzbeks (Andijan polka)
4. The author of the novel "The Magic Cap" (Kh. Tokhtaboyev)
5. The main character of the novel "Shaytanat" (Asadbek)
6. The most beloved dish in the Uzbek cuisine (pilaf)
7. The author of the poem "Uzbekistan" (Kh. Olimjon)

At the end of the game, points are collected and the winners are awarded. On the one hand, this game helps to demonstrate the knowledge of students and determine their intellectual potential, and on the other hand, it leads to the formation of groups as a team, the formation of intellectual thinking, and the formation of moral behavior. After all, the student's intellect is the basis for the development of the individual's scientific potential and plays an important role in his formation as a person. A person who solves a problem and leads others to follow him. After the roles are played, their discussion begins. All group members participate in it, and each of them tries to enter into different roles, that is, each person has the opportunity to feel the instructions in himself and in others. In order to prepare for the effective organization of reading lessons in the primary school, classes in reading lessons can be organized using independent work and research methods, using the brainstorming method. In this regard, it is of primary importance to encourage students to read and study the artistic characteristics of literary genres such as stories, fairy tales, poems, and parables taught at school, to be able to independently analyze the work, to "master" its content and idea, to acquire reading skills, and to develop a culture of speech.

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