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EDUCATIONAL GAMES: HOW TO STIMULATE CREATIVE ABILITIES IN STUDENT DEVELOPMENT

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Abstract: The article presents the definition of the concept of didactic resources, the result of a study of the cognitive development of children preparatory to school and the results of a survey of parents.

Keywords: didactic resources, cognitive development, research, parents.

Аннотация: Ушбу мақолада дидактик восита тушунчасининг таърифи, мактабга тайёрлов даврида болаларнинг когнитив ривожланишини ўрганиш натижалари ва ота-оналарнинг сўровнома натижалари келтириб ўтилган.

Калит сўзлар: дидактик ўйинлар, тадқиқот, когнетив ривожланиш, ота-оналар

Аннатация: В данной стате представлены концепции дидактического средства, результаты исследования познавателного развития детей в период подготовки к школе, а также результаты анкетирования родителей.

Ключевые слова: дидактические средства, познавателное развитие, исследование, родители

In the context of the modernization of the education system, developing students' creative abilities is becoming increasingly important as a key factor in developing individuals capable of independent thinking, initiative, and creative problem solving. In this context, educational games serve as an effective pedagogical tool, facilitating the activation of cognitive activity and the development of students' creative potential. Educational games seamlessly combine elements of learning and play, creating a favorable psychological environment, increasing motivation for learning, and engaging students in an active learning process. Through gameplay, students have the opportunity to freely express their thoughts, demonstrate their imagination, and experiment with various methods for solving educational problems, which contributes

to the development of creative thinking, imagination, and communication skills. Furthermore, educational games help develop student qualities such as independence, initiative, flexible thinking, and collaboration. They allow for the individual characteristics of students to be taken into account, developing their creative abilities through interaction, research, and collaborative decision-making. Thus, the use of didactic games in the educational process is an important condition for the effective development of students' creative abilities and improving the overall quality of learning. We defined didactic games as a type of game with rules created by teachers for the purpose of teaching and educating children. In this sense, didactic games always risk becoming mere learning activities, losing their imaginary context and the spontaneous nature of play. Children may play didactic games independently, learned under the guidance of an adult, but in didactic games, children receive the game task, rules, plot, and rules already prepared. Therefore, scientists and methodologists emphasize to practitioners that the main principle when organizing didactic games should be adherence to the game's sacrament; the educational objective should not become more important than the game itself.

Didactic games utilize game-based methods and techniques for solving cognitive problems. Role-playing didactic games train children's social and communication skills according to the rules established in the game. During an experiment as part of a final qualifying work, we conducted a diagnostic study of the cognitive development of children in preschool groups using the following cognitive development criteria: 1) the level of curiosity, initiative, and interest in the learning process (V. S. Yurkevich's "Tree of Wishes" [3] and N. I. Gutkina's "Clash of Interests" [4] diagnostics) and 2) the level of visual-figurative thinking (Neludits and "Walk Through the Labyrinth" diagnostics by N. Ya. Semago and M. M. Semago [5]). The results obtained during the children's diagnostics prompted us to develop a program of didactic games to help develop children's mental abilities. The main idea of the program was to encourage children to independently engage with learned educational games, minimize adult intervention in children's play, and indirectly encourage the use of educational game motifs in preschoolers' role-playing games (e.g., introducing knowledge gained from playing board games like "Traveling in Russia," "Medicinal Plants," "Summer and Winter Sports," and themed lotto and domino games like "Healthy Habits," "Edible and

Poisonous," etc.) into professionally themed games. As part of our research, we developed an algorithm for implementing educational games in a kindergarten group during a formative experiment.

The algorithm includes the following steps, involving adult participation during the introduction to a new game: 1) an introductory conversation, during which children are introduced to the game's content and their understanding of the educational material is clarified; 2) the teacher's explanation of the game's progress and rules, a clarifying discussion about prohibitions, permissions, and instructions; 3) a sample of game actions, instructions, and prohibitions; 4) conducting the game under the guidance of an adult; 5) reflection on the didactic game, during which the game objective, game rules, and participants' actions are clarified, along with measures of mutual assistance for those participants who have not yet mastered the game. According to E.V. Trifonova, reflective after-action can be a very important link in reinforcing the learning effect [1]. By discussing a game that has just been played, the teacher strives to help children mentally relive the entire game from beginning to end. By asking appropriate questions about the game's progress and its outcome, the teacher helps children learn to reason and draw conclusions.

To raise awareness among parents about the use of educational games, we surveyed 50 parents in the experimental and control groups. We designed the survey questions so that parents wouldn't just report the availability of various educational games at home. The primary goal was to focus on whether parents play with their children at home.

№	Survey Questions	Never	Sometimes	Often
1	Do you play board games like lotto at home with your children?	40 %	30 %	30 %
2	Do you play travel games or quests at home?	50 %	40 %	10 %
3	Do you play word games like "What if..."?	10 %	80 %	10 %
4	Do you play riddles, puzzles, and crosswords?	20 %	60 %	20 %

5	Do you play building games with construction materials and building sets with your children?	20%	60%	20%

When analyzing the survey results, we identified a subgroup of five parents (10%) who responded negatively to all questions regarding playing with their children. Two parents said their families were very poor, and therefore had no games at home other than puzzles and Lego.

When we asked, "Why don't you play word games, riddles, and crosswords with your children that don't require any material investment?" these parents did not provide a coherent answer. Three more parents in this subgroup responded that their home had all the games listed in the survey, but they didn't play with their children because they "don't have the time." However, these parents are certainly a minority. The majority of parents responded that they play all the games listed in the survey with their children from time to time, but are always concerned about the amount of attention they should give their children.

This is reflected in their responses to questions 3, 4, and 5. 80% of parents play word games like "Enchanted Letters," "Forfeits," "Living Letters," "Correct the Mistake," and "Think of a Number." Popular among children and parents are games that simulate imaginary situations, such as "What Would Happen If," "Finish the Word," and "House Trips." Thus, our research has shown that educational games have great potential for children's cognitive development, provided that adults participate appropriately and do not allow playful learning to substitute for cognitive play.

Game "The Escaped Bear"

Didactic Objective: Review the case endings of nouns.

Game Objective: Complete the story from which the bear "escaped."

Game Contents: "Look at this story. You see, it has gaps. It's actually a story about a bear, but the bear itself escaped. Please put the word 'bear' back into the sentences, replacing the endings according to the questions."

Materials: "Not every hunter has encountered (who?).... Coming close (to whom?) to... is dangerous. I saw (who?)... at the zoo. In the forest, you can watch (who?) for... only from afar. The forester told us a lot of interesting things (about whom?) about..."

Game "Hard - Soft"

Objective: To create conditions for reviewing the spelling of hard and soft signs.

Students are divided into two teams. One team is called "Kamen," the other "Vata." The "Kamen" team stands up if I read a word with a hard sign; if I read a word with a soft sign, the "Vata" team stands up.

Words: syezd, v'ekhat, v'yuga, let, pod'dekir, lyu, annoukrainsk, kolya, polozya, ob'ezd, kolosya, pyu, sem'ka, etc.

Game "Answer and Check"

- Where do beets grow? (In a garden bed)
- Where do letters write? (In a notebook)
- What do we brush in the morning? (Teeth)
- What do we dress in for the cold? (Fur coats)
- We love to play … (snowballs)
- On holidays we eat … (pies)

(What do these words have in common? They have the suffix -k-)

Didactic game “QR-researcher”

Type of game:

Digital-search didactic game

Goal:

Development of students' independent information search, analysis and creative thinking skills.

Necessary equipment:

• QR-codes
• Smartphone or tablet
• Internet connection
• Ready-made electronic materials (video, text, questions)

Forms of organization:

• Individually
• In small groups
• Through group discussion

For example (sample assignment):

For example, students are given a QR-code on the topic "Water Cycle". By scanning the QR-code, a short video and 3 questions are opened. Students watch the video, prepare answers to the questions and defend their opinions in the group.

Didactic game "STEM-Constructor"

Type of game:

A constructive game focused on practice

Goal:

To develop students' engineering thinking, problem-solving skills, and teamwork.

Necessary equipment:

• LEGO or other constructors
• Paper, cardboard, scissors, tape
• Natural materials
• STEM cards

Forms of organization:

• Group work
• Project-based

• Competition

For example (sample assignment):

For example, groups are given the task “Make a bridge that can hold a distance of 30 cm using paper and tape.” Students create a structure, check its strength, and draw conclusions.

“Argument with Artificial Intelligence” game

Type of game:

Problematic-debate didactic game

Goal:

Development of critical thinking, reasoning and information analysis skills.

Necessary equipment:

• Computer or projector

• Text created by artificial intelligence

• Marker and board

Forms of organization:

• Group discussion

• Debate

• “Question and answer” method

For example (sample assignment):

For example, an answer prepared by artificial intelligence on the topic “Why is it necessary to read a book?” is presented. Students read the answer, determine the correct and incorrect points in it, and supplement it with their own evidence.

“Role podcast” didactic game

Type of game:

Creative-role-playing game

Goal:

Development of students’ speech culture, creative thinking and information presentation skills.

Necessary equipment:

• Telephone or voice recorder

• Script sheets
• Internet platforms (if online)

Forms of organization:

• Group creativity
• Project method
• Through presentation

For example (sample assignment):

For example, students are assigned to prepare a role-playing podcast on the topic "A conversation with Alisher Navoi". One student acts as a journalist, the other as a historical figure and creates a 3-5 minute audio recording.

Gaming technologies create favorable conditions for acquiring knowledge of the Russian language. They significantly stimulate thinking, attention, and memory, increasing interest in the material being studied, while ensuring ease of assimilation. Thanks to gaming technologies, the strength of acquired knowledge increases, and the quality of learning itself improves. Games are essential for elementary school and should be used systematically at different stages of the lesson, incorporating various types of student activities, and applying them when studying complex, difficult-to-understand material. It is necessary to develop entire sets of games on specific topics for a more systematic use. Play is an indispensable tool in the personal development of primary school students, with the help of which an interest in knowledge can be enhanced.

In today's educational environment, educational games are an integral component of an effective learning process focused on developing students' creative abilities. The analysis shows that the systematic and targeted use of educational games fosters creative thinking, imagination, initiative, and the ability to independently seek innovative solutions.

Educational games promote students' active participation in the educational process, transforming them from passive consumers of knowledge into active participants in learning activities. Gaming technologies enable the integration of modern pedagogical approaches, such as student-centered learning, competency-based learning, and activity-based learning, which meets the requirements of updated educational standards.

Furthermore, the use of educational games contributes to the creation of a favorable educational environment that takes into account students' individual characteristics and interests, and develops collaboration, communication, and emotional intelligence skills. With the digitalization of education, educational games are also taking on new forms, including interactive and digital gaming technologies, which expands their pedagogical potential and increases student motivation. Thus, didactic games are an effective means of developing students' creative abilities and an important resource for improving the quality of education, ensuring the formation of a harmoniously developed, creatively active and socially adapted individual.

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