

USE OF GAMES IN THE PROCESS OF FORMATION OF STUDENTS' CREATIVE THINKING

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Annotation

The article talks about the use of didactic games and its methodology in the process of forming students' creative thinking. In games, the child's behavior is freely formed and he socializes. On the one hand, if the participants of the game perform real activities related to certain non-standard tasks during its implementation, on the other hand, games acquire a conditional character that deviates from real situations, feeling responsible for most of these activities.

Key words and concepts: teaching method, educational technologies, creativity and creativity, educational process, educational games, didactics.

For students, play 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. 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 games, while the German psychologist K. Bühler studied games as a "satisfying" activity. L.S. Vygotsky, A. N. Leontiev theoretically connected and studied games with their orientation towards certain activities according to their social nature, while D. B. Elkonin composed the management of personal behavior and interpreted it as an improving activity. But the single and most important feature of games is their educational importance.

In games, the child's behavior is freely formed and he socializes. The most important aspect of games is its dual nature, and its suitability for dramatic art. On the one hand, if the participants of the 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 double-tasking of games is the reason for its developing result. Elements of game activity are widely used in the educational process. They include business games, didactic games, role-playing games, computer games.

Business games are a form of re-creating the subject or social content of professional activity, modeling the system of relationships specific to this type of practice. The most important aspect of conducting business games is to develop the activities of its participants in a special (game-like) simulation model. According to the nature of the games, educational process games are divided into research games, management and attestation games. It creates conditions for proper organization and formation of a person. The new knowledge obtained as a result of these conditions will help to set up the future professional activity correctly. It is known that education is based on cooperation and acquires a collective character; it is carried out in accordance with the rules of activity specific to the profession and the social rules of the community. In this sense, the didactic and educational value of education is combined, and the activity of students increases in the form of game activities. The problem task recommended in business games motivates the participants, increases their interest, and creates an emotional spirit on the basis of appropriate dialogic communication.

Didactic games fulfill educational goals and are adapted to them. Friedrich Frebel and Maria Montessori developed the system of didactic games for the first time in the preschool process, while Jean Ovidius Decroly conducted research for primary education. Finally, from the 60s and 70s, games 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. 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. So, games are the main type of activity of children, through which students of junior school age learn about life, existence, surroundings and adapt to it.

The following are important for the game to appear:

- emergence of a feeling of satisfaction from communication with game participants;

- naturalness, emergence of emotional feelings;
- during the game, the players try to satisfy their natural needs, etc.

In terms of socio-psychological importance, games mainly perform two tasks:

- acquisition of certain social knowledge;
- formation of necessary social rules.

Also, when approached from the point of view of the problem, games increase the creativity of the student by activating his creative activity.

It is known that the quality and efficiency of children's play directly depends on the life observations and personal experience of the participants. Qualities such as awareness, initiative and willfulness are important in this. Therefore, the use of games with different socio-psychological characteristics in the educational process undoubtedly shows its effectiveness. Active learning methods are based on such

games. Each game can last from a few minutes to longer, and can involve anywhere from two children to ten students. For example, games called "business games" or "management" are aimed at creating knowledge and skills. A number of scientists Ya.M.Belchikov, M.M.Birshtein, V.N. Burkov, Yu. V. Geronimus, V. Ya. Platov, B. Kadirov, V. M. Karimova, R. Sunnatova, Z. Nishonova and others have described in their research. In their scientific work, while reflecting on the pedagogical and psychological technologies of modern teaching in group conditions, they expressed a number of valuable opinions, in particular, on the methodology of conducting "Business" games. We present a set of methods to clearly imagine the place of "working" games in active teaching methods (especially for children of primary school age). Russian scientist N.N. Kozlenko describes a simple classification of active learning methods as follows: "Active learning methods include the analysis of real situations and the process of improving role-playing games, in addition to "Business" games." According to V. M. Karimova, "active teaching methods include, first of all, debate, discussion, and skills formation...". V.Ya.Platov states that active learning methods consist of the following games with realistic situations:

1. Role playing games
2. Imitation games
3. Activity-oriented organizational games
4. "Business" games

According to V.Ya.Platov, the so-called "Business" or "management" games have the following main aspects:

1. Availability of the object model
2. Availability of roles
3. Discrepancy of role goals in the decision-making process
4. The influence of participants performing one or another role on each other.

In role-playing games, first of all, the participant begins to show his identity. Simulation games that are part of active learning methods can include management games or role-sharing situations. "Business games" serve to train specialists and improve their professional qualities. "Computer business" games are a set of psychological situations in which the participants of the game have the opportunity to be both a participant and an observer at the same time. In a broad sense, business games are a method in which management decisions are simulated in various production situations, and these game conditions can be played in virtual mode among a group of people. "Working games" is one of the methods of active teaching, it is a method aimed at the student's interpretation of this or that situation in the form of a game in order to correctly understand the object being studied. Business games are one of the most common game methods, which essentially require entering certain images and experiencing the emotions characteristic of that image.

Thus, there are many areas of application of business games. Business games using computers for educational purposes teach and encourage students to have the right position in their lives, to create the life situations they want and dream of. The most important thing is that during the production process, it creates the ground for self-expression as a person who easily engages in free communication, a knowledgeable specialist. Structure of business games:

Step 1. At the preparatory stage, elementary school students learn the theoretical foundations of solving problems in various situations. As an object, the game model, the obligations of the participants in game situations, the procedure and rules of the game, and the system of evaluating the knowledge of students are introduced. Visual aids, necessary instructional materials are prepared for the lesson. Some issues are studied independently.

Stage 2. Introduction. In the business game, groups are organized, leaders are chosen, roles are assigned to the participants. In the selection of participants, the participants are determined using a questionnaire survey. When appointing positions, the draft order is reviewed and approved from above. The distribution of roles can be determined using the experiment method based on the personal aspects and potential of the participants. With this, the personal aspects and potentials of the participants match the defined roles, and the game takes place at a high level.

3rd stage. The implementation of the game table, on the one hand, provides all groups with the same workload, and on the other hand, it speeds up the decision-making process by distributing tasks, and discussions are carried out in their groups.

4th stage. The conclusion stage, the analysis of game results is carried out by the leader or by the participants. When the evaluation process is carried out by the participants, it is conducted in the form of a free conversation, and the teacher guides the direction of the analysis and makes corrections. The winners of the business games will be announced. The main aspects and specific features of the adopted management decisions are shown, in which the important decisions that have a great economic effect are highlighted. The risk-taking business acumen of the leaders of the game groups is taken into account in determining the group's total score, and tips are given to eliminate the shortcomings. Advice on organizing the educational process based on the results obtained from the business game is offered.

Features of business games:

- model and availability of management object and environment;
- availability of roles;
- differences in the activity goals of the roles in decision-making;
- interaction of participants;
- existence of a common goal;
- making decisions as a team;

- implementation of the system of decisions during the game;
- multiple options of decisions;
- emotional stress management;
- individual evaluation of the participants of the game by the team.

Intellectual and creative games are also important in the development of creativity. In the game, goals and tasks are set to develop intellectual literacy, intelligence, decision-making skills, to acquire knowledge about national creativity, to identify potential students in the class and to motivate them. These include "Think, Search, Find" and "Golden Crown", which are shown in TV games. In order to develop the intellectual level of students of junior school age, such games can be organized in the classroom and in extracurricular activities. The game can be played in seven rounds. In each round, students' knowledge is evaluated on the basis of points. Two groups of eight students will enter the competition. 5 points for the first round, 10 points for the second round, 15 points for the third round, etc. 2-3 seconds are allotted for each question. If the answer is incorrect, the observing students will answer. For each correct answer score, a token with this score is given. A musical break can be organized after the fourth round. At the end of the seventh round, the remaining students in the group will be encouraged based on their score.

Round 1 game questions can be as follows:

1. The largest lake in the world (Caspian Sea)
2. The capital of the Republic of Karakalpakstan (Nukus)
3. The name of the most famous Uzbek dance (Andijan polka)
4. Author of the novel "Magic Cap" (Kh. Tokhtaboev)
5. The most beloved dish in Uzbek cuisine (pilaf)
6. Author of the poem "Uzbekistan" (H. Olimjon)

At the end of the game, points are collected and winners are awarded. This game, on the one hand, shows the knowledge of students and helps to determine their intellectual potential, on the other hand, it helps to unite groups as a team, the formation of mental thinking, and the formation of moral behavior. After all, the student's intelligence is the basis for the development of an individual's scientific potential and plays an important role in his formation as a person.

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