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DEVELOPING CREATIVITY IN YOUNGER SCHOOLCHILDREN THROUGH GAME ACTIVITIES

Creativity is an important component of the harmonious development of a child, as it contributes to the formation of individuality, the disclosure of internal potential and successful socialization. The development of creativity in younger schoolchildren is especially relevant, because at this age children are most receptive to new impressions and information, and play is a natural way for them to learn about the world. Play, as a method of developing creativity, gives children the opportunity to express themselves, awakens curiosity, imagination and critical thinking. There is a need to use creative forms, teaching methods that develop the ability to original thought and creative action. Creativity is possible in all areas of human activity, in particular in art, science, education, games and other areas of everyday life. All people have the ability to creative action. It requires appropriate conditions and sufficient knowledge and skills [1; 5, p.153].

The purpose of the article is to study the impact of play activities on the development of creativity in primary school children and to identify pedagogical techniques that contribute to the effective development of creative potential.

Creativity is not only a psychological but also a pedagogical phenomenon because the activity of the individual and its effectiveness depend on the mechanisms that contribute to the development of creativity. Thus, creativity is a characteristic of the individual, which at this stage of development of pedagogy is determined not only by the ability to create, but also by a complex of other personality properties. Creativity is a general property of the individual, which manifests itself during the creative process as the ability to generate a diverse, socially important, original product and productive ways of its application; the ability to find solutions in non-standard situations; a property that is realized only under favorable environmental conditions at a high level in various fields of human activity throughout one's life [3, p.15]. The task of developmental education is to form a personality with a flexible mind, developed needs for further knowledge and independent actions, with certain skills and creativity; to determine individual zones of the nearest development and to promote the formation of not yet formed abilities [4]. The principle of developmental learning is actively and purposefully operating, it is included in the educational process. Full-fledged education of primary school students is impossible without purposeful development of thinking processes (analysis, comparison, generalization) and speech.

The focus of our research is on the following aspects:

1. Imagination development. The game stimulates active imagination and fantasy allowing the child to freely create images, characters and situations. This contributes to the development of flexible thinking and the ability to make innovative decisions.

2. *Formation of emotional expressiveness.* The game provides an opportunity to express one's own emotions and learn to understand others. It forms emotional sensitivity, which is important for the development of a creative personality.

3. *Development of critical thinking.* Thanks to games that require analysis, comparison, and decision-making, critical thinking and the ability to evaluate different situations are developed.

4. *Development of communication skills.* Play activities, especially group activities, help a child learn to interact with others, express and defend their own opinions, and cooperate. They form social creativity and sociability.

Types of games for developing creativity:

1. *Role-playing games* allow children to create and experience different roles, stimulating imagination and emotional expression.

2. *Creative games.* Games that involve drawing, modeling, and building structures give the child the opportunity to experiment with different materials and ideas.

3. *Logic and strategy games.* They contribute to the development of critical thinking and the ability to find solutions in different situations.

4. *Improvisation games.* For example, "Invent a Story" where children freely invent characters and plots, contribute to the development of creative thinking.

The problem of developing creativity in younger schoolchildren touches on a huge range of issues related to the phenomenon of personality development. Creativity and creative activity are interrelated concepts. Creative activity is the foundation, a prerequisite for the development of creativity, the goal of personality development. In the educational process, the creative activity of students acts as an educational-creative or creative-cognitive activity organized by the teacher. Creativity of a younger schoolchild is a complex synthetic concept. The development of creativity is associated with the creation of a new, original product in the process of educational-creative activity [3, pp. 14-41].

Conclusions. Creativity of younger schoolchildren can be effectively developed through innovative pedagogical methods that create conditions for the manifestation of the child's creative potential. The education system should support and encourage the initiative of schoolchildren so that each child can express himself developing critical thinking and the ability to express himself through various forms of creative activity, in particular, in play and cognitive activities [2]. To accumulate creative experience, a student must be aware of the process of performing creative tasks. Organizing students' awareness of their own creative activity involves current and final reflection. Both at the current and final stages of reflection, the teacher and psychologist record what methods of solving creative tasks are used by students, and draw a conclusion about the progress of students, about the level of development of their creative thinking and imagination. To more accurately determine the level of development of students' creativity, it is necessary to analyze and evaluate each task completed by them independently. Game activity is an effective means of developing creativity in younger schoolchildren. It allows a child to express himself, develops critical thinking, imagination, communicative and social skills. Game techniques are an important pedagogical tool that contributes to the harmonious development of personality and increases interest in learning [5, p.156]. The perspectives of our research is creating the

system of game exercises aimed at developing creativity of younger schoolchildren in the educational process of a preschool educational institution.

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