

## The importance of games in the development of overall giftedness in children

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**Аннотация (рус.):** В данной статье освещены игровые занятия способствующие развитию одаренности у школьников младшего возраста. Предлагаемые игровые занятия могут быть осуществлены в практике работы с одаренными детьми в условиях общеобразовательной школы, лицея или гимназии, ориентированной на обучение детей с повышенной познавательной мотивацией.

**Ключевые слова:** одаренность, познавательная потребность, коммуникативные навыки, мышление, логичность суждений, творческие способности.

**Аннотация (узб.):** Мазкур мақолада кичик мактаб ёши ўқувчиларида иқтидорликни намоён этишга кўмаклашувчи ўйин машғулотлар берилган. Тавсия этилган ўйин машғулотлари билиш мотивацияси юқори бўлган болалар таълимига йўналтирилган умумтаълим мактаби, лицей ёки гимназияда амалий машғулотлар давомида фойдаланилиши мумкин.

**Калит сўзлар:** иқтидорлилик, билиш эҳтиёжи, коммуникатив кўникмалар, тафаккур, фикрлар мантиқийлиги, ижодий қобилиятлар

One of the major changes of the late twentieth century is the growing interest in the problem of educating gifted children with creative and intellectual abilities. Indeed, the schools focused on the development of individual capabilities of each child do not consider the fact that about 30% of the children reduce their creative development during the primary school.

Of particular significance, in our view, is the problem of educating gifted children. This is due to the fact that talented children - the broad category of children not in a position to meet their educational needs and increased ability to show either in school or in the system of additional education.

At the same time, it is observed that the decline in the development by the end of primary school age is most often observed in this group of children. These psychological studies allow us to see that the reason for this decline is not in any biological characteristics of gifted children but *in the absence of necessary conditions for their development*. It is no accident, therefore, that primary school

with its largely inevitable routinewith too much emphasis on the formation of the basic academic skills *often becomes an obstacle to the development of the gifted child*.

In this regard, the development of methodological and psychological games and activities contributing to the development of creative and intellectual abilities becomes an important issue. These systems should take into account the psychological characteristics of children, their higher educational needs and opportunities. Among these features it is necessary to bear in mind the following:

- ✓ Broad curiosity, heightened cognitive demand;
- ✓ Increased need for mental demand;
- ✓ Independent thinking;
- ✓ Creative learning style;
- ✓ The problems associated with non-uniformity of mental development, more or less evident setback in the development of one area over another;
- ✓ The problems associated with the area of communication;

On the basis of above factors, it is possible to offer games contributing to the development of productive thinking, curiosity, creativity, and flexibility of mind. It is essential to understand that children like exercises in the form of games, their apparent ease create conditions that allow any child to pose and solve problems on their level of development.

Consequently, to resolve the major problems it is necessary to take into account:

- The satisfaction and development of broad cognitive interests;
- Meeting and development of elective interests;
- The support and development of intellectual and creative abilities;
- Building capacity for independent learning and teaching: the development of research skills, planning skills and self-regulation;
- Development of communicative areas: ability to work together, abilities to engage in dialogue, debate, understand the point of view of the other person;

The proposed games can be implemented in the practice of primary schools, secondary schools or lyceums for children with higher cognitive motivation.

Games are taught in groups of 8-10 people, children are seated in a semi-circle in front of a leading game psychologist or teacher, and each child has a name tag attached to his or her chest. The results of the game are observed by 3-4 psychologists and educators. Each of them record children's answers their reaction

to the remarks of the children and the moderator. Each answer is observed independently in accordance with pre-developed and agreed criteria.

*The first exercise-* the game called "Guess." Children are encouraged to guess what is hidden in a box (a small object must be hidden before the arrival of children). To guess the subject, children may ask any questions that can be answered by saying only "Yes" or "No." According to the number of questions it is possible to evaluate the efficiency of children's thinking and their speed of generating ideas. It is important to consider *that the value of the game is not in the guessing the object itself, but the way to its finding and the strategy to it.* Observers record not only the number of questions asked, but also their quality: the variety, focus, originality. The game "Guess" forms a flexible search strategy that takes into account the properties of different objects, a child's own investigation, and his or her capacity for analytical-synthetic activity and independent, abstract and creative thinking.

*In the second exercise,* children are encouraged to compare two objects or events, and find their commonalities - what they look like, what makes them similar. The difficulty of generalization is that the child is accustomed to dealing with real things and their properties, and not with the concepts of things (generalized knowledge expressed in a verbal form). Children are more likely to see the differences in the objects and phenomena than their similarities. Some children cannot do the exercise properly. However, the moderator must not say that the answer is wrong, and instead, invite a child to find where the objects are alike: "The cat does eat mice. But what they look like and what can be said about the cat and the mouse?"

In order not to tire children by conducting identical exercises, the third type of exercise focuses on stimulating their imagination and creative thinking. These exercises are similar to those included in well-known tests of creative thinking by P. Torrance, J. Guilford and others: "What would happen if something incredible happens?" "The unusual use of ordinary objects," "Long-term comparison" (Averina E.S., Shcheblanova EI verbal test of creative thinking "Wacky uses." -M., 1996). For instance, children need to figure out how to explain to someone who had never seen any object or phenomenon, what it looks like "Snow is as white as a sheet, flaky, like sugar, falls from the sky like rain." A moderator accepts and encourages the presentation of a child. Atmosphere of the game should be fun and relaxed in order to stimulate the children's desire to come up with something new, unusual and to look at the well-known thing with new, unfamiliar point of view. These exercises allow you to evaluate the productivity of creative thinking (the number of ideas expressed), its flexibility (variety of proposed solutions), originality and the unusualness of judgments.

*The fourth type of exercise* aims to identify patterns in the relationship between the elements of one system and transfer it to another system, similarly to the first one. The technique involves the analogy of different characters: the whole-part (home-window, face-...), object-action (soap- wash, knife - ...), the object-property (needle-sharp, water - ...), general-specific (fruit-apple, bird- ...), etc. Changing relationships in pairs allows to evaluate analytical component in the structure of children's thinking, as well as their attention, observation, awareness and vocabulary.

In conclusion, children are encouraged to *the fifth exercise* for creative thinking and imagination - "Improvement of toys." They are showed an unattractive static toy depicting an animal, and asked to come up with how to change and improve the toy in order it becomes fun to play with. Observers estimate the degree of elaboration (detail) of the proposed solutions. The session takes about 30 minutes. Upon presentation of all five exercises the moderator strives to ensure that all children gave sufficient number of responses.

After the completion of working with the group of participants, observers discuss the results of the findings, and on the basis of this discussion, each child is assessed and scored on each exercise as well as on all type of stages. In the assessment stage, special attention is paid to the personal (primarily motivational) characteristics of the children and their relation to mental activity. Some children remain indifferent to the exercises that are not included in the exercise, others are distracted or tired quickly, and others, on the contrary, quickly pick up on new and unusual exercises and observe other children with more peculiarities and respond quickly on the situation.

Consequently, in these games *it is not so much the reaction of the child* (children sometimes give the maximum number of replies without thinking about their adequacy), *but the involvement of the child is important*, because some modest and sensitive children can spend more time thinking about their response than their impulsive peers.

In conclusion, I would like to recall the words of SL Rubinstein: "The overall talent is not only a prerequisite, but the result of all-round development of the individual" [Rubinstein SL Fundamentals of general psychology. - St. Petersburg., 2003.]. This view of the development of general giftedness in children we are trying to implement in practical work with children of school age.

References:

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**Фарғона вилоят педагог кадрларни қайта тайёрлаш ва малакасини  
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**“The importance of games in the development of overall giftedness in  
children”( Кичик мактаб ёши ўқувчиларида иқтидорликни  
ривожланишига кўмаклашувчи ўйин машғулотларининг ўрни)  
мавзусидаги илмий мақоласига**

**Т А Қ Р И З**

Н.Абдурахмонова ўзининг мақоласида бугунги кунда долзарб бўлаётган иқтидорлилик феноменини ривожланишига таъсир этувчи омилларга тўхталиб ўтган.

Шуни алоҳида таъкидлаш жоизки, боланинг иқтидорини намоён бўлишида, айниқса, унинг ривожланишида катталар ўрни бекиёсдир. Яъни, ота-она ва педагоглар болада иқтидорликнинг илк кўринишлариданок, уни ривожланишига таъсир этувчи машғулотларга алоҳида эътибор беришлари лозим. Кичик мактаб ёши ўқувчиларида эса, бу албатта, ўйин машғулотлари орқали амалга оширилади.

Шундай экан, Н.Абдурахмонова ўзининг “The importance of games in the development of overall giftedness in children”( Кичик мактаб ёши ўқувчиларида иқтидорликни ривожланишига кўмаклашувчи ўйин машғулотларининг ўрни) мавзусидаги илмий мақоласида 5 босқичдан иборат бўлган ўйин машғулотларини ёритиб берган. Мазкур ўйин машғулотлари нафақат боладаги иқтидорни ривожланишига, балки уни аниқлашга ҳам кўмаклашади.

Н.Абдурахмонованинг илмий мақоласи бугунги кун талабларига тўлиқ жавоб беради, мақола ўзининг долзарблиги ва амалий ёндашувга эгаллиги билан ажралиб туради.

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