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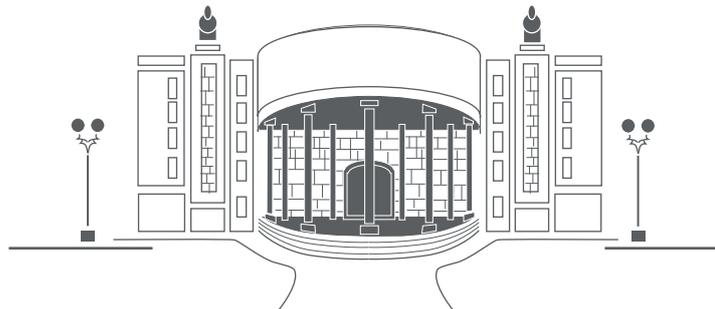
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### **PLAY AS A MEANS OF DEVELOPING THE CREATIVE POTENTIAL OF PRESCHOOL CHILDREN**

*The article highlights topical issues of the development of the creative potential of preschool children through play. The works of foreign and domestic scientists on the research problem are analyzed. The essence of the concepts "creativity", "creativity of children", "creative potential", "developing game", "TIPS" is revealed. Indicators of creativity according to J. Guilford and E. Torrance are presented. The effectiveness of educational didactic games with TIPS elements in the development of the creative potential of preschool children has been substantiated. Educational games provide material for the development of creative abilities from a very early age, always create conditions that are ahead of the development of abilities, they can be different in their content and they are not compatible with coercion and create an atmosphere of free and joyful creativity, do not interfere with the child's thinking and making decisions on his own. not doing what they can do themselves. At the same time, they develop intellectual qualities: sensation, perception, attention, memory — especially visual; the ability to find dependencies and patterns, classify and systematize material; the ability to combine, that is, the ability to create new combinations from known elements, parts, objects; the ability to find mistakes and shortcomings; spatial representation and imagination, the ability to foresee the results of their actions. Together, these qualities make up intelligence, ingenuity and creative thinking. The goals, objectives, peculiarities of TIPS pedagogy are characterized. Some TIPS methods and techniques are considered, as well as the methodology for their use in working with preschool children. The description (name, goal, course of the game) of educational didactic games with TIPS elements is given. It is concluded that by using the TIPS methodology in working with preschool children, we develop a creative personality, imagination and fantasy. TIPS helps to reduce formulaic thinking, reveals the flexibility of thought, helps to see and make decisions, teaches people to use unusual methods, helps to develop horizons.*

**Key words:** *creativity; creative potential; potential; developing game; theory of inventive problem solving.*

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**Introduction.** In modern society, a creative person is especially valued, who has a critical and creative view of the world, is able to come up with unique ideas, find a way out of difficult situations and achieve success. We can say that innovative discoveries taking place in society are also realized on the basis of the actions of creative people. Innovation is created by people with developed creative potential. Therefore, today the role of creative potential as a driving force of an innovative society is especially important.

Creative potential is the development of qualities, skills, knowledge and skills used to create a conceptually new thing, for the emergence of an idea. To meet the needs of society, the development of a person's creative potential must begin from childhood.

The first president of Kazakhstan, in his Address to the people "Growing prosperity of Kazakhstan: increasing income and quality of life," noted, "It is necessary to radically improve the quality of preschool education. The basics of thinking, intelligence and creativity, new skills are formed from childhood. In education, the emphasis is on the 4C model: the development of creativity, critical thinking, communication skills and the ability to co-work in a team, which implies the need to improve children at the stage of education and training (Nazarbayev N.A., 2018).

In this regard, one of the areas of the content of the typical curriculum is the formation of social and personal qualities aimed at the 4C model (Typical curriculum for preschool education and training, 2016).

To solve these problems, we can use various pedagogical tools. To make a non-standard decision, to approach the situation creatively, to overcome the fear of something new, original, that is, to develop the creative thinking of children, educational games will help.

A child is brought up in play, acquires knowledge, experience, develops abilities, expands the field of thought, worldview, and forms behavior.

An important role of play in the development of the creative potential of preschoolers is that during play the child's attention is focused on what is interesting, he or she is devoted to himself/herself, free and independent. If there are no restrictions on free thinking, the child's imagination will grow, and his curiosity and desire to learn will increase. The game requires from the child such qualities as patience, ingenuity, curiosity, dexterity. As they constantly try to do something, with enthusiasm to search for, repair and assemble toys, their knowledge expands, their thinking becomes more active, and their imaginations develop. Therefore, games are important, first of all, the purpose of which is to develop the creative potential of the individual. Among these games, we can single out didactic educational games with elements of the theory of inventive problem solving (TIPS).

### **Analysis of works on the research problem.**

The role of play in the formation of mental processes and the human personality is presented in the works of L. S. Vygotsk, D. B. Elkonin, A. V. Zaporozhets, A. Leontiev, L.S. Rubinstein.

In Ukraine, the theory of guiding the play activity of preschool children was developed by L.V. Artemova, N.V. Gavrish, N.V. Kudykina, N. Y. Mikhailenko and others. In Kazakhstan, this problem was investigated by B.O. Arzanbaeva.

In many studies, the issue of the development of children's creative abilities through play was considered as the leading direction of the activity of this age group. A. K. Bondarenko, V. Y. Voronova emphasized the importance of play in the development of the child's psyche. R. I. Zhukovskaya, D. V. Mendzheritskaya, T. A. Markova, and E. A. Flerina chose the child's development through games as the object of their study.

The educational potential of TIPS as a technology that develops the creativity of children of preschool and primary school age is studied by Ukrainian scientists S. A. Bolsun, I. N. Dichkovskaya, O. V. Lesina, V. P. Telyachuk and others. Educational games for preschool children with TIPS elements are being developed by N.I. Nechiporuk, O.P. Tomei and others.

Although the development of the creative potential of preschoolers was not an object of study, in Kazakhstan Ospanova B.A. was engaged in research on the development of acmeological creativity of university teachers, B.A. Turgunbaeva in the development of the creative potential of teachers, Taubaeva Sh. T., Beisenbaeva A.A., Nagymzhanova K.M in the development of students' creative abilities in the educational process.

**The purpose** of the publication is to substantiate the effectiveness of educational didactic games with TIPS elements in the development of the creative potential of preschool children.

**Presentation of the main material.** With regard to the concept of "creativity", the philosophical dictionary defines (from the Latin word "creo" — to produce, create) as the ability to act creatively, which leads to a new unique approach to a problem or situation. Explains that creative abilities can be reflected in thinking, work, works of art, material and spiritual culture of a person (Philosophy: Encyclopedic Dictionary, 2004, p. 729).

The concept of "creativity" appeared in psychological science in the early 50s. When studying creativity D. Guildford and E.P. Torrance used a "psychometric" approach.

J. Guilford identified four main parameters of creativity: 1) originality — the ability to produce distant associations, unusual responses; 2) semantic flexibility — the ability to highlight the function of an object and propose its new use; 3) figurative adaptive flexibility — the ability to change the shape of a stimulus in such a way as to see in it new features and oppor-

tunities for use; 4) semantic spontaneous flexibility — the ability to produce a variety of ideas in an ad hoc situation (Bases of psychodiagnostics, 1996).

E. Torrens, relying on the experience of J. Guilford, identified the “indicators” of creative abilities that can be found when a child solves specially selected test problems. The level of development of creative abilities is determined on the basis of a statistical assessment of a number of indicators (originality, flexibility, fluency, accuracy of decisions) (Urmurzina B.G., 2002).

V.I. Kudryavtsev gives the following definition of the creativity of children. “Creativity in general is not limited to solving any special problems (mathematical, physical, etc.). This is an internal dominant and determinant of the process of mastering a historically developing culture of mankind by a child, in which his mental world is formed (Kudryavtsev V.I. Electronic resource).

Creative potential is a set of human resources that allow one to overcome stereotypes of thinking, actions and find new ways to them, leading to qualitative changes in the personality. There is a close connection between the creative behavior of a person and his creations, products, works. Creativity reflects a person’s ability to realize creative powers in real practice, that is, to create (Nurbekova S., 2021).

In the poem of Abai Kunanbaev there are such lines “Can a child grow up without playing and singing?” That is, there is no child who grows up without play. Through play, children learn ingenuity, courage, alertness, speed, dexterity, peer interaction, adult communication, and general communication.

Through games, children strengthen their health, develop language skills, thinking, imagination and cognitive processes, learn to navigate in space and time. The positive emotional impact obtained during the game increases the child’s activity, strengthens the will. All this develops the creativity of the child.

Scientists N.I. Nechiporuk, O.P. Tomei believe that for the successful development of creative abilities, games of a new type are needed, games that simulate the creative process and their own microclimate, where opportunities arise for the development of the creative side of the intellect. Such games of a new type are developmental games that proceed from the general idea: to develop the qualities and properties of the child’s mental cognitive processes.

In developing games, it is possible to combine one of the main principles of learning: from simple to complex with a very important principle of creative activity: independently according to abilities. This combination allows you to solve several problems related to the development of creative abilities in the game at once:

firstly, educational games provide material for the development of creative abilities from an early age;

secondly, their task, like steps, always creates conditions that are ahead of the development of abilities;

thirdly, each time independently rising to his peaks, the child develops most successfully;

fourthly, educational games can be different in their content and, in addition, like other games, they are not compatible with coercion and create an atmosphere of free and joyful creativity;

fifth, by playing these games with children, parents and teachers learn to respect the personality of the child, not interfere with the child’s thinking and make decisions on their own, not doing what they can do on their own.

At the same time, different games develop different intellectual qualities: sensation, perception, attention, memory — especially visual; the ability to find dependencies and patterns, classify and systematize material; the ability to combine, that is, the ability to create new combinations from known elements, parts, objects; the ability to find mistakes and shortcomings; spatial representation and imagination, the ability to foresee the results of their actions. In unity, these qualities make up what is called inventiveness, ingenuity, creative thinking. An integrated approach to the use of educational games that include elements of TIPS is more effective (Nechiporuk N.I., Tomei O.P., 2007, pp. 4-6).

In order to reveal the child’s creative potential, games with TIPS elements can be used. The main feature of TIPS pedagogy is to teach a child to think. This method, used in a playful way, promotes activity and cognition in all areas of learning. TIPS games help a child develop thinking, memory, comparison, imagination, freely express their opinions and act.

The developer of TIPS was Heinrich Altshuller. It was originally developed to solve complex technical problems with the participation of engineers, but over time it has proven to be effective and used in other areas. Since the 1980s, it has been a pedagogical approach to teaching creativity and problem solving for preschool children.

Children’s creativity begins to manifest itself through a high level of imagination and the constant development of cognition. The theory of inventive problems can become the basis for the development of a child’s creative abilities, since its main goal is the development of creative thinking.

We can effectively solve the following tasks using TIPS technology:

- to encourage the child to discover new things for himself, to act effectively;
- systematically develops the child’s logical thinking, imagination, creativity, fantasy;
- to increase the child’s ability to communicate with nature, society, family members, peers;
- increase self-confidence and self-esteem, strive for complete self-knowledge.

The goal of TIPS pedagogy is to prepare children for solving creative problems. It involves the use

of a large number of specialized exercises, but, first of all, forms a habit of solving creative problems, the ability to distinguish a problem that is solved in standard ways from a creative problem (O. Pometun, 2004; Cover V.A. electronic resource).

The activity of a teacher, involves the use of TIPS techniques, takes place in 5 stages. Each of them is defined by sequential tasks.

The basis of the first stage is the formation of:

- the ability to find and resolve contradictions;
- the ability not to be afraid to see the negative in the object and phenomenon;
- a systematic approach to the vision of the world, being aware of the connections existing in it;
- the ability to see and use the surrounding resources.

Learning to invent is the main task of the second stage. With the help of TIPS techniques, children “revive” objects and phenomena of the surrounding reality, attributing qualities to one another, rejecting unnecessary ones and finding ideal options for themselves.

The third stage is the direct solution of problem problems by children. The educator must develop in children the ability to avoid unwanted outcomes and to find solutions.

The use of non-standard original solutions based on the acquired knowledge is the main goal of the fourth stage. This is how children learn to find a way out of any life situation.

The fifth stage of TIPS is conducting conversations with students on a historical topic. Children should be offered to trace the history of the emergence and improvement of objects of reality, teach them to logically substantiate their inventions (Altshuller G.S., 1979; Kiseleva M.V., 2012, pp. 30-32).

On the basis of TIPS, methods and techniques have been developed, thanks to which the teacher, together with the children, can find a logical way out of any situation, and the child can competently solve his problems.

Let's consider some TIPS methods and techniques:

**Fantasy Method** — This method is good for teaching children creative storytelling. It is better to invent, to fantasize not blindly, but using specific techniques: an inventive problem; decrease; increase; backwards; splitting up; unification (composing a new toy from parts of old toys or an incredible animal, some parts of which are parts of other animals); time operator (slowing down — speeding up time: draw yourself in many years, draw your unborn child or what your mother was like in childhood); dynamics; statics (animating inanimate objects and vice versa). Children themselves can choose an object, and then bring it to life, come up with a name.

Other methods are used with children of preschool age: RVS operator (size, time, cost); A fantasy bean; Oxymoron; Focal Object Method; Morphological

analysis; Synectics; Association or directory; Empathy; Not really; Good bad; Modeling by little people; The image of a letter (symbol); The image of an unfamiliar word (“Sound Spot”); Possible ways to use items (Kozak Liudmyla, Shvydka Iryna, 2018).

Many of these techniques are actively used in the development of educational didactic games for preschool children. Let us give examples of the following games with elements of TIPS technology.

#### **“What’s odd?”**

**Purpose of the game:** to find the uniqueness of each object, to develop logical thinking.

**Course of the game:** children are given a sheet of paper with a tomato, cucumber, onion and grapes. You need to ask which fruit or vegetable is odd and why they think so.

For example, the opinions of children may be as follows: 1) The grapes are odd, because it is a fruit, not a vegetable. 2) The cucumber is odd, because it is oval, the rest are round. 3) The onion is odd because it tastes bitter. 4) The tomato is odd because it is red.

#### **“World of Wonders”**

**Purpose of the game:** to develop logical thinking, imagination, fantasy.

**Course of the game:** Children are given different geometric shapes, scissors, glue. The task is to create images of birds, animals and insects from them. Their body parts can be of different shapes. The eyes are triangular, the ears are round, the wings are square, the beak is diamond-shaped, etc. The work is done independently. At the end, the children show their work and give explanations.

#### **“Unusual Use of Common Items”**

**Purpose of the game:** to teach children to think outside the box, develop imagination, speech.

**The course of the game:** Children sit in a semicircle, in the middle of the children they put a container with objects: an empty matchbox, plastic bottles and lids, paper, cans, ribbons, buttons, etc. The teacher shows and tells how to use a plastic bottle. For example, from a bottle you can make a bird feeder, a funnel for liquid, various crafts, a flower pot, pour water over if you make a hole in the lid, etc. Children are asked to think about different ways to use other objects. The largest number of options invented by children are encouraged.

#### **“Fantastic hypotheses”**

**Purpose:** to encourage children to think creatively; develop thinking, imagination, speech.

**The course of the game.** The technique of such hypotheses takes the form of a question: “What would happen if? .. “. Combining the names of any object and arbitrary action, we get a hypothesis that can be pondered. For example: “What would happen if all the adults

disappeared?"; "What would happen if the sun suddenly disappeared?"; "What would happen if an elephant came to us; crocodile? ..". Children can themselves come up with questions, and those who want to answer among them, make up their own stories.

**Conclusions.** The problem of developing the creative potential of preschool children is currently relevant, due to the sensitive period for the development of mental processes, including creative thinking. One of the directions of the content of a typical curriculum for teaching and upbringing of preschool children in the Republic of Kazakhstan is the formation of social and personal qualities of 4C, among them the development of creativity. An important role of play in the development of the creative poten-

tial of preschoolers is that during play the child's attention is focused on what is interesting, he/she is devoted to himself/herself, free and independent. Using the TIPS methodology in working with preschool children, we develop a creative personality, imagination and fantasy. TIPS helps to reduce stereotyped thinking, reveals flexibility of thought, helps to see and understand bold and unexpected decisions, teaches people to use unusual methods, helps to develop a broad outlook. Many of the TIPS methods and techniques are actively used in the development of educational didactic games for working with children in preschool institutions. The research prospects will be the analysis of creative games: plot-role-playing, theatrical, directing and design.

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### **ГРА ЯК ЗАСІБ РОЗВИТКУ КРЕАТИВНОГО ПОТЕНЦІАЛУ ДІТЕЙ ДОШКІЛЬНОГО ВІКУ**

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*У статті висвітлено актуальні питання розвитку креативного потенціалу дітей дошкільного віку засобом гри. Проаналізовано роботи зарубіжних і вітчизняних науковців щодо проблеми дослідження. Розкрито сутність понять «креативність», «креативність дітей», «креативний потенціал», «розвивальна гра», «ТРВЗ». Представлені показники креативності за Дж. Гілфордом та Є. Торренсом. Обґрунтовано ефективність розвивальних дидактичних ігор з елементами ТРВЗ у розвитку креативного потенціалу дітей дошкільного віку. Охарактеризовано цілі, завдання, особливості педагогіки ТРВЗ. Розглянуто деякі методи та прийоми ТРВЗ, а також методику їх використання у роботі з дітьми дошкільного віку. Подано опис (назва, мета, хід гри) розвивальних дидактичних ігор з елементами ТРВЗ. Зроблено висновки, що за допомогою використання методики ТРВЗ у роботі з дітьми дошкільного віку здійснюється розвиток креативної особистості, її уяви та фантазії. ТРВЗ сприяє*

зниженню шаблонного мислення, розкриває гнучкість думки, допомагає бачити проблеми та приймати рішення, привчає до використання незвичайних методів, допомагає розвинути кругозір.

**Ключові слова:** креативність; креативний потенціал; потенціал; розвивальна гра; теорія розв'язання винахідницьких завдань.

## **ИГРА КАК СРЕДСТВО РАЗВИТИЯ КРЕАТИВНОГО ПОТЕНЦИАЛА ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА**

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*В статье освещены актуальные вопросы развития креативного потенциала детей дошкольного возраста посредством игры. Проанализированы работы зарубежных и отечественных ученых по проблеме исследования. Раскрыта сущность понятий «креативность», «креативность детей», «креативный потенциал», «развивающая игра», «ТРИЗ». Представлены показатели креативности по Дж. Гилфорду и Е. Торренсу. Обосновано эффективность развивающих дидактических игр с элементами ТРИЗ в развитии креативного потенциала детей дошкольного возраста. Охарактеризованы цели, задачи, особенность педагогики ТРИЗ. Рассмотрены некоторые методы и приемы ТРИЗ, а также методика их использования в работе с детьми дошкольного возраста. Подано описание (название, цель, ход игры) развивающих дидактических игр с элементами ТРИЗ. Сделаны выводы, что с помощью использования методики ТРИЗ в работе с детьми дошкольного возраста осуществляется развитие креативной личности, ее воображения и фантазии. ТРИЗ способствует снижению шаблонного мышления, раскрывает гибкость мысли, помогает видеть и принимать решения, приучает к использованию необычных методов, помогает развить кругозор.*

**Ключевые слова:** креативность; креативный потенциал; потенциал; развивающая игра; теория решения изобретательских задач.

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