

The Importance Of Didactic Games In Developing Student Creativity In Educational Lessons

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Abstract: This article discusses the use of didactic games in developing students' creativity in upbringing lessons, the tasks of didactic games, and their results. Practical demonstrations of the use of didactic games in upbringing lessons are given.

Keywords: Creativity, educational textbook, didactic games, primary education, educational technologies.

Introduction: In the Decree of the President of the Republic of Uzbekistan dated September 5, 2018, PF-5538 "On Additional Measures to Improve the Public Education Management System," it is stated: "The introduction of effective mechanisms for managing the public education system is the most important condition for raising the spiritual, moral, and intellectual development of the younger generation to a qualitatively new level, and also contributes to the application of innovative forms and methods of education in the educational process." [1]

Today, the technologization of education, the application of technologies in the educational process, and conducting lessons in innovative forms and methods have become a requirement of the times. The goal is to provide students with extensive knowledge in a short time and to apply the comprehensively acquired knowledge in practice. Certainly, if every teacher conducts lessons in an innovative and integrated manner, students' interest in the lesson will increase further, and their creativity will develop at a high level. The content of the topics presented in the Primary Education textbook also comprehensively guides children towards finding their place in the future. Creativity is considered the most important tool in children's education. Therefore, developing creative competence in children through each topic is one of the teacher's primary responsibilities. For this, teaching will be effective if the teacher uses various methods during the lesson. Especially in education, the use of didactic games during lessons increases children's interest in learning.

Didactic games develop students' creativity, help them focus their attention, and enhance their memory. In the process of didactic games, students, without realizing it, perform a multitude of actions, exercises, and solve various problems. Didactic games are important for students to understand the topic well. Didactic games are always an indicator for the teacher of students' assimilation of knowledge or the application of acquired knowledge in practice. The Czech pedagogue Y.A. Komenskiy emphasized that play is the primary form of a child's activity, stating that it is precisely play that corresponds to a child's nature and interests [2].

Didactic games have a tremendous educational impact on the spiritual and moral development of students and their development into well-rounded individuals. Through play, children learn to live in a community, to organize, to create together, to work together, and to work independently [3;9].

Didactic games can be organized in various ways. For example, dolls, toys, pictures and handouts, various geometric shapes can be used. Didactic games, depending on their purpose, include 4 factors:

1. Function of the game.
2. Game movement.
3. Game rules.
4. Game conclusion. [4]

Using games during the lesson allows for the achievement of the following objectives:

Educational goals of the games: To develop worldview, understanding, the ability to apply acquired knowledge

in practice, to form skills and habits necessary for practical activity, life skills, to develop labor skills;

Developmental goals of the games: development of attention, memory, speech, reasoning (comparison, identification of similarities, contrasting), logical thinking, critical thinking, creative thinking, skills and motivation for making correct decisions;

Social goals of games: learning to behave in accordance with the norms and values of society, adapt to environmental conditions, manage tension (stress), self-control, communication. In general, a game is a form of exercise in which the student actively and creatively assimilates the rules and norms of society's behavior, people's attitude towards work and social property, and interpersonal relationships. This has a fundamental impact on students' social behavior and the formation of their attitudes towards life and one another [5;6-7].

Types of didactic games. Didactic games take various forms, and their use depends on the lesson's objective, content, and stage. Let's consider some of the main types: informational games, which serve to review and reinforce knowledge. For example, quizzes, riddles, or question-and-answer games, role-playing games. By playing specific roles, students gain a deeper understanding of the topic being studied. For example, staging historical events. Logical games are designed to develop logical thinking. For example, crosswords, riddles, and active games. Didactic games, especially

used in elementary school, aim to educate children alongside physical activity. For example, the game "Who answers faster?" asks students questions on the topic and develops their ability to answer quickly and accurately. Through this, they develop a comprehensive speed of movement.

In this regard, along with other lessons, the use of didactic games in upbringing lessons is important for developing students' creativity. Because through didactic games, students achieve high results in a short time. In general, the didactic game method during the lesson cultivates quick-wittedness, diligence, good communication with friends, and mutual assistance. By solving problems in this game or as a result of fulfilling the rules of the game, students develop creative competence at a high level.

In upbringing lessons, game activity is aimed at performing specific functions. Among the didactic games used in first-grade upbringing lessons, we can use didactic games such as "Fourth is Extra," "Chain to Chain," "Studio to Stage," "Question-Answer Game," "Word Finding," "Role Play," "Good-Bad," and "Find the Pair." For example: "Fourth is redundant," where relevant pictures are given, and it is necessary to find which picture is not related to the topic, that is, is redundant. We can use the didactic game "Fourth is Extra" in the topic "My School is My Second Home" [6; 25-b], presented in lessons 5-6.



Figure 3: [3] 1st Grade Education Pictures on pages 26-27-28

Through this didactic game, students' creative competence is developed. Because through the picture, they freely express their thoughts and explain why the fourth one is superfluous, the lesson becomes even more interesting and develops children's comprehensive thinking and independent thinking at a high level.

In addition, the didactic game "Find a Pair" can also be used in upbringing lessons. This game is mainly

Any method used in the process of upbringing influences the consciousness of young people. Talented and experienced educators skillfully utilize this and achieve effectiveness in instilling ideas of humanism and patriotism in their students [7;107].

In conclusion, didactic games are an integral part of the modern educational process, making students' learning activities interesting and effective. These games increase students' interest, develop their creative and critical thinking abilities, as well as develop teamwork skills, and lead to a high level of creativity development in children. It is a fact that today the content of the education system has opened the door to many opportunities for comprehensive education of schoolchildren and the formation of competitive youth in the world market. Taking advantage of such opportunities, we are confident that today's youth will create significant innovations in every field, thanks to their creative thinking, in accordance with the times.

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