

Effective ways to form the artistic creative abilities of students in the organization of didactic games

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This article notes that the purposeful, organized organization of didactic games in elementary grades is of great importance for the development of artistic creative abilities of younger schoolchildren. Also, the issues of using effective ways for the development and formation of talented, artistically creative children in this area were brought to attention. In this case, didactic games were shown by teaching under create conditions for the development of artistic and aesthetic taste, positive moral qualities, physical health, aesthetic education, and worldview in other students.

Children with special talents are a national treasure for the future of every country. For this, it is acceptable to use a number of methods and ways to detect children with special creativity. In the learning process, interaction with students, their involvement in active interactive training, assessment of creative products, individualization of interactive learning methods, training tools, enrichment in content and form are of great importance. At this time, it was pointed out that there are ample opportunities to develop useful personalities for society by timely discovering the potential in them.

The important importance of the correct writing of the scenarios of didactic games, the correct conduct of the distribution of roles, the need to reveal in advance what artistic creative abilities the students have, the pedagogical and psychological foundations in this direction are shown.

The article examines that didactic games are of particular importance in teaching the subjects "Azerbaijani language", "Life science", "Fine arts", "Music", especially in primary school. In the course of teaching these subjects, along with the development of artistic creative abilities in younger schoolchildren through the correct selection of topics and the organization of didactic games on national and moral values, they acquire such moral qualities as patriotism, humanity, friendship, companionship, collectivism.

It is true that didactic games are educational in nature. According to the direction studied in the article, along with the educational aspects of didactic games, it also plays a role as a tool in revealing the talent qualities of young schoolchildren.

The purpose of the article is to mentions the didactic game scenario with the participation of students who have the ability to draw, recite poetry, and act in the direction of the formation of national and moral values. It was shown with examples what roles should be given to students, in what direction their talents should be revealed, it was noted that the measurement of the talents level of students studying in primary grades, starting from a young age, the development of artistic creative abilities is important for the future development of talented young people. Development of scenarios for the organization of didactic games, taking into account their age and individual characteristics, the correct development of the pedagogical, psychological foundations for this work is to achieve the disclosure of students' artistic creative abilities. It is the clarification of ways, directions for revealing the artistic creative abilities of students by organizing didactic games in elementary grades of general education schools. It is also to achieve the progress of talented students in this regard, starting from an early age.

Keywords: *pedagogical, student, talent, artistic creativity, didactic game, primary school*

Introduction. The president of the Republic of Azerbaijan signed an order on approval of the "State program for the development of creative potential of children (youth) with special talents (2006-2010)" in order to reveal talented children and young people, develop their potential opportunities and create the necessary conditions for their effective education. The main purpose of this order is to determine the talent potential in the republic's general education institutions in time, to implement special measures to ensure its development, to direct the attention of the country's public to close participation in the solution of this important issue, and to strengthen the state care for the development of talented children and youth. The main tasks put forward in the program are as follows:

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Research objectives. To determine the optimal ways of revealing talented children and young people; to create an effective mechanism of action in accordance with modern requirements in the field of work with talented children and young people; to ensure that fundamental research is conducted in order to improve the work with these children and youth (Decree of the President).

The solution of the tasks arising from the signed order indicates the implementation of certain works in the direction of revealing and forming the creative abilities of talented students. In this regard, the identification of effective ways to form the artistic creative abilities of students is one of the important issues.

Main part. “In special literature, as a rule, they distinguish several categories of talented children: children with high indicators for special intelligence tests (intellectual talent); children with a high degree of creative abilities (creative talent); children who have achieved achievements in any field of activity (young musicians, artists, mathematicians, chess players, etc.); this category of children is usually called talents; children who do well in school (academic talent) (Decree of the President: 7).”

So, choosing talented children, it is imperative that they achieve success and success in the future in accordance with their abilities.

In order to create a new content of personality-oriented education, serious tasks are also set before primary school teachers. In order to solve these tasks in a way that can meet today's requirements, development and application of new models of didactic games in order to achieve the creation of new content of personality-oriented education in the process of teaching the subjects “Azerbaijani language”, “Life science”, “Music”, “Fine arts” in primary classes, it is considered appropriate to do so. Due to the fact that in the process of teaching subjects on curriculum training in our country, there are wide opportunities for the formation of artistic creative abilities of students during the teaching of individual topics.

In the organization of didactic games in teaching subjects in primary school, there are ample opportunities for identifying the main factors that affect the disclosure, development and formation of students' artistic creative abilities. We should take into account that in the process of organizing didactic games, there are many factors that ensure, first of all, the disclosure of the most necessary creative abilities of students. Also, the basis for the comprehensive development of aesthetic education of younger schoolchildren is formed. The process of organizing didactic games in the learning process is one of the effective ways in the formation, development of students' artistic creative abilities. It can be explained by the fact that didactic games are both educational in nature, which allows students to perceive new material through the game in the process of the lesson, as well as to reveal the creative abilities they have. In the upbringing of children in general, games have a very important place. Games make the learning process for children more fun and interesting. Games support the motor, intellectual, creative, emotional, social and cultural development of children through education.

Game: includes the concepts of freedom, seriousness, tension, order, sharing and pleasure. Through a game, the child gets the opportunity to learn many concepts, experiences, thoughts, social skills, conflicts and etc. in a free environment (Abdullah? 2011).

At this time, if primary school teachers use didactic games during the learning process, conditions are created for revealing creative beliefs of students.

Within these games, they are role-playing games that teachers prefer. There are many reasons for this. One of the main reasons is that in a number of methodological literature, role-playing games are indicated as a method of training. For example, Professor Yahya Karimov, who conducted more extensive research on training methods in elementary grades and published significant works, presents role-playing games as one of the leading training methods. The second reason is that role-playing games are shown as one of the main stages of the lesson in the teaching of the course “Education based on vital skills” taught in schools in the first years of independence. Therefore, primary school teachers prefer the organization of role-playing games in the learning process.

It is no coincidence that the curriculum materials specifically mention the importance of using role-playing games in teaching the Humanitarian disciplines. It is shown that “*Role-playing games require an approach to any problem from different points of view, getting into different roles. This method allows students to become participants in events and look at the current situation through the eyes of others. Basically, role-playing games can be used to deepen understanding of what you read in literature, history, life science, English classes*” (Huseynova, 2017: 82). It happens so because role-playing games not only teach children the basics of knowledge, but also increase their physical-physiological development, intellectual activity and, most importantly, the level of personality orientation.

It is from this point of view that in the organization of didactic games, students acquire theoretical

knowledge, acquire relevant skills, and also acquire elements of physical culture by mastering physical movements. So, if children sing, perform, show dance elements, they have acquired aesthetic and artistic tastes.

The work carried out in this direction is also distinguished by its result orientation.

Result-oriented is the determination of the training achievements that are intended to be achieved in advance. There are educational stages, classes and training results in disciplines that are designed to determine in advance the results that the student will achieve at the end of the training. In other words, every teacher knows in advance what result they will prepare their students for at the end of the teaching process. For example, it can be shown that according to the results of primary education, a student who has completed primary education should be able:

- to read age-appropriate artistic, scientific-mass and informational texts in a prescribed manner;
- to grasp the main content of the text he/she reads and express his/her opinion on it;
- to use articles, information materials, computer equipment;
- to express their thoughts clearly in oral and written forms;
- to think logically, to put forward ideas, to comment on other people's opinions;
- to apply the necessary mathematical knowledge in life, to perform simple algorithms;
- to describe observed objects and events, to distinguish them according to their characteristic features;
- to communicate, to cooperate, to act as part of a team;
- to follow simple, cultural behavior, personal hygiene and necessary safety rules (Huseynova, 2017:

15).

By using the game phase, teachers achieve their goals faster and increase students' interest in learning. If the students are not interested, the students get tired before the end of the lesson. At this time, their interest in learning will decrease more clearly. Their mood will drop.

It should not be forgotten that the mood of students cannot be improved without the use of visual, technical means, without taking advantage of the power of pedagogical technologies and innovations, as well as without organizing didactic games. If the mood does not improve, it can lead to a decrease in students' interest in learning.

Mood is an emotional state that occurs very weakly. For example, a person can be in a sad, happy, depressed, cheerful, sad, etc. mood, but since they are weakly developed, they are not so clearly noticeable and do not have a very sharp external expression (Bayramov, 2002: 163).

Therefore, the failure to conduct the lesson in stages, especially the failure to organize didactic games, causes the students' mood to deteriorate. This reduces their interest in training.

From this point of view, in the lessons we observed, the students were tired and their mood was disturbed according to the work model presented by the teachers.

Moods can last for a considerable period of time: weeks, months. Sometimes the reason for the mood is not entirely clear. So, a person sometimes cannot clearly realize in himself/herself the reason for this or that mood, how it is formed. Because even very weak irritants can change the mood. For example, when a person is angry, even the smallest things (someone laughing loudly, touching the table, etc.) upset his/her mood. Therefore, moods can be sthenic and asthenic (Bayramov, 2002: 163). As psychologists have noted, the teacher's standard actions in literacy classes irritate students and upset their mood.

In this regard, the organization of didactic games should arouse enthusiasm and interest in children so that it is possible to achieve the set goal. For this, the organization of students' cultural recreation through didactic games in the "Azerbaijani language", "Life science", "Music" and "Fine arts" classes taught in primary school plays an important role.

For example, in the "Azerbaijani language" lesson, we can show the didactic games organized under the names "Game with bayatis", "Baglamas", "Who will tell the tongue-twisters?", "Grandfather's tale", "Grandmother's cheers" and other games. During the didactic games organized on these topics, conditions have been created for students to increase their activity, engage in independent activities, develop their cultural speech, perform physical exercises exemplary, perform rhythmic movements correctly, listen to mugham pieces with interest, listen to various musical examples. In such conditions, the formation of their artistic creative abilities is carried out purposefully, planned, and organized.

Therefore, in order to reveal talented students through didactic games, it is necessary to start with the period of literacy training in the first grade. We recognize that organizing the small-scale plot-role games under the names "Our alphabet", "Voice race", "Sounds and letters", "Dance of letters", "Song of sounds and letters", "Game with flags", "Little driver", "Traffic rules" is more useful in the formation of students' artistic creativity.

Within didactic games, didactic games on national-moral values are of great importance in terms of the formation of artistic creative abilities of younger schoolchildren, as well as the development of their moral and spiritual qualities. During the organization of didactic games, the upbringing of the aesthetic and artistic tastes of students, as well as the organization of their cultural leisure, is of great importance. So, in the organization of didactic games on national and moral values, younger schoolchildren acquire both rich artistic creative abilities, aesthetic and artistic taste, and have cultural leisure. That is why it is considered acceptable to organize didactic games on national-moral values in the process of teaching all subjects in elementary grades.

Each of the fine art materials presented in the “Fine arts” lessons of didactic games is valued as having a greater impact on the formation of students’ artistic creative abilities. Secondly, in the process of teaching the subject “Fine Arts”, students are more likely to acquire aesthetic and artistic taste. Thirdly, the examples of fine arts related to our national and moral values have a dynamic effect on the formation of all the mentioned qualities in students. It is from this point of view that the organization of didactic games about our national-spiritual values in the “Fine Arts” classes has a more serious effect on the formation of artistic creative abilities of young schoolchildren, so it can be considered appropriate to give methodical recommendations to primary school teachers regarding the organization of such games. It can be presented with the theme “Native Land” by preparing a scenario for the organization of didactic games on national and moral values.

14 students participate in the game. Two of them are announcers (one girl, the other one – a boy), and 12 are active participants in the didactic game (6 girls, 6 boys). The teacher announces the name of the didactic game. He/she invites the presenters and participants of the game, which will be organized according to the scenario, to come forward and participate in the game. He/she gives the floor to the announcers to start the game:

Announcer boy: – Dear children, the didactic game we will present today is called “Native Land”.

Announcer girl: – We in this play will present the most outstanding, most valuable works of art of the native land.

Announcer boy: – In this play, we will show you the source of our native art, ancient monuments, national and spiritual values of our land, Novruz traditions of our country, patterns of our carpets, images of our stone figures in colors.

Announcer girl: – We will present to you the ancient tombs, mausoleums, temples, bridges, castles, caravansaries of the Azerbaijani people in their colors.

Announcer boy: – Today, we will introduce you to the secrets of our fine art in the language of the play participants.

Announcer girl: – Today, we will demonstrate the artistic creativity of the participants of the play.

Announcer boy: – Members of each team will present to you the embodiment of our works of fine arts in colors.

Announcer girl: – Members of our teams will present to you the aesthetic and artistic value of works of fine arts, the power of artistic creativity. So, the team “Colors of nature” is invited to the game first. A team of 6 girls is coming forward.

Announcer boy: – A second team of boys is invited to the game. They are called “Marvelous images”.

Announcer girl: – Today, members of the “Colors of nature” team of our girls will tell us about the world of colors in nature. They will present to us the secrets of colors that reflect the secrets of nature with the power of their brushes.

Announcer boy: – And our team of boys “Marvelous images” will present you colorful and miraculous images of our national values.

First girl: – Our team will ask you a few questions. So, this is our first question. Where does the Araz river get its source?

Second girl: – What is the color of the mountains around Bingöl?

Third girl: – Can you describe the colors of the waters of the lakes in the area called Bingöl?

Fourth girl: – What can you say about the colors of Araz river?

Fifth girl: – Can you tell me what happened after the waste was discharged into the Araz river?

Sixth girl: – What river does Araz connect to? Then what is it called? Where is it poured? How would you describe this statement?

The boys pretend to draw pictures on the boards in front of them with brushes in their hands.

The first boy: – The Araz River takes its source from the Bingöl range located in the high mountains of the Erzurum province of the Republic of Turkey. The picture shows the mountains where Bingöl is located and the view of the source of Araz. The mud color of Araz attracts attention. The Ogtay Rajabov’s song “Azerbaijan”

(lyrics by Emil Mahmudoglu) is played. In the song, when the stanza “Mocuzeli qishi-yazi, Mughamati, telli sazi, Goyche golu, Kur-Arazi, Azerbaycan, Azerbaycan” is played, the participants of the play and the students in the audience applaud the song.

The second boy points to the picture showing the blue-white clouds in the sky, the gray and reddish colors of the rocky rocks, the blue, green and gray colors of the other mountain ranges and says: – This is the color of the mountains around Bingol.

The third boy: – The colors of the waters of the lakes in the area called Bingol are similar to each other. In other words, the so-called mud color of Araz is one of the leading colors of those lakes. I have described the color shades of one of those lakes. Then he presents a small work in his hand.

The fourth boy: – chemical waste is discharged into the Araz River in some areas. As a result of the chemical waste discharged, the color of the water in the Araz occurs. The death of living organisms living in the water is observed. Then he shows the color picture he drew to the opposing team. The changing color of the Araz river due to the effect of chemical substances and the dead picture of some living organisms on the surface of the water after chemical wastes are described.

The fifth boy: – Due to the chemical waste discharged into the area, the greenery on both the right and left banks of the river is also drying up. I have described what happened in that area in the way you painted. Everyone applauds the fifth student's picture of the fading greens on both the right and left banks after the chemicals dumped in Araz.

The sixth boy: – The Araz river joins the Kura river near the village of Sugovushan, Sabirabad region of the Republic of Azerbaijan. Araz's name after meeting Kur is called “Mother Kura”.

The singer's song “Mother Kura” (words and music by Ashug Panah) is playing on the monitor. Under the accompaniment of music and song, the images of Mother Kura attract attention.

In the second stage of the game, the presenters announce the start of the second stage.

Announcer boy: – Dear children, as you can see, the questions asked by the girls' team “Colors of nature” were answered in detail by the boys' team “Marvelous Images”. They animated their answers not only with words, but also with their brushes.

Announcer girl: – Now it's the boys' turn. “Marvelous Images” team can submit their questions.

The first boy: – In which region is Gutlu-Musa tomb located and what is its current condition?

The second boy: – What can you say about our most famous bridges?

The third boy: – We would like to know your thoughts about one of our oldest cities.

The fourth boy: – How would you describe what you know about the Azerbaijani artist Mirza Gadim Yerevani?

The fifth boy: – What are your general ideas about Azerbaijani carpets?

The sixth boy: – Tell us your thoughts about the current state of the Karabakh carpets.

The song “Karabakh” is played on the monitor, a number of monuments of Karabakh are demonstrated. The presenters turn to the girls to answer the boys' questions.

Announcer girl: – And now the word belongs to the team of the girls “Colors of nature”. We ask the members of the team to answer the questions of the boys.

The first girl: – Gutlu-Musa tomb is located in Khachindarbandli village of Aghdam district. This village is a relic from the 14th century. It is a tomb built on the grave of Gutlu Khaja Musa, who was an influential person of the Khachin province of Karabakh. There is information about the completion of this tomb on July 15, 1314. Our team prepared a color picture of that tomb. Now we present it to you. The first student holds up a picture of the tomb of Gutlu-Musa and promises the second student to present the work he has done for her team.

The second student: – As you can see, the construction of the stone tomb built between the Kura-Araz rivers is described on a low mound. It is covered with an octagonal pyramid-shaped dome. On the tomb, you can see images of bulls, lions, deer and rabbits. By painting these pictures, we create an idea of the belonging of the tomb to the architectural monument corresponding to its time. Khachindarbandli monument also has an underground part. The colored borders of the doors and windows of the mausoleum were built according to the architectural monuments of that period.

The second girl: – We want to answer your question about the bridges according to the picture we drew. We drew pictures of our oldest bridges, “Gozbel bridge” in Nakhchivan, “Gozbel bridge” in Gazakh, “Curved bridge” in Gadabay, and Khudafarin bridge. However, today we present to you the picture of the “Khudafarin bridge” in Jabrayil district, occupied by the hated Armenians. You see the previous image of the Khudafarin bridge in this picture, which I raised over my head. We have depicted the foundation stones of this bridge built

during the Safavids in gray, and the colors of the arches and their borders in red. We used blue and green colors on the top floor of the bridge. Since these colors are the colors of our national flag, which is our pride, we have used them.

Third girl: – Speaking about our oldest cities, we should first mention the city of Shabran, which was recently discovered as an underground city. I want to present you some episodes from the images of the city of Shabran, described by our team. Since the city of Shabran is located on the banks of the Davachichay, we depicted the city on a hill, and from the middle of the city we painted the Davachichay, which divides the city into two parts, in blue. The description of the houses you see in different colors also reflects the use of these colors by ancient people. We also gave a description of the place where the river flows into the Caspian Sea in different colors.

Fourth girl: – Mirza Gedim Iravani is one of the most prominent Azerbaijani artists who lived in the XIX century. As a team, we have created a painting that corresponds to the nickname Iravani, which he provided as his last name. We named the work *Iravan Castle* because this castle was built by the order of Shah Ismail Khatai under the leadership of his first vizier Ravangulu Khan. Shah Ismayil Khatai, who came to the inauguration of the magnificent fortress built on the banks of the Zangi River, named the fortress after his vizier Ravangulu Khan. That is, he called it Ravangala. Later, settlements were built around the fortress and these settlements were called Iravan. When the army of Tsarist Russia occupied the Caucasus, the Armenians moved to Iravan according to the agreements of 1813 and then 1828. Later Armenians introduced the word “Iravan” as “Yerevan”. Now you can see the image of Ravangala, which our team painted with colored paints. Unfortunately, Armenian executioners destroyed Ravangala. We will present this small painting to the Local History Museum of our school.

The fifth girl: – We really like the question you asked about the Azerbaijani carpets because rare carpets have been woven in all regions of Azerbaijan. Our carpets, woven both before the Middle Ages, after the Middle Ages, and in the XIX-XX centuries, are exhibited in the most famous museums in the world. Among them, the Khovlu of Tabriz, Khonchali of Ardabil, Shah Ismail, Darband, Karabakh and Nakhchivan carpets woven by Usta Muhammad as a gift for Shah Ismail's wedding are famous as decorations and adornments of our houses, apartments, and weddings. But today we would like to inform you about the Karabakh carpets, which were falsified by the Armenians and presented as their own carpets. I would like one of the members of our team to provide information about the Karabakh carpets.

Sixth girl: – Some of the Karabakh carpets are presented as woven, the Malbeyli, Muradkhanli, Dashbulag, Jabrayil, Horadis carpets in the mountainous part of Karabakh. Both the Shusha carpets and carpets woven by Jabrayil, Aghdam, Barda and Fuzuli masters are also recognized as products of the Karabakh carpet weaving school. The Aran carpet, the Bagchadag flower carpet, the Balig carpet, the Buynuz carpet, the Ranbaran carpet, the Mugham carpet, the Khangarvand carpet, the Khantirma carpet etc. are famous as the Karabakh carpets in the world. Even the Zangezur and Nakhchivan carpet production centers are included in Karabakh carpet schools. Now I'm starting to weave in this shana, where you see one of those carpets, – he approaches shana and begins to weave the loops with a special tool. Everyone applauds him. The presenters enter.

Announcer girl: – Just as our boys gave decent answers to our girls' questions, our girls also gave decent answers to the boys' questions. In the end, our joy knew no bounds when the team of our girls began to weave a carpet that matched the Zangezur-Nakhchivan carpets included in the Karabakh carpet weaving school.

Announcer boy: – If today our little girls learned how to weave a carpet, we should say “Well done!” to our masters. We students should always benefit from today's representatives of the carpet weaving school inherited from great grandmothers in Nakhchivan.

Announcer girl: – We will gain even more creative abilities.

Grandmothers, women and girls weaving carpets to the sound of the song “Nakhchivan” are depicted on the monitor. Didactic game ends.

Through this game, students who are interested in art, reveal their creative abilities and have moral and spiritual feelings. In addition to having ecological knowledge, students who have developed aesthetic and artistic taste participate with interest and enthusiasm in the organization of didactic games.

Approbation of research results. The main provisions of the article are reflected in the author's theses submitted to scientific conferences in Azerbaijan and abroad, as well as in scientific articles published in various journals in Azerbaijan and abroad.

Conclusion. Every child lives with his/her abilities inside. The disclosure, detection of these abilities

can be carried out through didactic games in the learning process. In this case, both the learning process and the directions of abilities development are carried out. The development of the artistic creative abilities of the shagrs brings up self-confident people. The participation of each student in the didactic game should be ensured according to his/her abilities. The psychological characteristics of students should be taken into account. Conditions must be created for the performance of students' creative work. During didactic games, students should be encouraged, shown what positive qualities their talents will instill in them in the future.

A properly planned musical-didactic game, taking into account the educational significance, has a significant impact on the comprehensive development of students, instills in them feelings of patriotism, homeliness, protection of the land from foreign eyes, courage, struggle, determination to win, hatred of the enemy, respect and esteem for our martyrs.

Didactic games, designed to glorify national and moral values, along with developing artistic creative abilities of younger schoolchildren, have a significant impact on raising their moral and spiritual level. During the organization of didactic games, the upbringing of the aesthetic and artistic tastes of students, as well as the organization of their cultural leisure, should also be kept in mind.

Purposeful, planned, organized organization of didactic games plays the role of a tool for shaping students' artistic creative abilities. In principle, in the process of properly organized didactic games, students are involved in creative activity. Along with their aesthetic and artistic tastes, the creative activity of students also affects the regulation of moral standards. Such creative activity of students has more stimulated the development of comprehensive abilities in them, including artistic creative abilities.

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Ефективні способи формування художньо-творчих здібностей учнів в організації дидактичних ігор

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У статті зазначено, що особливого значення для розвитку художньо-творчих здібностей молодших школярів має цілеспрямована організація дидактичних ігор у початкових класах; розглянуто питання щодо використання ефективних шляхів розвитку та формування талановитих, художньо творчих дітей у цій сфері. У цьому випадку дидактичні ігри визначили шляхом навчання створення умов для розвитку художньо-естетичного смаку, позитивних моральних якостей, фізичного здоров'я, естетичного виховання, світогляду в інших учнів.

Діти з особливими талантами – національний скарб для майбутнього кожної країни. Для цього прийнятно використовувати ряд методів і способів виявлення дітей з особливою творчістю. В освітньому процесі значення має взаємодія з учнями, залучення їх до активного інтерактивного навчання, оцінювання творчих продуктів, індивідуалізація інтерактивних методів навчання, засобів навчання, збагачення за змістом і формою. Зазначено про можливості для розвитку корисних для суспільства особистостей, які своєчасно розкривають в них потенціал.

Показано важливе значення правильного складання сценаріїв дидактичних ігор, проведення розподілу ролей, необхідності заздалегідь виявити, якими художньо-творчими здібностями володіють учні, показано педагогічні та психологічні основи цього напрямку.

У статті досліджено, що дидактичні ігри мають особливе значення у викладанні предметів «Азербайджанська мова», «Життєзнавство», «Образотворче мистецтво», «Музика», особливо в початковій школі. У процесі викладання цих предметів поряд з розвитком художньо-творчих

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здібностей у молодших школярів шляхом правильного підбору тем і організації дидактичних ігор на національно-моральні цінності вони набувають таких моральних якостей, як патріотизм, людяність, дружба, товаришування, колективізм. А отже, дидактичні ігри мають навчальний характер. Відповідно до досліджуваного в статті напряму дидактична гра, поряд з виховними аспектами, відіграє роль засобу розкриття талантів молодших школярів. Мета статті – висвітлити сценарій дидактичної гри за участю учнів, які володіють уміннями малювати, декламувати вірші, діяти в напряму формування національно-моральних цінностей. Творчі здібності важливі для майбутнього розвитку талановитої молоді. Розробка сценаріїв організації дидактичних ігор із урахуванням їх вікових та індивідуальних особливостей, правильна розробка педагогічних, психологічних основ цієї роботи полягає в досягненні розкриття в учнів художньо-творчих здібностей – це з'ясування шляхів, напрямів розкриття художньо-творчих здібностей учнів шляхом організації дидактичних ігор у початкових класах загальноосвітньої школи. Це також досягнення прогресу талановитих учнів, починаючи з раннього віку.

Ключові слова: педагогічний, учень, обдарованість, художня творчість, дидактична гра, початкова школа.

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