



## DEVELOPMENT OF CREATIVE ABILITIES IN PRE-SCHOOL CHILDREN THROUGH DIDACTIC GAMES AND ART CENTERS

Radjabova Gulbahor

TERDPI Teacher of the Faculty of Preschool Education

**"A game is not a game for a child, but a reality."**

**K. Ushinsky**

### **Abstract**

The importance of games in the development of a child's personality and personality development in preschool educational organizations is very important. A child of preschool age acquires educational and educational knowledge during the game. During the game, the child communicates more with his peers, and his relationship with adults becomes passive in the same process. As a result, the child develops independent skills such as independent thinking and decision-making.

**Keywords:** game, child psyche, role-playing games, didactic games, thinking, personality, rules.

In the current developing period, educational processes are being organized by pedagogues based on various interesting methods and interesting games in preschool educational organizations. The game is superior to all forms of education, because it gives opportunities to develop the whole life of children, their personal activity, and to show their independence. The teacher controls the game and uses it for educational purposes. A question may arise here.

How can a game be a means of education?

-first of all, if it is about raising children physically, creating an emotional environment in kindergarten.

-secondly: the game is used as a means of sensory education, it is manifested in the development of spiritual thinking, speech, imagination, memory, expansion and strengthening of ideas about the environment and life.

- thirdly: during the game, children form behavioral processes.

Didactic games, as an educational game, are among the games that match the age characteristics of children. An important feature of didactic games is the presence of rules. In the game, there is an integral connection between the intention of the game, the rules of the game, and the actions of the game. The intention of the game determines the nature of the game actions. The rules of the game help to solve the





actions and tasks of the game and to perform the actions in the game. Through didactic games, children are given new knowledge and concepts. In these games, the child's all-round development, cognitive process, sensory culture, speech activity, and mental abilities are improved. Adhering to the rules of the game and following them will enrich the content of the game.

Didactic games widely use natural objects and objects. Time and space for didactic games should be allocated in the child's agenda. Such games are played in groups or individually during training and outside the game. The content and result of the game are carefully determined. It is necessary to take into account the age and individual characteristics of children in didactic games. There are the following types of didactic games: a) played with objects and toys; b) table-printing; d) verbal puns. The teacher relies on the knowledge acquired in other children's activities during the visual activity classes. If the children have an idea about the object they want to depict, it is possible to achieve effective results in painting, clay, appliqué works. The connection of visual activities with children's play. The game occupies a great place in the life of a child. Various games are held in the preschool educational organization: meaningful - role-playing, dramatization, didactic and action.

Any game brings joy to a child. Therefore, if the visual activity is also connected with the game, it will be interesting and pleasant for children and will evoke an emotional response, which will have a good effect on the quality of children's work. Organization of game situations in training gives good results. Children move freely in such activities.

The game method is used in all groups. This method creates a light and cheerful atmosphere. The children's interest in the training will be transferred, the skills and competences of visual activity will be effective. , cut and paste will be connected with the game through the toy. Drawing, making, cutting and gluing a toy brings joy to children of all age groups, toy drawing classes can be held several times throughout the year. But their form must be different. Role-playing games play an important role in a child's life. That's why connecting visual activities with games is of great importance in children's education. The inclusion of plot-role games in the content of training improves the child's interest in visual activity and the quality of his work. The progress of the game is more interesting for children than drawing game characters, dry drawing, making from clay, and cutting and gluing.

The game gives color to the child's experiences. The child strives to be fully and brightly expressed in his playful pictures. And the educator should help him in this. Dramatizing and harmonizing games with drawing, clay, cut-and-paste creates a great opportunity to fulfill the task of developing children in all aspects. Many things for





dramatization games can be made by children themselves: decoration or its parts, costume details, masks. Giving the task of the teacher to describe the games played by the children during the drawing, cut-and-paste exercise, awakens a lively interest in visual activity in them. Combining visual activity with a dramatization game, it starts with the middle group.

In drawing, clay, cut-and-paste classes, children are assigned the task of expressing the characters. Children enjoy being asked to describe the action games they play. The content of these games can be easily depicted not only in pictures, but also for cutting and pasting. Educators develop playing skills in children. First, individually, then collectively, he organizes various games. Preschool children can play using various games.

For example: 1. Story-role games

2. Action games

3. Didactic games.

Story-role games. One of the types of games that are played in roles. These games can be organized by dividing roles for preschool children. In the distribution of roles, literary works based on children's literature can be effectively used. Story-role games based on literary works are initially organized at the initiative of the educator. It is not appropriate to leave the interactions of preschool children to their own devices. Because at this age, the child cannot always explain his thoughts to his peers, they cannot agree with each other independently...

Action didactic games. The educator also organizes moving, didactic games and musical games for preschool children. these games are played during training and non-training. Action, didactic and musical-didactic games are all called games with rules. Unlike story role-playing games, in these games, the rules are given in advance, and their condition is to necessarily subordinate their behavior to the rules. The habit of acting according to the rules given to children is gradually formed; at the beginning, this thing is integrally connected with the plot. Early action games are not strictly games with rules. They acquire the character of taqlid and depend on an image familiar to children. They are a series of games such as "Birds and Birds", "Sun and Rain". Such games teach children to act at the same time as other children in the process of regular games, to do things according to the teacher's instructions.

So it can be seen from this that, first of all, before organizing regular games with children, the educator should properly organize plot-role and imitation games, and by imitating children, the skills of regular games will develop. In addition to imitation games, the educator can also play games such as "Run", "Get me", "Collect the balls into a basket". In this type of games, there are no rules, but there are verbal





demonstrations that directly encourage children to work. In the process of introducing the rules during the games, the educator tells the children how to act. For example, "When I clap, birds fly to me." The fewer children there are, the shorter the rules should be. The teacher should explain the rules and content of the game in a short and interesting way. They can use different symbols and attributes to make the games more lively and impressive. Signs should be simple and understandable for children. Students of a large group develop the skills to play games with rules independently. Educator conducts mobile games mainly during walks and physical training sessions.

In the organization of these games, it is necessary to properly organize the children's team, when the games gradually become more complicated, and when using games that use different actions. The thinking and development of children of preschool age develops at a unique level. The role and importance of play in a child's life is very important. In young children, the plot of the games is narrow. As the child grows up, the plot of the game also gets bigger.

### **List of Used Literature**

1. Radjabova G. M. The educational value of oral folk art for preschoolers // European research. – №. 1. – C. 75.
2. Rajabova M. G., Makkaeva R. S. A., Mahluff A. Strategic framework for sustainable enterprise development // Sustainable Development of Modern Digital Economy: Perspectives from Russian Experiences. – Cham : Springer International Publishing, 2021. – C. 35-43.
3. Rajabova M. MAMLAKATIMIZDA MEHNAT RESURSLARI VA MEHNAT SALOHİYATI KO 'RSATKICHLARINI BAHOLASH SAMARADORLIGI // ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2021. – Т. 7. – №. 7.
4. KLASTERLARNI Q. X. O. J. I., TO'PLAMI M. O 'ZBEKISTON RESPUBLIKASI OLIY VA O 'RTA MAXSUS TA'LIM VAZIRLIGI BUXORO DAVLAT UNIVERSITETI IQTISODIYOT VA TURIZM FAKULTETI "IQTISODIYOT" KAFEDRASI.

