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THE ROLE AND IMPORTANCE OF DIDACTIC GAMES IN THE FORMATION AND DEVELOPMENT OF STUDENTS' ARTISTIC CREATIVE ABILITIES

Summary. It is one of the most important points to reveal the artistic creativity abilities of students studying in the primary classes of general education schools and to do work in this regard. At this time, the organization of didactic games will lead to the further development of their creative abilities as a result of purposeful, organized and planned implementation. Thus, through didactic games, students' talents are revealed, and they also create conditions for the formation of qualities such as patriotism, philanthropy, collective behavior rules, hard work, and a positive appreciation of art. At this time, teachers have a great responsibility. The competent position of teachers plays an important role in correctly writing the scenarios of didactic games and in the correct distribution of roles of students. In the organization of didactic games, students learn, improve their outlook, and gain achievements for the development of artistic creativity. Creativity in science and art can be further developed in a play environment, starting from a young age. It is possible to achieve the emergence of artistic creative abilities of students through didactic games in the teaching of humanitarian subjects, especially in the primary classes of general education schools. When the student realizes his feelings and thoughts in a suitable environment according to his abilities, he will have both cultural relaxation and reveal his creative qualities. Because during the didactic game, the student feels comfortable, has fun, and also learns. Students who draw, write poetry, have the ability to act, play a musical instrument, etc. also gain spiritual qualities such as beauty and valuing beauty. If we take into account that beauty is created by art, then the students' aesthetic-artistic taste is also developed. In order to see the aesthetic and artistic taste in the student, they should also be familiar with every field of art. This includes music,

painting, poetry, acting, playing any instrument, etc. can be noted. This also forms students' ability to correctly appreciate the beauty in art. Music is one of the areas that form aesthetic and artistic taste in students. The cornerstones of music are related to areas such as musical talent, hearing, perception and memory. This can be defined as the hidden powers that s/he brings from birth. Influenced by individual differences, musical talent is equally important in every person. Every child has a certain interest in music to a greater or lesser extent. The teacher can determine whether the musical ability of the students is inherited or acquired later.

Keywords: student; didactic game; teacher; artistic creativity; drawing; music.

INTRODUCTION / ВСТУП

Formulation of the problem. The formation and development of artistic creativity in students should be started from a young age. According to experts, the abilities of children at a young age manifest themselves faster. From this point of view, the goal can be achieved by studying their mental characteristics and creating conditions for their participation in the game process. Thus, the development of students' creative thinking is one of the main issues.

"Activities intended for the development of creative thinking in school years include making up stories, fairy tales, situations, schematic models, graphs, drawing books, predicting, inventing, creating, finding a new application method, making changes, installing, adapting to new conditions, to exaggerate (exaggerate, increase, magnify), determine in the form of a symbol, predict, invent" [1, p. 131] opens up new opportunities for discovering creative abilities. All people have creative qualities in their nature. Everyone is potentially creative, but people differ in the level of realization of these tendencies. The goal is to further develop this potential creativity. Forming students' attitude towards artistic education is also the main goal.

Artistic education is a type of education aimed at creating people's feeling, understanding, appreciation, love and enjoyment of art, the need for the development of artistic creative activity, and the creation of aesthetic values. This education is included in the process of aesthetic education formed through works of art. For the formation and development of students' artistic creativity, it is necessary to discover their special abilities. At this time, it can be considered appropriate to use didactic games. Taking into account that didactic games are also educational in nature, in this case the conditions for the development of students' cognitive activity can be created, as well as the development of their

talents and artistic creativity can be encouraged. In the organization of didactic games, it is possible to increase students' interest in learning and involve students in independent activities. However, it is also possible to achieve the formation of students' artistic creativity in the organization of such games.

Of course, at this time, teachers who organize didactic games should acquire special professional competences. Relying on teachers' professional competencies creates conditions for creative organization of didactic games. So, when organizing didactic games, teachers should plan those games in advance. Then they can start the didactic game by preparing the approximate scenario of those games, by dividing the roles according to the scenario, by designing the musical arrangement, as well as small decorations if necessary, by doing things related to clothes and other accessories.

In general, "creativity" means creativity and can be understood as the totality of students' creative abilities. Currently, creative approaches to students' activities and creativity are considered necessary in the secondary general education schools of a number of developed countries, both in the learning process and in extracurricular activities. Therefore, in recent times, the system of concepts related to creativity in the scientific-pedagogical literature has, in a way, entered the everyday life of those working in the pedagogical environment. In the directives and program documents on educational reforms carried out in our country, the creative approaches of subject teachers, including primary school teachers, to solving any issue or problem are explained as their creative approaches. In this regard, it is considered necessary to have a creative approach to the organization of didactic games, both in the learning process and in extracurricular activities. This means that each of those who lead didactic games should be creative in choosing the themes of didactic games, writing scripts, assigning roles, defining songs, melodies, poetic examples, prose materials, theatrical scenes, and director's work as a whole. Such an approach is considered a creative approach. In the recent pedagogical-psychological literature, scientific ideas and interesting propositions are put forward regarding the creative approach of subject teachers to the teaching of subjects based on their competence, advanced experience, and exemplary reading opportunities. Referring to those ideas, we consider the creative approaches of class teachers to the organization of didactic games to be appropriate for the purpose, and express their creative approaches as creative approaches. Because during the scripting, organization and conducting of didactic games, it is possible to develop newer, more valuable types of games by taking a creative approach to children's artistic creativity. These games are important in terms of revealing

and developing children's intellectual level, physical preparation, imagination and thinking abilities, and above all, their special abilities. That is why it is necessary to approach the creation of new models of these games purposefully in order to attract elementary school students to didactic games.

While playing, the child feels as safe as at home. S/he also learns to share, be self-sufficient and help others. In education, the implementation of programs that will meet the expectations of the child, taking into account the age characteristics, should be the first goal. These programs should be developed through play.

Analysis of the latest relevant studies and publications. The study of the existing scientific-pedagogical literature shows that the organization of didactic games serves the comprehensive development of students. Also, it is clear from the study of researched dissertations and scientific studies that didactic games should be applied from a young age. It was also shown that the development of children's artistic creativity has an important role. M. Mehdizade, M. Muradkhanov, A. Hashimov, N. Kazimov, A. Agayev, Y. Talibov, F. Sadigov, O. Hasanli, F. Rustamov, A. Abbasov, H. Alizade, L. Gasimova and other didactic have voiced opinions about games. Researchers have shown many natural aspects of didactic games. They studied the development of children's creative abilities from different aspects. They touched on the points that will affect the development of artistic creativity.

In modern times, the issues of revealing the talents and talents of students in time are on the agenda. So, it is considered more appropriate to detect them in time and start this work from primary classes. Conducting research in this direction is becoming more urgent.

It is for this reason that during the organization of didactic games, the research and analysis of written sources on the problem of forming artistic creative abilities of young schoolchildren was set as a goal.

In the process of teaching subjects in primary classes, the development of students' artistic creativity is one of the important issues. Because positive results can be obtained if the work done in this direction is carried out starting from a young age. Basically, doing this work through didactic games will lead to the formation of many qualities in children.

In the process of organizing didactic games, clarifying the essence, content, goals and tasks of forming artistic creative abilities of young schoolchildren at the level of today's requirements lays the groundwork for the correct determination of the methodology of the work and research conducted in this field.

In the process of forming artistic creative abilities of young schoolchildren, it is appropriate to take advantage of the wide possibilities of planned didactic games. Primary school teachers should give priority to the organization of didactic games for students that are suitable for their age, individual characteristics, perceptive abilities, as well as artistic tastes, and at the same time affect the formation of their artistic creative abilities.

Professor Farahim Sadigov, who conducts research in this field in our country, talked about both didactic games and the problem of forming children's artistic creativity in his works. Unfortunately, his research on didactic games was limited to kindergarten experience.

Analysis of scientific-pedagogical literature samples related to the problem of formation of artistic creative abilities of young schoolchildren during the organization of didactic games showed that there is a need for a more detailed study of the problem.

Didactic games organized in primary classes raise the educational level of young schoolchildren, and play an important role in ideological-political, moral-spiritual, labor, business, and environmental education of students. In this regard, when organizing didactic games for young schoolchildren, the principles of education should be kept in mind, the knowledge level, scientific worldviews, artistic tastes, and individual creative abilities of the game participants should be taken into account.

There is a serious need to develop new models of didactic games that meet modern requirements in the training process with primary school students, as well as in extracurricular activities. A didactic game organized in a healthy psychological environment develops the creative thinking of the participant and forms his artistic creativity abilities. In this regard, during the organization of didactic games, it is necessary to take into account the psychological characteristics of young schoolchildren. It is in this case that it is possible to properly regulate the activities of girls and boys during didactic games.

It can also be noted that it would be useful to put the materials necessary for the organization of different types of didactic games in special type of cabinets related to didactic games. Among these materials, it would be good to include examples of fine art, including graphics, painting, sculpture, decorative-applied art, and national architecture, musical instruments, sheet music, dance costumes, diagrams of dance figures and slogans for didactic games, stencils and other didactic tools. In the research process, observational facts, didactic and dialectical methods, provisions in directive documents related to the investigated problem, system of conceptual views related to education were

analyzed. Many research methods were used during the research: During the research, scientific results were obtained using methods such as observation, questionnaire, comparative interpretation and pedagogical experiment.

AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

The *purpose* of the article is to show the importance of the formation of artistic creativity in students through didactic games.

The following *tasks* have been set for this:

- to show the role of didactic games in the development of artistic creative abilities of students
- to clarify the essence of the formation of artistic creative abilities of young schoolchildren during the organization of didactic games
- to interpret the analysis of the problem in the scientific-pedagogical literature in a comparative way
- to determine the effective ways of the influence of creativity in the organization of didactic games on the formation of artistic creative abilities of young schoolchildren
- to show the psychological aspects of didactic games in the development of students' artistic creative abilities

THE THEORETICAL BACKGROUNDS / ТЕОРЕТИЧНІ ОСНОВИ ДОСЛІДЖЕННЯ

The theoretical basis of the research was determined by the possibilities and ways of didactic games for the formation of students' artistic creative abilities. The organization of didactic games with the right methods, the competent position of primary school teachers has a key role in this process. The subjects "Azerbaijani language", "Music", "Fine art", "Life science" taught in primary classes have wide opportunities in this regard. One of the important issues is the presentation of didactic games organized on the basis of the subjects of these subjects in an advanced form for the formation of artistic creative abilities of students.

The use of didactic games during the formation of artistic creative abilities of young schoolchildren ensures the formation of the system of knowledge, skills and habits of students. In the process of organizing didactic games, the correct organization of the work of forming the artistic creativity abilities of young schoolchildren increases the cognitive activity of young schoolchildren. The organization of didactic games not only forms the artistic creativity of students, but also organizes their cultural recreation. During the organization of didactic

games, primary school teachers' professional competences form the intellectual levels and aesthetic-artistic tastes of primary school students. In the process of organizing didactic games, the correct determination of the possibilities and effective ways of forming artistic creative abilities of young schoolchildren creates conditions for the discovery of talented students.

RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

During the research, observations were made in primary classes of general education schools. Theoretical analysis, study of school documents, interview methods were used. The current situation in schools in this field has been analyzed.

RESEARCH RESULTS / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

Art is a means of self-expression. One of the important functions of art is to relax people. Basically, art is a means of self-expression for children. Art with play has similar characteristics for the child, and the child shows important characteristics of himself/herself in play.

It is an accepted fact that there is a connection between the child and the concept of play. When you think of games, you think of children. Games are always for children. Why do children play? According to Freud, the answer to this question; it's the only way for kids to grow up and do what adults do. Because it comes from desire. This desire is also the motive of all their games. The game also informs about how those children will occupy a place in the society in the future. Since the leading type of activity in primary classes is play and learning, building the educational process on it will give more significant results. Children will increase their interest in learning by participating in didactic games without being bored and having fun.

Research shows that "when a child is involved in early play situations, productivity increases because the learning tasks are accessible to him. That is why K. D. Ushinsky says that it is the task of primary education to make serious training fun for the child. It should be noted that the goal is not just to provide entertainment, but to organically combine play with serious, hard work. The game should not distract the child from learning, but should develop his creative and critical thinking, intensify mental work, make it attractive and interesting. The game, at the same time, requires the child to think, mental activity, optimal resourcefulness, to be attentive, shrewd, to quickly focus on work and to find the right answer" [4, p. 231].

Didactic games, first of all, encourage children to be creative. The book

"Scientific-Pedagogical Basis of the Formation of Children's Artistic Creativity" prepared and published by F. Sadigov shows that "it is impossible to carry out activities that motivate children to artistic creativity without applying various, colorful forms. Didactic games are one of the most important forms that motivate children to artistic creation and direct them to this work. In such games, children's artistic creative abilities are revealed more quickly, their artistic abilities are revealed more quickly" [5, p. 101].

In order to shape children as personalities, methods should also be developed for the development of their skills. When these methods are comprehensively shown in the scenario of didactic games, the results can be positive.

"Psychomotor skills, which are important for personality formation, include movement skills. A student's ability to draw, dance, use gestures and facial expressions while speaking, run, write and other such activities ensures the development of psychomotor skills in them [3, p. 14]. In such a case, it is necessary to take into account the student-oriented development of young schoolchildren. Because in the process of organizing didactic games, wide opportunities are opened for their student-oriented development.

"Student-orientedness" means that activities in the field of education serve the interests of students, satisfy their interests and needs, and develop their potential" [3, p. 14].

In modern times, the work done in the process of fulfilling the requirements of the curriculum lays the foundation for the comprehensive development of children. In this case, results-oriented standards are acquired through didactic games.

"Since the rights and working conditions of the participants in the game process are the same, they have the same opportunities to have free dialogues, freely express their opinion on each other's opinions, and test the correctness of any answer. The participants of the game sometimes approach the problem from different perspectives, by looking at it through the eyes of someone else, they move away from the stereotype that everyone is used to. The game creates such emotional conditions for those who participate in it that they do not shy away from anything. This is the main condition for development" [4, p. 233].

Game activity also manifests itself in the process of imagination. Children's characters are revealed through their abilities.

Therefore, "imagination is formed in the process of action. It reflects the structural features of the activity due to its structure. This means that each field of activity has its own characteristics. If we compare the fields of literary,

musical and visual activity, our opinion will be clear. We characterize all three of them as artistic creations in the most general way. However, each of those fields of activity has its own characteristics and means of expression. Depending on this, imagination acquires one characteristic in literary activity, and another characteristic in descriptive activity. On the basis of this general rule, an important psychological-pedagogical conclusion can be drawn: in order to properly develop imagination in students, it is necessary to instill in them the knowledge, skills and habits necessary for the relevant field of activity" [2, p. 378].

The development of artistic creative abilities of young schoolchildren increases their interest in art even more. They are motivated and tend to be more creative.

Art education should develop positive attitudes in children, increase interest in working on art, develop thinking and expression of thought, stimulate imagination and creativity.

In the 21st century, that is, in the modern era, new skills come to the fore. Creativity and innovation rank first among these skills. For this reason, it is recommended to support creativity both by art education and by providing it in other subjects. Art education and specially designed materials, appropriately organized educational environment and supportive teacher approaches, influenced by environmental factors, children's productivity and creative activity should be supported through art.

Students who are talented in several fields of art also gain a sense of self-confidence if they participate in the types of didactic games.

Art education has a positive effect on personality development, their behavior, concentration and their observation skills. Apart from these, art education is effective in improving life comprehension, interpretation, creativity, thinking systems, and communication skills. For these reasons, it is thought that art education will be useful in every period of life, starting from preschool age to the development of individuals' creativity.

The modern educational approach should aim to acquire skills, develop interests and abilities, bring out the creative ability of the individual, and bring constructive, creative and productive people to the society along with the transfer of knowledge, to reach a human community that produces new products both in science and technology, and in the intellectual, artistic and cultural fields.

The imagination of the students is manifested in their creative abilities. Better results can be obtained when they coincide with the talents they

visualized in their imaginations. For this, it is necessary to ensure their participation in the game process in the right way under these conditions, and to assess their abilities correctly. Because in order to educate people who can occupy a certain place in society in the future, it is necessary to educate self-confident, self-believing personalities who are aware of their abilities. Therefore, every characteristic of children should be given importance, age characteristics, individual characteristics should be taken into account. We can note that in the organization of didactic games, instilling cognitive skills in students ensures their personality-oriented development. In fact, personality-oriented development is understood as the comprehensive development of students. If elementary school students can independently hear, perceive and evaluate any word, sentence, logical expression, objects, natural objects, national-spiritual values, local history materials, ideological-political motives during didactic games, then the basis for their personality-oriented development is created.

Each of the provisions specified in the directive documents on curriculum training is considered necessary for the organization of didactic games. Because all these are valued as factors that create integration. Which is considered one of the main factors in the content creation of personality-oriented education in integrative. Because the way primary school teachers base their competences also goes through interactivity.

CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH / ВИСНОВКИ ТА ПЕРСПЕКТИВИ ПОДАЛЬШИХ ДОСЛІДЖЕНЬ

From observations and interviews, it is clear that primary school teachers have difficulties in organizing didactic games. This leads to weakening of students' familiarity with didactic games. This not only reveals their artistic creativity, but also has a negative impact on the formation of other qualities. In this regard, primary school teachers should pay attention to the organization of didactic games, students' abilities and creative potential. Uncovering talented students and bringing out creative products should be important issues.

Purposeful, planned and organized organization of didactic games not only expands the system of knowledge, skills and habits of students, but also organizes their cultural recreation. Most importantly, during the organization of didactic games, students' artistic creativity abilities are formed. Encouraging primary school students to artistic creativity in the training process serves to increase their creative thinking and imagination levels. In this process, revealing the abilities of the students helps to raise the level of their talent and talent.

Didactic games organized in primary classes raise the educational level of

young schoolchildren, and play an important role in ideological-political, moral-spiritual, labor, business, and environmental education of students. In this regard, when organizing didactic games for young schoolchildren, the principles of education should be kept in mind, the knowledge level, scientific worldviews, artistic tastes, and individual creative abilities of the game participants should be taken into account.

The facts suggest that during the organization of didactic games, revealing, developing and shaping the artistic creative abilities of young schoolchildren determines their recognition as talented individuals in the future. However, in the process of conducting didactic games, the main directions of the formation of artistic creative abilities of young schoolchildren should be determined scientifically, and primary school teachers should be provided with theoretical and methodological literature. There is no doubt that the scientific-pedagogical and methodical directions defined for individual didactic games will help primary school teachers.

The research strongly suggests that during the teaching of the subjects "Azerbaijani language", "Life science", "Visual art", "Music", properly organized plot-role didactic games, musical-didactic games, action-role didactic games, intellectual - didactic games, didactic games about natural phenomena, didactic games about national-spiritual values, didactic games about the world of fairy tales and epics, in addition to forming the artistic-aesthetic taste, scientific worldview, love for national-spiritual values in elementary school students, and their artistic creative abilities has a strong influence on development.

Prospects for further research. This study can serve as a starting point for teachers and researchers in the future. However, conducting research in this direction is one of the important issues. The results of the study can serve as a guideline for primary school teachers working in schools. In the study, showing the aspects of didactic games that serve the development of students' artistic creativity will have a positive effect on the work to be done in this regard.

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РОЛЬ І ЗНАЧЕННЯ ДИДАКТИЧНИХ ІГОР У ФОРМУВАННІ ТА РОЗВИТКУ ХУДОЖНЬО-ТВОРЧИХ ЗДІБНОСТЕЙ УЧНІВ

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Анотація. Одним із найважливіших моментів є розкриття художньо-творчих здібностей учнів початкових класів загальноосвітньої школи та проведення роботи з цього приводу. У цей час організація дидактичних ігор призведе до подальшого розвитку їх творчих здібностей у результаті цілеспрямованого, організованого та планомірного проведення. Таким чином, через дидактичні ігри розкриваються таланти учнів, а також створюються умови для формування таких якостей, як патріотизм, людинолюбство, правила колективної поведінки, працьовитість, позитивне ставлення до мистецтва. У цей час на вчителів лежить велика відповідальність. У правильному написанні сценаріїв дидактичних ігор і в правильному розподілі ролей учнів важливу роль відіграє грамотна позиція вчителя. При організації дидактичних ігор учні навчаються, вдосконалюють свій кругозір, отримують досягнення для розвитку художньої творчості. Творчість у науці та мистецтві можна далі розвивати в ігровому середовищі, починаючи з раннього віку. Домогтися виникнення художньо-творчих здібностей учнів можна через дидактичні ігри при викладанні гуманітарних предметів, особливо в початкових класах загальноосвітньої школи. Коли студент реалізовує свої почуття та думки у відповідному середовищі, відповідно до його здібностей, він матиме як культурну відпочинок, так і розкриє свої творчі якості. Тому що під час дидактичної гри учень відчувається комфортно, розважається, а також навчається. Учні, які малюють, пишуть вірші, володіють здатністю діяти, грати на музичному інструменті тощо, також отримують такі духовні якості, як краса та цінування краси. Якщо врахувати, що краса створюється

мистецтвом, то розвивається і естетико-художній смак учнів. Щоб побачити в учня естетичний і художній смак, він також повинен бути обізнаний у кожній галузі мистецтва. Це стосується музики, живопису, поезії, акторської майстерності, гри на будь-якому інструменті тощо. Це також формує в учнів уміння правильно оцінювати прекрасне в мистецтві. Музика є одним із напрямів формування естетично-художнього смаку в учнів. Наріжні камені музики пов'язані з такими сферами, як музичний талант, слух, сприйняття та пам'ять. Це можна визначити як приховані сили, які він/вона приносить від народження. Враховуючи індивідуальні відмінності, музичний талант є однаково важливим для кожної людини. Кожна дитина більшою чи меншою мірою має певний інтерес до музики. Учитель може визначити, чи є музичні здібності учнів успадкованими чи набутими пізніше.

Ключові слова: студент; дидактична гра; викладач; художня творчість; креслення; музика.

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