



## DEVELOPMENT OF CREATIVITY OF PRESCHOOLERS IN PLAY ACTIVITIES

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### ABSTRACT

This article discusses the concept of "game", the views of psychologists and teachers on the game method of raising and teaching children, the existing concepts of the psychological essence of the game, pedagogical research on the analysis of the functions of the game, the influence of the game on the development of the mechanisms of children's creativity.

### KEYWORDS

Game, game functions, creativity, game forms, creative game, game method.

### INTRODUCTION

According to the definition of the psychological dictionary, a game is a type of activity in conditional situations that recreate certain areas of reality. In the game, the main thing is the subjective satisfaction of the process, the player performs real actions related to the solution of specific, often creative tasks.

The peak of the game falls on preschool childhood, when all human abilities are formed: walking and movement, speech, hand, imagination, communication, self-awareness, and so on.

According to Piaget, play is a form of creativity, but creativity with a purpose. Clarifying this provision, it should be noted that these goals are declared to children by adults; for children, play itself is the goal.

For children from 1 to 7 years old, the game is an important factor in understanding the world around them, mastering the role-playing functions of the mental development of the individual, its socialization and preparation for the future.

Various game theories have been presented in foreign studies.

Spencer's game theory is based on the fact that more energy is accumulated in the child's body than is required to meet his actual needs. This excess energy tends to be used and manifests itself in the form of movements. Play thus serves as the realization of excess energy.

In the game theory of K. Gross, the principle of a child's imitation of an adult's behavior is noted.

The theory of K. Buller assumes the presence of a peculiar kind - the pleasure received by the child during the game (the pleasure of the function).

According to the theory of the Russian psychologist L.S. Vygotsky: "A child always plays, he is a playing creature, but his play has great meaning. It exactly matches his age and interests and includes such elements that lead to the development of the necessary skills and abilities.

In the works of D.B. Elkonin, new ideas about the game and play activities of preschoolers were given. The game was considered by him as a specific activity of children, social in its origin and content. At a certain stage in the development of society, it serves as a means of realizing the desire of children to participate

in the lives of adults. On the one hand, the game belongs to childhood, and on the other, to the education system used in preparing children for adulthood.

As a result of the research, practical pedagogy turned out to be focused on the formation of children's own play activities, which in turn led to the problem of children's communication with peers and adults. Preschool institutions formed groups of children by age, which interfered with the communication of children in society, which led to the transfer of functions of increasingly complex ways of playing activities to an adult or a teacher. At the same time, attempts were made to explain the relative constancy, uniformity of the forms of the game transmitted from generation to generation.

One of the factors stimulating the activity of children in the game is the game group itself or the game team. In joint gaming activity, there is an increase in vital energy from interaction, empathy.

The pedagogical possibilities of the game can be considered from various positions, in particular through the analysis of its functions. The main functions of the game include: teaching, developing, educating, encouraging, communicative, organizational - guiding, diagnostic, psychotherapeutic.

Special requirements are imposed on the organization of children's play activities:

1. Benevolent attitude towards children's games;
2. Exclusion of any coercion in the management of the game;
3. Knowledge of the basic techniques of game management and the ability to apply them depending on age and the game environment.



The organization of gaming activities can be reduced to the following:

at the first stage, the place of the game in the process of classes is determined (where it is possible to use games in the process of classes, which games should be used, determining the purpose of the classes);

at the second stage, organization takes place (with the help of which it is possible to create a game situation, what form of game interaction is most acceptable, what pedagogical techniques need to be applied to organize game activities);

The third stage is the consolidation of the goals achieved in the game (discussion, summing up).

Children's games can be divided into two groups: games that children come up with creative games and games with right-handers that have a ready-made, unchanging content and form. The game awakens and develops the imagination of the child. He creates images, combines impressions, combines what he saw himself, what he was read or told about. The joy that usually accompanies the game is largely due to the opportunity to actively act, carrying out their intentions and tasks.

The fuller and more varied the activity of a preschooler, the more significant it is for the child and corresponds to his nature, the more successful his development is, the potentialities and first creative manifestations. That is why for a preschooler, play is natural, communication with adults and peers, different types of artistic activities. In these activities condition that the child masters the position of the subject, intensive intellectual, emotional and personal development, formation arbitrariness of behavior, thinking, development of creative imagination.

Interest in the game was noted in cultural works. A number of studies devoted to games and game methods in the field of cultural and leisure activities define the game method as a new form of leisure organization. I.V. Zhezhko in his work “the gaming method of socio-cultural design” considers project games in the field of culture, with the aim of designing new types of cultural institutions and enterprises, new ways of organizing culture, new ways of organizing cultural creation and culture -building activities. The works of V.S. Dudchenko, E. Turk and T. Elenum are devoted to innovative games. Another direction considers the methodology and game modeling in the educational process. A number of authors note that a methodology for the use of game simulation is currently being developed, which allows you to create a game environment and solve various tasks of the educational process.

At the same time, it should be noted that, in our opinion, the game method has been little studied in cultural works, especially among preschoolers.

As a result of the analysis of existing theoretical positions on the game method, we formulate the following conclusions:

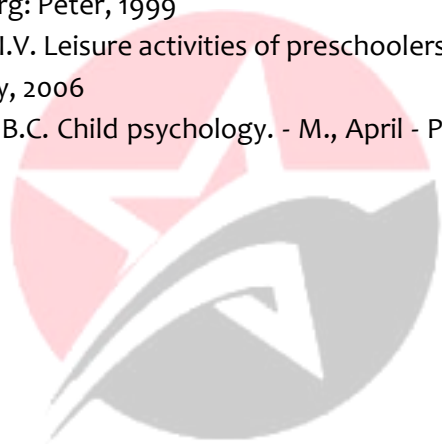
- ✓ The game method as a means of education was noted and studied in the works of ancient Greek philosophers and remains a topical issue for modern researchers;
- ✓ There are quite a lot of theories of the origin of the game, which is reflected in the works of philosophers, psychologists and teachers;
- ✓ In games, the child's fantasy awakens, he combines and creates something new, processes and accumulates experience, which in turn develops the mechanism of creativity;



- ✓ The game is the leading activity of a preschooler, contributing to the education and upbringing of children, the development of their abilities;
- ✓ There are very few works devoted to the study of the game method among preschoolers in the cultural and leisure sphere, as well as studies of the influence of the game method on the development of creativity in preschoolers.

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