

## **Dictated Games in Primary Education as an Important Factor in Guiding Students to Creative Thinking**

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### **ABSTRACT:**

**One of the most urgent tasks facing our society today is to bring up high-spirited, selfless young people for the development and prospects of the country, where science and technology are developing rapidly.**

**Keywords: dictated games, educational games, creative thinking, and didactic games.**

### **INTRODUCTION:**

Creativity is the most difficult thinking skill to acquire, and also the most sought-after. We value it in our music, entertainment, technology, and other aspects of our existence. We appreciate and yearn for it because it enriches our understanding and can make life easier.

Creativity always starts with imagination, and history shows that many things we imagine are later actually created. Gene Roddenberry imagined the Star Trek flip communicators in 1966, and Motorola produced them in 1996. In the mid 1800s, Augusta Ada King envisioned a language for computing machines that didn't even exist; today she is honored as the founder of modern programming languages.

When Benjamin Bloom identified what he called the taxonomy of the cognitive domain, he ranked synthesis (creativity) as one of the most difficult skills to master because a person has to use all of the other cognitive skills in the creative process. Since, according to Bloom, creating is the highest order of thinking, it

should be in the forefront of all learning environments and an end goal. When students create what they imagine, they're in the driver's seat.

### **CREATIVITY IN THE CLASSROOM:**

When designing learning experiences, teachers can plan and frame curriculum and provide tools that give students options, voice, and choice in order to enable them to be creative. In my work in schools, I've found four things that successful teachers do to develop creativity in their students.

1. Set up learning activities that allow students to explore their creativity in relevant, interesting, and worthwhile ways. Classroom example: Fourth-grade students are presented with a sample of rocks. They are to devise tests to determine what kind of rocks they have based on the definitions they've studied. Students find their own ways to determine differences in hardness, color, and shapes.

Another classroom example: A kindergarten class creates a new illustrated book each week that celebrates a different member of the class or an adult at the school. Each book is full of pages drawn by each student. They have the full liberty of depicting what the person likes and how they perceive him or her.

2. Value creativity and celebrate and reward it. Classroom example: Third-grade students are learning about polygons and to see if they know the concept, the teacher takes them outside and gives each student a sidewalk chalk. Each student is given the task of drawing several examples of polygons on the driveway.

Once the students have accomplished this, the teacher tells the students to transform those shapes into something they love. The students want to show everyone their geometric-based kittens, robots, and dragons and then have an opportunity to explain to the whole class why they liked them.

3. Teach students the other skills they need to be creative. Classroom example: A second-grade class is learning about the concept of freezing. The teacher asks one question to get them started, "Does only water freeze?" The students then design an experiment to determine what other things freeze. The limit is that they can only use what they have in the classroom at the time.

The students come up with a list of things that they will leave outside to see if they freeze: water, juice, vinegar, glue, glass cleaner, toothpaste, and paper. Some suggestions they decide are already solids and shouldn't go outside: pencils, erasers, and books (but somehow paper stays on the test list). The next day, they discuss their findings and have engaging conversations about why the paper is stiff and the vinegar has not frozen.

The initial discussion among students about what might freeze fosters skills such as advocating for one's ideas and compromising. The follow-up discussion encourages deductive reasoning and active listening.

4. Remove constraints for creativity and give the students space and a framework in which they can be creative. Classroom example: A sixth-grade class produces Halloween costume plays. In order to wear costumes to school, the students have to write a play that incorporates each of their characters into a plot and then present the play. For instance, they have to come up with how a giant soda can and the superhero Wonder Woman will interact. The students love the challenge.

One of the main tasks of the education system is to educate the younger generation in

the spirit of patriotism, the formation of national pride, high spirituality, intellectual potential as society develops and the social significance of spiritual and ideological factors increases. In this regard, it is important to study the rich scientific, material and spiritual heritage created by our ancestors, to understand its essence, to understand its place in our spiritual development.

In the system of national education, in the restoration and development of the nation's spirituality, it is expedient to cultivate national pride in students in the system of higher education, to educate them in the spirit of patriotism, as well as to form a sense of national identity.

One of the most important requirements for a modern lesson is that the topic chosen in each lesson is scientifically based, that is, to determine the size of the topic, its complexity, to relate to the previously studied topic, to determine the sequence of homework and independent work, identifying the equipment needed in the lesson and enriching it with additional visual aids, creating a problem situation in the classroom using interactive methods, increasing the effectiveness of teaching methods and techniques in a strong connection with each other.

Didactic game technologies will be based on activating and accelerating student activities. They are characterized by focusing on improving the quality of teaching and developing in students the skills of analysis, logical thinking, research, calculation, measurement, construction, testing, observation, comparison, inference, independent decision making, group or teamwork. In particular, the use of examples of folklore given in primary school textbooks is an important factor in directing students to creative thinking. The Grade 4 Reading Science syllabus lists topics that students should read in class and independently for folk oral art. For

example, under the wing of songs: "Boychechak", "The sun came out", "Okay, let's go"; In the "In the land of fairy tales" section, "Science is preferred", "State", "Fox with a glass", "Greedy rich", "Punishment of a deceiver", "Wise child" and so on.

The passage of this section of the textbook gives a positive result in the development of students' independent thinking skills, the introduction of modern teaching technologies in teaching logical and creative thinking. Interactive methods such as "Find a word", "Pause reading", "Wheel", "Chain", "Cluster", "Mosaic", "Story method", "Word only to this letter" not only increase the effectiveness of the lesson, but also increase the activity of students. develops the skills of independent expression of ideas, teaches ingenuity and ingenuity. For example, when using the "Mosaic" method to reinforce the theme of "Boychechak" O'(Reading book, 4th grade, p. 42), the poem is divided into 6 parts (each section is pre-written with verses) and the poem is divided into 6 parts. distributed to groups. Students determine the sequence of verse verses based on the correct placement of the daisy flowers while the textbooks are closed. This develops students' logical thinking skills. Here the task can be given in another way. To do this, you are given the task of composing a sentence by writing words on the pieces of the flower and placing it correctly. For example, "Little Boy" is the first ambassador of spring. The use of the method of "pause reading" (pause reading) in the passage of the fairy tale "Wise child" in the textbook gives a positive result. In this case, the teacher divides the story into 7 parts in advance. The teacher pauses seven times in the process of introducing the text and asks the students questions. The questions should be structured in such a way that they encourage students to express their opinions on behalf of the heroes of the text. For example: A few days later, he came to a tree in Chilanji to get

the money he had put in the jar, in need of money. But they dug under the tree and took the jar. Seeing this tragedy, poor Abraham did not know what to do. In this way, questions are asked based on the text, students' answers are listened to and summarized at the end of the lesson. On the basis of this method, students are taught to think logically and independently, to search, to find solutions to problems. By applying modern teaching technologies to other topics covered in the section, students' interest in the lesson is increased and the desired result is achieved. Primary school "Aldar kosa", "Yes, no", "Wisdom sign", "Separate from building rice", "Shohsupa", "Understand yourself", "Mysterious forest", "Happy coincidence", "Conquer the peak", " Find yourself !, it is effective to organize classes using activating methods and games, such as "Mysterious Flower", "Test of Knowledge", "Pearl of Contemplation".

Such methods and games do not bore or stress primary school students. On the contrary, it increases and activates their interest in science. Encourages students to understand each other, work together, and protect their groups throughout the lesson. It teaches independent and logical thinking, ingenuity, quick-wittedness. Didactic games facilitate the process of students' acquisition of knowledge, increase their mental activity, provide an opportunity to demonstrate their abilities, apply their knowledge, skills and abilities to achieve the purpose of the game. Arousing students 'sense of wonder and curiosity helps them acquire new knowledge. To do this, it is advisable to use a variety of didactic games, taking into account the interests of the student.

Games like "Find Consonant Words", "Fill in the Cells Quickly", and "Keep Listing Words That Separate Vowel Pairs" can be used when working on vowels and consonants in elementary school native language classes. The organization of the mentioned tasks in the form

of a competition makes it an interesting game and creates opportunities to identify and motivate the winners. Didactic games in the native language, on the other hand, encourage the student to explore, to be creative, to determine the nature of the linguistic phenomena being studied, and to draw judgments and conclusions. Educational games give each student the opportunity to express themselves, defend their opinions, and complete the task with enthusiasm. The creative qualities that need to be nurtured in each person: speed, sensitivity, resourcefulness, alertness, perseverance, knowledge, independence, entrepreneurship, creativity, etc. are often formed through educational games. In the classroom, you need to focus not only on the same tasks, but also on more creative tasks. After all, if we do not teach students to think, think, create text, the important requirement of the modern lesson will not be the development of the individual.

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