

Development of Creative Skills of Primary Class Students through Didactic Games

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Abstract: This article provides detailed information about methods of developing creative thinking skills in primary school students and using didactic games in the course of the lesson by teachers in general secondary schools.

Keywords: education, student, process, activity game, role-playing game, lesson, didactic games, primary education, game, creative thinking, integrated lesson.



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Introduction. In our republic, teaching the young generation to think independently and creatively has become a state-level issue. In the world pedagogy and psychology, special attention is paid to the problem of directing elementary school students to creative activities during the educational process. Education is a cooperative activity of teachers and students, and in this process, the development of a person, his education and upbringing is also realized.

Main part. In our republic, teaching the young generation to think independently and creatively has become a state-level issue. In the world pedagogy and psychology, special attention is paid to the problem of directing elementary school students to creative activities during the educational process. In the process of organization and development of continuous education, socialization of education, humane, democratic nature of education and training, stimulation of knowledge, ability and talent, creation of scientific worldview in students, high spirituality in them, formation of culture and creative thinking skills [1] are defined as the main principles. Further development of intellectual qualities and professional skills of pedagogues, effective use of education and training resources is important in this regard.

The concept of “Educational technology” is broader than the concept of “Educational methodology”. Educational method is a method of joint activity of teachers and students aimed at solving the collective tasks of the educational process, and educational methodology is a system of scientifically based methods, rules and methods of teaching a specific educational subject.

Didactic games can be created in different ways. Dolls, toys, pictures and handouts can also be sent in various geometric shapes. Didactic games include 4 by purpose:

1. Game Performance.
2. Movement of the game.

3. The rule of the game.

4. The end of the game.

In the lessons, the teacher conveys his knowledge, skills and abilities to students through exercises, and students acquire the ability to use them as a result of mastering them. In the process of learning, students use different forms of learning, that is, they rely on specific differences in receiving, processing and applying the information being learned. In the course of education, issues of education and training are solved in the form of cooperation between teachers and students during classes, independent work of students, extracurricular activities. The purpose of education is formed in accordance with the needs of society. Therefore, the goal of education should be appropriate and proportionate. The goal of education in scientific literature is to create skills and qualifications for the correct, accurate and appropriate use of opportunities, to develop logical and creative thinking, to increase communicative literacy, to inculcate the national idea, to form oriental education, to develop a person's spiritual it is emphasized that it consists of enrichment. Based on the educational goal, students' communication culture is improved by increasing their independent thinking, oral and written literacy, and developing logical thinking. On the basis of the educational goal, spiritual, ideological and sophisticated education is given.[2]

In the process of language learning, there is an opportunity to get closer to the cultural and moral values of the people. It is known that the application of advanced pedagogy and new information technologies in education not only increases the effectiveness of training sessions, but also creates an independent and logically thinking, well-rounded, highly moral person by applying the achievements of science in practice. plays an important role in education. In today's era of increasing civilization, every society needs creative people. This is natural. Because the changes taking place in the world every minute require this. Creativity is an individual characteristic of a person, the use and development of cultural tools based on personal concepts. Creativity is an important pedagogical problem that is analyzed from a psychological point of view and requires research from a pedagogical point of view. Creativity is a pedagogical category that encourages students to be innovative.[3] Creativity is the integration of students' personal qualities. Because if the student is not naturally curious and aspiring, such a student will never be able to show creativity. The creative potential of the student is formed and creative abilities are developed when overcoming the problems encountered during the student's independent implementation of various problems. The concept of creative potential is complex and diverse.

Today, in education "Brainstorming", "Thoughtstorming", "Networks" method, "Sinquain", "BBB", "Fifth plus", "6x6x6", "Debate", "Role-playing game", We are well aware of the active use of modern technologies such as FSMU, "Working in small groups", "Rounded snow", "Zigzag", "I will say the last word". However, at the same time, didactic games do not remain active in the course of the lesson. In primary education, the game is a form of creative activity. In this, the student develops emotionally, emotionally, intellectually and morally on the basis of knowledge and understanding of social and material existence. That is why it is necessary to pay attention to the use of didactic games in primary education or, in particular, in the teaching processes organized within the framework of the subject of mother tongue and reading literacy.[4] After all, with this, it is possible to get rid of the features of getting bored and avoiding the lesson in a student of junior school age. A number of research works have been conducted in psychology, ethnography, culture, and pedagogy about games and their role in human development. At the end of the 19th century, the German scientist K. Gross tried to systematically study didactic games, while the German psychologist K. Bühler studied didactic games as a "satisfying" activity. According to L. Vygotsky and A.N. Leontiev, they theoretically connected and studied didactic games with their social nature and focus on certain activities, while D. Elkonin defines the management of personal behavior and interprets it as an improving activity. But the only and most important main feature of didactic games is its importance in education. In

the didactic games that are used or can be used in primary school mother tongue and reading literacy classes, the child's behavior is freely formed and socialized. The most important aspect of didactic games is its dual nature, and its compatibility with dramatic art. On the one hand, if the participants of the didactic game perform real activities related to certain non-standard tasks during its implementation, on the other hand, the games acquire a conditional character that deviates from real situations, feeling responsible for most of these activities. Therefore, the dual function of didactic games is the reason why it has a developing result.

Elements of didactic games or game activities are widely used in the educational process. They are in the form of business games, didactic games, role-playing games, computer games, etc. Didactic games fulfill educational goals and are adapted to them. For the first time, F. Fribil and M. Montessori developed the teaching tasks for the use of the system of didactic games in the field of preschool education, and O. Dikroli conducted research for primary education. From the 60s and 70s, it began to be used not only in primary education, but also in general secondary education. In the 80s, especially, business games began to spread widely.[5] The main feature of business games is that the game plan is oriented towards the educational goal. Because the educational goal is solved within the framework of game tasks.

In conclusion, it should be said that during the educational process, students acquire the skills to identify, analyze and make independent decisions when performing tasks of a creative nature. They get acquainted with the methods of preparing visual aids, solving problems that require research in scientific description. Today, the learner is required to act actively, make independent decisions, and quickly adapt to the changing conditions of life.

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