

**МЕКТЕПКЕ ДЕЙІНГІ, БАСТАУЫШ БІЛІМ БЕРУ,
АРНАЙЫ ЖӘНЕ ҚОСЫМША БІЛІМ БЕРУ МӘСЕЛЕЛЕРІ
ПРОБЛЕМЫ ДОШКОЛЬНОГО И НАЧАЛЬНОГО,
СПЕЦИАЛЬНОГО И ДОПОЛНИТЕЛЬНОГО ОБРАЗОВАНИЯ**

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**DEVELOPMENT OF THE CREATIVE POTENTIAL
OF OLDER PRESCHOOL CHILDREN IN PLAY ACTIVITIES**

Abstract

The article discusses the methods of organizing gaming activities in the development of the creative potential of preschoolers. The main purpose of the study is to determine the significance of the methodology for organizing gaming activities in the development of the creative potential of older preschoolers.

Typical mistakes in scientific papers that occur in the practice of kindergartens, considering the management of role-playing games as a process of gradually teaching children complex ways of building games, non-traditional ways of managing the gaming activities of preschoolers, the method of integrated support for amateur games, its components, methods of managing directorial games, groups of methods that are characteristic for directing creative games, using them to educate a child and form a children's team are studied.

The scientific significance of the work lies in the analysis of gaming methods, the practical significance in presenting the conditions for the development of the creative potential of older preschoolers.

For the development of creative potential, the game is used as the main activity of older preschoolers, and as an effective means of development. During the game, the child develops spiritual and physical strength, thinking, attention, memory, imagination, flexibility, the ability to make independent decisions, the desire to find new, unique, creative thinking and imagination. To fulfill its developmental function, the game must be created as an independent activity of children, taking into account the laws of its development, the tasks assigned to it must be fulfilled, it must achieve the intended goal with the help of methods and means.

The article substantiates that the creative potential of older preschoolers has effective results when it is carried out in accordance with the method of organizing gaming activities, and that the goal of developing the creative potential of children is realized by giving them freedom of choice in conducting children's games, maintaining their initiative, developing independence to play bring the child a good mood and joy.

In addition, during the game, special attention was paid to the activities of a teacher who can successfully develop creativity if he can interest children in their skills, innovative and unique methods, respect their ideas, and establish a positive attitude.

Keywords: creative potential, game activity, older preschoolers, game management, complex support method, subject-developing environment, expressive means, game experience.

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**МЕКТЕПКЕ ДЕЙІНГІ ЕРЕСЕК ЖАСТАҒЫ БАЛАЛАРДЫҢ ШЫҒАРМАШЫЛЫҚ ӘЛЕУЕТІН
ОЙЫН ӘРЕКЕТІ АРҚЫЛЫ ДАМУ**

Аңдатпа

Мақалада мектепке дейінгі ересек балалардың креативтік әлеуетін дамытудағы ойын әрекетін ұйымдастыру әдістемелері қарастырылған. Зерттеудің негізгі мақсаты ересек жастағы балалардың креативтік әлеуетін дамытуда ойын әрекетін ұйымдастыру әдістемесінің маңыздылығын айқындау.

Ғылыми еңбектердегі балабақшалар тәжірибесінде орын алатын типтік қателіктер, желілі-рөлдік ойынды басқарудың балаларға ойын құрастырудың күрделі тәсілдерін біртіндеп үйрету үдерісі ретінде қарастырылуы, мектеп жасына дейінгі балалардың ойын әрекетін басқарудың дәстүрлі емес тәсілдері, өзіндік әрекет ойындарын кешенді қолдау әдісі, оның компоненттері, режиссерлік ойындарға басшылық жасау әдістемесі, шығармашылық ойындарды басқаруға және баланы тәрбиелеуге, балалар ұжымын қалыптастыруға қолдануға болатын әдістер тобы зерделенген.

Жұмыстың ғылыми маңызы ойын әдістемелерінің талдануы, тәжірибелік маңызы ересек балалардың креативтік әлеуетін дамыту шарттарының ұсынылуы болып табылады.

Креативтік әлеуетті дамыту үшін ересек жастағы балалардың негізгі іс-әрекеті, дамытудың қуатты құралы ойын пайдаланылады. Ойын барысында баланың рухани және дене күштері, ойлауы, зейіні, есте сақтауы, қиялы, икемділігі дамып, дербес шешім қабылдау дағдысы, жаңа, ерекше дүниелер табуға ұмтылысы, креативтік ойлауы мен қиялы жетіледі. Ойын өзінің дамытушылық қызметін атқару үшін балалардың дербес әрекеті ретінде оның даму заңдылықтарын ескере отырып құрылып, міндеттері орындалып, әдістер мен құралдарды пайдалана отырып ойлаған мақсатына жетуі тиіс.

Мақалада ересек жастағы балалардың креативтік әлеуетін дамыту ойын әрекеті ұйымдастыру әдістемелеріне сәйкес жүргізілгенде тиімді нәтиже беретіні, балалар ойынына жетекшілік жасауда оларға таңдау еркіндігін беру, бастамасын қолдау, дербестігін дамытуды, ойынның балаға жақсы көңіл-күй, қуаныш сыйлауын басты орынға қойған жағдайда балалардың креативтік әлеуетін дамыту мақсаты жүзеге асатыны негізделген.

Сонымен қатар, ойын барысында шеберлігімен, жаңашыл, ерекше әдіс-тәсілдерімен балаларды қызықтырып, олардың ой-пікірлеріне сыйластықпен қарап, жағымды қарым-қатынас орната білген жағдайда креативтілікті табысты дамыта алатын педагог іс-әрекетіне басым көңіл бөлінді.

Түйін сөздер: креативтік әлеует, ойын әрекеті, ересек жастағы балалар, ойынды басқару, кешенді қолдау әдісі, заттық дамытушы орта, мәнерлеу құралдары, ойын тәжірибесі.

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РАЗВИТИЕ ТВОРЧЕСКОГО ПОТЕНЦИАЛА ДЕТЕЙ СТАРШЕГО ДОШКОЛЬНОГО ВОЗРАСТА В ИГРОВОЙ ДЕЯТЕЛЬНОСТИ

Аннотация

В статье рассматриваются методики организации игровой деятельности в развитии креативного потенциала дошкольников. Основная цель исследования - определить значение методики организации игровой деятельности в развитии креативного потенциала старших дошкольников.

Изучены в научных трудах типичные ошибки, встречающиеся в практике детских садов, рассматривающих управление сюжетно-ролевыми играми как процесс поэтапного обучения детей сложным способам построения игр, нетрадиционные способы управления игровой деятельностью дошкольников, *метод комплексной* поддержки самостоятельных игр, его компоненты, методики управления режиссёрскими играми, группы методов, характерные для руководства творческими играми, использования их для воспитания ребенка и формирования детского коллектива.

Научная значимость работы состоит в анализе игровых методик, практическая значимость в представлении условий развития креативного потенциала старших дошкольников.

Для развития креативного потенциала используется игра, как основная деятельность старших дошкольников, и как эффективное средство развития. В процессе игры у ребенка развиваются духовные и физические силы, мышление, внимание, память, воображение, гибкость, способность к принятию самостоятельных решений, стремление находить новое, уникальное, творческое мышление и воображение. Для выполнения своей развивающей функции игра должна создаваться как самостоятельная деятельность детей с учетом закономерностей ее развития, должна выполняться поставленные перед ней задачи, она должна достигать намеченной цели с помощью методов и средств.

В статье обосновывается что креативный потенциал старших дошкольников имеет эффективные результаты тогда, когда оно осуществляется в соответствии с методикой организации игровой деятельности, также что цель развития креативного потенциала детей реализуется предоставлением им

свободы выбора в проведении детских игр, поддержанием их инициативы, развитием самостоятельности, чтобы игра приносила ребенку хорошее настроение и радость.

Кроме того, в ходе игры особое внимание уделялось деятельности педагога, который может успешно развивать креативность, если сумеет заинтересовать детей своими умениями, новаторскими и уникальными методами, уважительно относиться к их идеям, установить позитивное отношение.

Ключевые слова: креативный потенциал, игровая деятельность, старшие дошкольники, управление игрой, метод комплексной поддержки, предметно-развивающая среда, выразительные средства, игровой опыт.

Introduction. The basis for forming a creative personality capable of effectively solving various problems encountered in life in special ways is laid from childhood. In this regard, pre-school organizations have the task of developing the creative potential of the young generation.

In recent years, there has been a lot of talk about soft skills as the skills of the 21st century. Research results show that children who learn to communicate with their peers, share toys, play together, and help their friends in preschool organizations are more successful than children who have not mastered these skills.

Flexible skills, which are formed in childhood and improved throughout life, are of great importance in the development of the creative potential of adult children. Along with leadership qualities such as communication, critical thinking, emotional intelligence, self-organization, stress tolerance, self-reflection and the ability to manage people, teamwork, creativity is also a flexible skill.

In the model of development of preschool education and training, "The learning of playing together skills, labor activity skills, cleanliness, orderliness, organization, thinking, perception, drawing and other skills should be implemented in the form of games. The game is the main activity of the child and the main means of development" [1].

Therefore, for the development of creative potential, we use game activity, which, being the main activity of adult children, has become a powerful tool for development. During the game develop the child's spiritual and physical strength, thinking, attention, memory, imagination, flexibility, the ability to make independent decisions, the desire to find new, unique things, creative thinking and imagination.

In order to fulfill its developmental function, the game should be created as an independent activity of children taking into account the laws of its development, its tasks should be fulfilled, and it should achieve its intended goal using methods and tools. From this point of view, the topic of the article is relevant.

Issues of game organization and leadership were reflected in the works of scientists K.D. Ushinskyi, N.K. Krupskaya, R.I. Zhukovskaya, D.V. Mendzheritskaya, A.P. Usova, et al., gradual formation of playing methods were studied by N.Ya. Mykhaylenko, N.A. Korotkova, methods of complex support of amateur games occur in works of S.L. Novoselova, E.V. Zvorygina, N.F. Komarova, E.I.Kasatkina, three groups of methods for managing directorial games were developed and proposed by O.V. Solntseva, E.E. Kravtsova, I. A. Kirillova, managing creative games, raising a child, and forming a children's team were developed by V.Voronova.

The problem of children's play before school age in the country is studied by scientists T. Imanbekov, B.O. Arzanbaeva, A.K. Aitpaeva, U.T. Tolenova et al.

The purpose of the article is to determine the importance of the method of organizing game activities in the development of the creative potential of adult children.

Materials and methods. "In 1934, a new program approved by the People's Commissariat of Education and an instruction on the internal order of the kindergarten was published. For the first time in the program, attention was paid to the game, and a chapter entitled "Games-methodical instructions on the organization of games according to their content and age characteristics".

The advantage of the program is that a lot of attention was paid to the game as a means of developing thinking, imagination, abilities, the child's creativity, recognizing the world around him, and developing speech. The game is established as the main activity of a preschool child, and the program showed that it contributes to raising a healthy, cheerful child [2].

On the basis of the program, kindergartens were offered to lead children to play with various means, such as didactic, building-constructive, free, creative, stimulating games, toys, game materials.

Since the organization of the game strictly obeyed the program instructions, the games that appeared at the children's request were not used, which hindered the development of their creativity. But finding ways to control the game has been fruitful due to the special attention given to the control methods of games that represent the surrounding world.

Results and discussion. A.P. Usova points out that educators do not intervene in children's play and provide only external conditions as typical mistakes that occur in the practice of kindergartens, or on the contrary, they enter into the game inappropriately, do not consider the needs and interests of children, separate plots and roles for them and prevent free play [3, p. 87].

"...Life observations and special researches in recent years have shown that most preschool teachers have stereotypes of viewing game as a regulated process and not fully using its rich possibilities" [4].

Game is an independent activity in which children communicate with their peers for the first time. They are united by one goal, joint efforts to achieve it, common interest. Children choose and organize the game themselves. But at the same time, no other activity has such strict rules and conditions of behavior as here. Therefore, the game teaches children to subordinate their actions and games to a certain goal and helps them set goals [5].

The rules of the game established by mutual agreement of the children, the conditionality of the behavior to be observed do not mean any restrictive measures for them. Therefore, it is possible to make full use of the possibilities of the game by letting children play freely on their own, giving them the choice of the game they want, its network, content, and tools.

Scientists N.A. Korotkova, N.Ya. Mykhailenko, considering the management of the online role-playing game as a process of gradually teaching children the complex ways of creating a game, offers the following methods:

- a series of material-game activities in which children imitate real material activities using appropriate objects and toys;

- role-playing behavior in which the child imitates the character's actions using speech and objects;

- building a network that transforms individual elements of the network into a coherent story.

N.Ya. Mykhaylenko, N.A. Korotkova formulated the following principles of organizing story games in preschool organizations:

1. The teacher should play with the children. At the same time, it is seen from the point of view of an emotional partner who knows how to have fun, the child feels equal with him, outside of evaluation, and shows initiative.

2. The teacher should play with children throughout the preschool period, but at each stage children should be used in such a way that they immediately find and master a new, complex way of creating a game.

3. In each stage of childhood from infancy to school age, in the formation of game skills, it is necessary to direct the child to perform game actions and to explain its meaning to his partners, i.e. adults or peers.

4. The pedagogical process of game organization at each age should be divided into two parts, including the formation of game skills in the teacher's joint game with children and the moments of creating conditions for children to play independently.

In addition, N.Ya. Mykhaylenko, N.A. Korotkova wrote about non-traditional ways of managing play activities of preschool children. Researchers believe that pre-school adulthood is the heyday of imaginative play. Its value shows that during the game, the child creates a new plot with a clear plan, a special creative activity. The game is often played around a fictional character, that is, a toy, fairy tale, cartoon character. Images created by imagination are formed by means of expression, such as features of speech, movement, gestures, expressive scenes [6, pp.13-17].

S.L. Novoselova, E.V. Zvorygina, N.F. Komarova proposed a method of complex support of self-action games. The method consists of 4 components as follows.

1. Enriching children's experience and knowledge, expanding their understanding of the environment;

S.L. Novoselova "Play is a child's practical (i.e. in action) reflection on the reality surrounding him." Let me give you an example, a child is playing with different toys, and if you take away his toys, he may continue playing because he is playing with his image of the world, his knowledge of this world, his real life experience in its various manifestations. On the contrary, if you give a child a pile of toys, but the child cannot play without knowing exactly what to do with them because there is no experience. So, if we want children to play, we must ask ourselves "what are they playing with?" The essence of the game is that it allows you to act without real life (books, movies, adult stories, etc.).

2. Enriching game experience (formation of game actions, methods of game implementation);

Passing the child through the game stages depends on the age. It is a purposeful formation of the game, or rather, the game ways of action, in order to discover and master a new, complex way of creating it each time.

Adult children's games should not be allowed to go unplanned, because they often need help in organizing the game, complicating and developing the plot. It is not possible to speed up events by introducing new games, "let children play". This term applies not only to preschool age, but also to each specific game. Each child has his

own pace of mastering certain content, experiencing events, mastering skills in various games. A physical gaming environment is needed to realize the gaming experience.

3. Creation of material development environment;

The material developmental environment is a system of material objects of the child's activity that functionally models the content of the development of his spiritual and physical appearance. An enriched environment presupposes the unity of social and natural means of ensuring comprehensive activity of the child. The main elements of the physical environment include architectural, landscape and natural-ecological objects, art studios, playgrounds and sports fields and their equipment: large-sized, child-sized constructions, thematic toys, instruction sets, audiovisual and informational tools for teaching and education.

4. Active communication between adults and children

It is better to ask leading questions that help children set and solve new game tasks [7].

O. V. Solntseva, E. E. Kravtsova, I. A. Kirillova created a methodology for directing games.

Directed games are games in which the child divides several toys into roles, acts on behalf of each one, controls the overall action at that moment, and keeps himself out of the playing situation. How important are these games for preschoolers? The role of any game in the development of a child is determined by its characteristics.

A characteristic feature of director's games is the diversity of its themes. In joint games, the topic should be common, familiar to several children, close, and this area "intersection of interests" will be narrowed from the area of knowledge of an individual child [8, p. 42].

V. Voronova offers three groups of methods that can be used to manage creative (role-playing) games and to educate a child, to form a children's team.

The peculiarity of these methods is their interrelationship and coordination in their organization. They have an effective impact as a form of organizing the meaningful life of children in kindergarten and become a means of game development if the educator uses them skillfully, is genuinely interested in children's games, and strives to carefully and lovingly manage the mental, moral, aesthetic and labor education of each child.

1. Methods of organization and management of game activities aimed at the development of children's collective

- Show the future image of attractive and interesting activity to children;
- Show how to play a leading role of the teacher and regulate the interaction of the players in the game;
- Provide assistance in defining and modernizing the rules and norms of collective relations when performing the role for a long time;

- To train children to organize the game independently and to develop the ability to coordinate the network of the game by explaining, approving, praising, trusting, advising on the possibility of choosing materials for the game; talk about the progress of the game, summarize; positive assessment of children's suggestions, making homemade toys;

- By studying and revealing the best and positive sides of certain characters, reproducing and discovering their behavior, habits, skills, taking into account the capabilities, interests, and wishes of each child, assigning tasks to divide the roles, improve the individual and the role independently, and complete it to the end, learn to independently allocate roles, giving advice on delivery;

- To explain the meaning of the concepts of "good", "bad", "goodness", "badness" in the game situation related to the implementation of the content of the game, fulfillment of the role and rules.

- Formation of game traditions.

2. Methods of developing the content of creative games and children's communication on the basis of the relationship between education and play:

- Excursions;
- Organization of meetings with various specialists;
- Emotionally expressive reading of fiction that shows the collective work of adults and the bravery of modern life;

- Educator's story with illustrative materials about work and relationships of adults;

- Teacher's story based on specially selected photos, paintings about current events happening in the country.

- Compose stories on certain topics related to environmental control.

- Personal interviews to clarify children's thoughts and knowledge about modern events, what is good and what is bad;

- Acting out individual literary works using toys with the participation of children;

- Use of puppet theater characters to conduct ethical conversations, dramatize literary works about friendship, camaraderie.

3. Methods of development of game content based on the interrelationship between play and work:

- Teach children the skills and abilities of assembly from building materials;
- Providing assistance in the development of constructing creativity;
- Teaching methods of collective construction;
- Teach children to make toys from different materials (cardboard, thick paper, wood, plywood, boxes, cones, nuts, etc.);
- Learning to make toys with your own hands for games that children are interested in [9, p. 34].

N.Ya. Mykhaylenko, N.A. Korotkova write that in the organization of story games in pre-school organizations, it is shown how the educator can play with children in a friendly relationship, playing on an equal footing, form game skills, create conditions for children to play independently, use speech features, movement, gestures, vivid expressions.

According to S.L. Novoselova, E.V. Zvorygina, N.F. Komarova's method of comprehensive support, the problems of enriching children's play experience and knowledge, expanding their understanding of the environment, creating a material development environment, and establishing an active relationship between children and adults are still relevant today. Because the more experiences a child has, the richer his imagination will be.

According to the methodology of O. V. Solntseva, E. E. Kravtsova, I. A. Kirillova, the role of the game in the development of the child should be determined according to its features, for example, by the variety of themes of director's games.

V. Voronova, studying the methods of managing creative games and raising children, forming a children's team, writes that if the game is connected with other types of activity (education, work), then the pedagogical possibilities of the game will increase.

After considering the works of the above-mentioned scientists, we noticed that the development of creative potential of adult children gives effective results when the activity of the game is organized in accordance with the methods of organization.

We were able to find out that the goal of developing children's creative potential is realized if the main priority is to give children freedom of choice, support their initiative, develop their independence, and make the game bring good mood and joy to the child.

Conclusion. According to L. S. Vygotsky, the activity of the child's imagination in a fictional situation, the creation of voluntary intentions, the creation of a life plan, voluntary motives - all this arises in the game, puts it at the highest level of development, raises it to the crest of the wave, along with the entire depth of the waves, but relatively It turns into the "ninth shaft" of a child of preschool age, which rises slowly" [10].

Therefore, as an incomparable tool for the development of children of preschool age, it is important to pay great attention to the game, to transform the forms and methods of its organization, to search for new methods, to use the game in connection with other types of children's activities, to enrich the game experience and knowledge, to set game tasks and to solve. By improving the method of organizing game activities, there is a great opportunity to achieve the goal of developing children's creative potential.

In order to develop the creative potential of adult children, according to the methods of organizing game activities, the following conditions must be fulfilled:

- Scientific organization of children's game activities;
- The teacher's skill in organizing and leading the game, using new methods along with traditional methods;
- During the game, friendly relations between the teacher and the children, the emotional comfort of the child;
- Creation of the material and developmental environment in the preschool organization according to the requirements;
- Ensuring the child's freedom of choice and independent actions in the game;

The development of creativity will be successful if the teacher is able to interest children with his skills, innovative and unique methods, treat their thoughts with respect, and establish a positive relationship during the game.

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