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## Using types of games to develop the creative potential of senior preschool children

The article considers the use of Game forms to develop the creative potential of preschool children. Data on scientists who have studied the problems of creativity and the development of creativity are presented. Scientific definitions of the concept of creativity are given. It describes the manifestation of the problem of developing the creative potential of preschool children in the "model of development of preschool education and training". The importance of the game in the development of creative potential was touched upon and the analysis of the types of games used was carried out. The classification of children's games, the requirements for the organization to increase the effectiveness of the game and achieve good results, its features are differentiated. Among the creative games, focusing on the types of plot-role, theatrical, dramatic, directing, construction and constructive games, pre-game preparations, their content, main differences, tools used, genres are presented. Creative games greatly contribute to the development of creative potential of preschool children, helping them to develop memory, perception, attention, observation, imagination, figurative thinking, to abandon conventional thinking, to learn to use unusual methods, to make bold decisions. The article gives examples of practical creative games. The purpose of the games is specified, the course of the games is described, and the prospects for future research are predicted.

*Keywords:* creativity, potential, play, preschool children, types of games, game features, plot-role, theatrical, dramatization, directing, construction and constructive games.

### Introduction

One of the highest competencies, which includes the basic skills system of the "4K" model, developed by the world — famous Company "Partnership for 21st Century Skills" in the latest scientific research, is creativity. Creativity is the ability of a person to innovate, think creatively, and develop new ideas. This is an opportunity to quickly come up with unusual ideas to solve difficult problems using the available tools. In a broad sense, it means the ability to go beyond the established principles and create something new, build texts, descriptions, concepts, and strategies from scratch [1].

The problem of developing the creative potential of preschool children as one of the skills of the 21st century is also reflected in the "model of development of preschool education and training" adopted by the Government of the Republic of Kazakhstan on March 15, 2021.

The implementation of the model will allow children to ensure physical well-being, social and emotional competence, cognitive and communication skills, high internal motivation for cognition and research, initiative, independence and responsibility, development of critical thinking, care for themselves and others, the ability to make conscious choices independently, work in a team, creativity and psychological and pedagogical support [2, 4-52].

A person is not able to creatively approach the situation that has arisen when it is necessary to make a non-standard decision. In order not to be afraid of new, unconventional things, it is necessary to develop creative thinking from childhood. Interesting games can be an effective tool for developing the creative potential of preschool children.

The game satisfies the biological and psychological needs of children and contributes to their mental, emotional, social and moral development. Different roles in the games, although the product of a child's fantasy, allow the child to gain personal experience of good and bad, about what is positive and what is not in behavior. Games are an important form of entertainment for children and adults, through which children organize independently and they have special educational significance. They are a powerful tool for education because through games children acquire knowledge, enrich their experience, and develop skills and habits [3].

The game helps to raise the mood of children, create a comfortable atmosphere in the social environment, reveal their hidden abilities, learn from their mistakes, develop their imagination and creativity.

*Literature review*

Problems of creativity, development of creativity were studied by scientists such as F. Barron, J. Guilford, R. Stenberg, P. Torrance, K. Taylor, G.S. Altshuller, D.B. Bogoyavlenskaya, L.S. Vygotsky, V.V. Davydov, D.B. Elkonin, G.S. Kostyuk, A.M. Matyushkin, V.A. Molyako, Y.A. Ponomarev, V.V. Rybalka and others.

The problem of developing children's creative abilities through play activities has been considered in many studies as the leading activity of preschool age. Bondarenko A.K., Voronova V.Y. the importance of the game in the development of the child's mind, Zhukovskaya R.I., Menzheritskaya D.V., Markova T.A. education of the child through play, Flerina E.A. made the object of research is the development of the child through play and toys.

Ethnographer-scientist of the Kazakh people Sh.Ualikhanov, educator-teacher Y. Altynsarin, Kazakh intellectuals A. Baitursynov, Zh.Aimautov, M. Dulatov, N. Kulzhanova, M. Zhumabayev and others noted the special importance of the game in the development of creative imagination, abilities, language of the child [4, 143].

Kazakh scientists B. Totenayev considered Kazakh National Games, Sagyndykov E.S. — use of National Games in educational work, Tanekeyev M., Burkitbayev A., Balgimbayev M. — national sports games, Arzanbayeva B.O. — professional value orientation in preschool children's game activities, Aitpayeva A.K. considered Kazakh folk games as a means of educating primary school students.

*The purpose of the article* is to justify the effectiveness of using game forms for developing the creative potential of preschool children.

*Main part*

In the philosophical encyclopedic dictionary, the concept of "creativity" refers to the ability or ability to create something new in one way or another. For example, a new solution to a problem, a new method or tool, a new work of art, etc [5, 225].

J. Guilford defines creative potential as a set of abilities and behavioral characteristics that contribute to successful thinking [6, 33].

Mastering the skills of playing together, working skills, cleanliness, discipline, organization, thinking, perception, drawing and other skills should be implemented in the form of a game. Play is the main activity of the child and the main means of development [3, 3-26].

"The game is a complex socio-cultural phenomenon, the inseparable life of a person, which accompanies him from birth to the end of his life" — points out many researchers in various fields of human science (N.P. Anikeeva, L.S. Vygotsky, D.B. Elkonin, etc.) [7, 114].

The famous Soviet teacher N.K. Krupskaya believes that the game for children is both a way to learn, work, and percept about the world around them. In the course of the game, the child learns the shape, color, properties of objects, gets acquainted with the animal and plant world..... In the course of the game, the child learns to overcome difficulties, learns to recognize the surrounding phenomena and objects, and looks for ways out of the situations that arise.

The teacher believed that it is necessary to give freedom to the initiative and creativity of children. In addition, he pointed out that "games cannot be modeled". The teacher's opinion on the content of independent games should not be subjected to rape [8, 421].

L.S. Vygotsky attributes the emergence of the final thought in the child to the transition of the child to creative activity. "In childhood, a child comes to mind from action, preschool children develop the ability to move from thinking to action, to realize their own thoughts. This is observed in all actions, first of all in the game. The origin of thought depends on the development of creative imagination." [9, 432-433].

N. Kulzhanova, the founder of preschool pedagogy in the country, said: "the game grows the child's imagination. The ability to play means learning to think", "a child needs a game. The most meaningful, useful school is an interesting game. In the game, the child imitates what he sees, strengthens and consolidates what he has learned", she especially appreciated the activities of the game in the upbringing of preschool children [10].

In the game, the child develops a desire to change the surrounding reality, the ability to create new ones. The child connects real and imaginary phenomena in the plot of the game, familiar objects with new properties and functions (for example, a chair — space rocket). The result of these processes will be the development of imagination and creativity of the child [7, 21].

Games that develop the creative potential of preschool children include all the forms that contribute to the development of the child's intuition, perception, thinking, speech, memory, thinking and imagination.

In the Table below, we present the classification of children's games by researchers.

Table 1

Classification table of children's games

Author	Classification	Source
F. Freebel	developing thinking-mind games; developing external sensory organs — sensory games; motor games that develop movement.	Kozlova S. A., Kulikova T.A. Pre-school pedagogy: Textbook for students. am. ped. ed. institutions. — 3rd ed., corrected. and add. — M.: Publishing center "Academy", 2001. — 416 p.
K. Gross	1) "games with simple functions" — movement, mental, sensory, developmental 2) "games with special functions" — game-exercises for improving Instinct — family games, hunting games, etc.	Kozlova S. A., Kulikova T.A. Pre-school pedagogy: Textbook for students. am. ped. ed. institutions. — 3rd ed., corrected. and add. — M.: Publishing center "Academy", 2001. — 416 p.
J. Piaget	Game-exercises (up to 1 year); Symbol games (from 2 to 4 years old); Games with rules (from 4 to 7 years).	Piaget J. Psychology of intelligence / J. Piaget. — St. Petersburg: Peter, 2003. — 192 p.
F. Lesgaft	-imitation — original creative games; - motion games (games with rules).	Chirkova E.V. Game activity of preschoolers: Educational and methodical manual. — Astrakhan: OAOU SPO "Astrakhan Socio-pedagogical College", 2015. — 76 p.
N.K. Krupskaya	-creative games invented by children themselves; - games invented by adults are games with rules. Creative games also have rules that regulate them, define roles, and describe interactions. Children's creativity takes place in games with rules.	Chirkova E.V. Game activity of preschoolers: Educational and methodical manual. — Astrakhan: OAOU SPO "Astrakhan Socio-pedagogical College", 2015. — 76 p.
A.V. Zaporozhets, A.P. Usova	- creative games. They do not have a given content and open rules, everything is "done" by the children themselves (plot, story-role-playing, dramatic games, Construction games); - rules of games (gesture games, didactic games).	Usova A.P. The role of play in the upbringing of children. Edited by A.V. Zaporozhets. M., "Enlightenment", 1976.96 p.
S.L. Novoselova	1. games caused by the initiative of children. a) story Games (Story-visual; story-role-playing; directorial; theatrical.) b) game-experiment (interaction with natural objects; people, with special toys for experiments.) 2. games caused by the desire of adults: a) educational games (autodidactic; subject; story-didactic; mobile; musical; educational-subject games.) b) leisure games (intellectual; game-fun; theatrical; festive-carnival; computer.) 3. games from the historically established traditions of ethnic groups a) ritual games (cult; family; seasonal.) b) training (intellectual; sensomotor;) c) games in your free time (quiet games; tempting, exciting games.)	Novoselova S.L., Zvorygina E.V. The developing function of the game and the issues of its management at an early age. // In the book: Pedagogical and psychological problems of the management of the preschool child's game. M.: Research Institute of the APN of the USSR, 1979. — pp. 38-45
A.M. Novikov D.A. Novikov	-regulations; - without rules, - plot-role-playing game; - improvised.	Novikov A.M., Novikov D.A. Methodology. — M.: SYNTEG— — 663 p.
P.G. Samorukova	1. creative games (story-role, construction-structural, dramatization, theatrical, directorial) 2. regular games (didactic, mobile, musical, fun games, etc.)	Aralbayeva R.K. Preschool pedagogy...textbook — Almaty: Association of higher educational institutions, 2012.

Considering the classification of children's games in the Table above, we can see that most researchers (F. Lesgaft, N.K. Krupskaya, A.V. Zaporozhets, A.P. Usova, S.L. Novoselova, P.G. Samorukova) individually group creative games.

Creative games are classified by content (depicting everyday life, adult work, events in public life), organization, number of participants (individual, group, collective), type (games in which the storyline is invented by children themselves, dramatization games—playing fairy tales and stories, construction games).

Although creative games are diverse, they have something in common: the theme of the game is chosen by children themselves, its network is developed independently, and the necessary toys are selected independently. All this is done under the guidance of adults, aimed at stimulating initiative, activity, and developing creative imagination, while preserving children's independent actions [11, 14].

Through creative games, there is an important and complex process of mastering knowledge that activates the child's mental abilities, imagination, attention, and memory. Playing roles, depicting certain events, children think about them, connect different phenomena with each other. They learn to solve game tasks on their own, find the best way to implement what they think, apply their knowledge, and express their thoughts in words [11, 16].

Among the creative games of preschool-age children, the most often played are story-based role-playing games. The importance of story-based role-playing games for the comprehensive development of children is very great.

The developmental significance of story-based role-playing games is diverse. In the game, the child learns about the world around him, develops thinking, operations, feelings, will, forms relationships with peers, builds self-esteem and self-consciousness.

«...story-role-playing game is the leading activity of a preschooler. It forms the main fund of preschool children's games. This type of creative play of children is characterized by all the features of games as an activity. A distinctive feature of the story-role-playing game is the presence of imaginary situations in which the main idea of the game is fulfilled» [7, 135].

L.S. Vygotsky, A.N. Leontiev, D.B. Elkonin, L.A. Wenger, V.V. Davydov, Y.L. Kolominsky, S.L. Novoselova determined the importance of story-role-playing in the mental development of a child, the development of the motivational and demand sphere, its place in the activity of consciousness, in the formation of ideas about objects and phenomena in life.

Playing activity development at each stage of the preschool age cannot be effective unless there is purposeful adult guidance. Without an educator's guidance preschool children's role-playing game can develop spontaneously, some game components such as role and playing actions as well as creativity will not be formed, and the game will lose its potentialities for preschool children development. Game guidance is a whole set of methods and techniques directed to particular children games organization and their playing skills acquisition that call for an adult's direct involvement in the game [12].

A free story game is the most attractive activity for preschoolers. Its attractiveness is explained by the child's sense of inner subjective freedom, subordination of things, actions, and relationships, which is given with difficulty in productive activity in practice.

This state of inner freedom is associated with the specifics of the plot game, that is, with its actions in the imagination, in conditional situations. The story game does not require a specific, serious product from the child, in which everything is done "as it goes". Even if a child cannot nail real nails in life, he can nail imaginary nails with a toy hammer, even if he is far from the profession of an adult in life, he can "treat" dolls and animals as a "doctor", get into exciting moments, events that he has never experienced in life, and repeat "events" that he has not managed to show himself as he wants. Such possibilities of story play expand the child's world of experience, create inner emotional comfort.

But in addition to this momentary "all-around" feeling of emotional comfort, the story game, with its distinctive long-term effect, occupies a huge place in the mental development of the child. Psychologists and teachers have found that the game develops primarily imagination, imaginative thinking [13, 8-9].

The next group of creative games — theatrical games.

Theatrical games differ in their emotional impact due to the leading ways in which the theme and plot are played. In this case, all theatrical games are divided into two large groups, directorial and dramatic. Dramatization games include games based on the actions of the performer of the role (adult or child) using Puppet or finger theater, as well as costume elements. Directorial games include tabletop, shadow theater, and flanelograph theater. In the director's game, the child acts as a toy hero, and he himself plays the role of both a screenwriter and a director, directing toys or replacing them [14].

From an adult age, children are recommended to master such types of theaters that require, first of all, the skills of playing dolls, namely Reed, puppet, Petrushka, clown theater, etc. Children can immediately participate in dramatic games based on familiar literary and musical works without special training. Children are happy to start preparing specially written plays based on new literary and musical works, dramatization games for scenarios of theatrical performances. Children can independently come up with theatrical sketches and conduct them all together. At this age, children are introduced to such genres as drama, music, puppet theater, animals, clown theater, etc [15, 19].

Dramatizing games are not familiar to teachers. Dramatization is well known in kindergarten, because no holiday can pass without it. Children try to prepare for it, and then perform it to the extent of their acting talents. And the peculiarity of dramatizing games is that children do not prepare for the performance in advance, do not put on a performance, but only play the show. In such a game, the scene itself is created. There is no need for costumes or scenery, the main difference between such games from a pre-prepared scene is naturalness and improvisation [16, 14].

Directorial games are a type of story games, the peculiarity of which is that the child organizes the action from the outside, builds and develops the plot, as a director, controls and sounds toys. Psychologically, directorial games can be called "Fantasy in action".

"director's games...it still involves inventing a plot that combines different things, and is also presented in a material form, in which all the roles are played by one child. However, the plots become more complex, the subject image often gives way to the original literary creativity of children, sometimes acting only as a starting mechanism, sometimes it is difficult to separate the roles, since the child accompanies all the actions with words, sometimes replacing them with speech [17, 48].

In the preschool period, this type of game summarizes some of the results of the development of imagination, first of all, gives the child the opportunity to act from an internal position. At the same time, the inner position of the child is strengthened in the director's game, gaining strength, does not require experience and help with material support. He goes forward with the help of the director's game and occupies a central place in his imagination. All this qualitatively changes the imagination. A child with a high level of imagination can not only understand what he has done, but also pay attention to what other people have done, and study not only meaningless things or something unfamiliar, but also things that are well known to him [17, 49].

Such scientists as O.V. Solntseva, E.E. Kravtsova, I.A. Kirillova have developed a methodology for directing directorial games.

Directorial games are usually referred to as games in which the child, dividing several toys into roles, acts on behalf of each of them and at that moment manages the overall action and keeps himself out of the situation being played. Why are these games important for preschoolers? The role of any game in the development of a child is determined by its characteristics.

The characteristic feature of directorial games lies in the variety of its themes. In joint games, the topic should be common, familiar to several children, close, and this area "intersection of interests" will be a narrowing of the area of knowledge of an individual child [18, 68].

«...such features of directorial games not only contribute to the formation of intellectual, creative initiative of preschool children, but also give them the opportunity to think separately, that is, abstract creative thinking about the actual truth and knowledge of the world in the same area, at the same time, for the child [18, 70].

Preschoolers increase the vocabulary by memorizing the words of the characters of the play in theatrical games, learn to move flexibly, create mini-fairy tales and stories on their own, get acquainted with the basics of theatrical art, develop memory, attention, observation, imagination, imaginative thinking.

One of the special types of creative games is construction and structural games. We can see their creative nature in the free development of the course of the game, solving the problem in various ways, and the high interest of children.

This type of game was studied by such scientists as V.G. Nechaeva, E.I. Korzakova, Z.V. Lishtvan, A.N. Davidchuk, L.A. Paramonova. The content of construction and structural games reflects the environment of various buildings, construction objects, professions and types of activities related to them. In most cases, children use the construction objects they have built, continue them in story-role-playing games, and sometimes finish the construction.

The following types of materials are used for construction and structural games:

- specially designed (floor, table building materials, kits, components).
- natural materials (sand, snow, clay, stones).
- auxiliary materials (boards, crates, boxes, etc.).

The researchers considered the compilation into 5 types.

1) when designing according to the model, children develop various skills, learn general methods of actions, the sequence of actions performed, and recognize the constructive possibilities of building materials.

2) when compiling on a topic, the task is creatively implemented, but its solution is limited to the topic. For example, an adult group is given topics such as military or construction equipment, residential buildings of people in the city, museums, theaters, and so on.

3) a complex form of self-construction, the child sets goals, plans, chooses the material, implements his own thoughts.

4) drawing up a contract includes great opportunities for the child's development. Children should be able to design a particular object, a building at the same time. Certain criteria are given, and the child determines it independently. According to N.N. Poddyakov, L.A. Paramonova, who studied this problem, the action of thinking affects the formation of a generalized concept.

5) "construction according to the model" developed by A.R. Luria. The child is offered a model of a building with hidden drawings of the component elements of the structure. First, it analyzes the pattern, and then selects the necessary shapes to recreate. Thus, the child begins to learn to combine mentally.

The content of games played using building material is the creation, reproduction of the surrounding reality with the help of various materials. The fact that building and structural games contribute to the development of creativity, thinking, spatial imagination of the child on the basis of building activities is proven in the research of scientists N.N. Poddyakov, L.A. Paramonova and others.

Construction and structural games develop fine motor skills of the hands, eye size, when building a structure, all analyzers (tactile, visual, motor, etc.) are activated, which, accordingly, ensures the physical development of children.

Construction and structural games are an opportunity to show creativity, which is observed in creating a completely new product based on previously acquired knowledge. The new product is a variety of buildings, furniture that uses parts of building materials in different versions, site structures, etc [19, 55].

Below we will give an example of creative games used in preschool organizations.

#### *Story-role-playing game "fashion salon"*

Goal: to give children an idea of the "fashion salon", to promote ingenuity, the development of creative imagination, to foster beauty, neatness, and the ability to dress with taste.

Necessary items: children's suits, shirts, ties, scarves, types of headscarves, bags, belts, glasses, etc.

Game progress: children play in groups, serve the customer who comes to them. According to the requirements of the consumer, one of them is a fashion model that is worn on stage, the other is in everyday life, and the third is clothing related to the profession. The choice of style will be provided. One of the children is a fashion designer, the other is a seamstress, assistant, appraiser, etc.

"Whose clothes did you like?" "What did you like?" "Whose clothes were harmonious?" "What color was suitable for whom?" At the end, the children evaluate the chosen clothes, asking questions, etc.

#### *Director's game "Zoo"*

Goal: to teach children to understand sign language, to think, to develop communication skills, to foster freedom and flexibility of movement.

Game progress: the group is divided into two teams. One shows the behavior, movements, and gait of various animals. The second team, as spectators, finds the names of the animals, while watching them, "takes pictures", praises them. When you find the names of all the animals, the teams change roles.

Children can also be given the opportunity to draw animal gestures and movements, and help them if necessary.

#### *Construction game "Beautiful city"*

Goal: to teach children the ability to plan, conduct construction on the basis of a plan in a certain sequence, improve thinking skills, and foster the ability to work in a team.

Necessary tools: construction modules, construction clothing, helmets, toy trucks, cranes, etc.

Course of the game: preparatory work should be carried out before the game. Children can be offered a ready-made drawing or draw up a plan for themselves. Children dressed in construction clothes deliver the necessary things to the assembly site by trucks. According to the plan, a school, kindergarten, medical center,

shop, bridge, roads will be placed, and a "beautiful city" will be built. It is possible to make an entrance gate of the city, replace these buildings with other institutions at the request of children, and name the cities built.

### *Conclusion and prospects for further research*

Due to the fact that creativity is one of the main skills of the 21st century, the problem of developing the creative potential of preschool children is currently relevant. Support for the development of creativity in the implementation of the "model of development of preschool education and training", adopted by the Government of the Republic of Kazakhstan on March 15, 2021, is one of the most important issues. The role of the game in the development of the creative potential of preschool children depends on the main activity in the child's life.

Rich in content, transformable, creative games have a huge impact on the development of creative potential of preschool children, helping them to develop memory, perception, attention, observation, imagination, imaginative thinking, abandon habitual thinking, learn to use unusual methods, make bold decisions.

Creative games are actively used in preschool organizations when working with children. The perspective of the study will be the analysis of didactic games.

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### Мектепке дейінгі ересек жастағы балалардың креативтік әлеуетін дамыту үшін ойын түрлерін қолдану

Мақалада мектепке дейінгі ересек жастағы балалардың креативтік әлеуетін дамыту үшін ойын түрлерін қолдану мәселесі қарастырылған. Креативтілік, шығармашылықты дамыту мәселелерін зерттеген ғалымдар туралы деректер келтірілген. Креативтілік ұғымының ғылыми анықтамалары берілген. Мектепке дейінгі ересек жастағы балалардың креативтік әлеуетін дамыту мәселесінің «Мектепке дейінгі тәрбиелеу мен оқытуды дамыту моделінде» көрініс табуы сипатталған. Креативтік әлеуетті дамытудағы ойынның маңызына тоқталған және пайдаланылатын ойын түрлеріне талдау жасалған. Балалар ойынының жіктелуін, ойынның тиімділігін арттырып, жақсы нәтижеге жеткізу үшін ұйымдастыруға қойылатын талаптарды, оның ерекшеліктерін саралаған. Шығармашылық ойындардың ішіндегі сюжетті-рөлдік, театрландырылған, драмалық, режиссерлік, құрылыстық-конструктивтік ойындар түрлеріне жеке тоқталып, ойын алдындағы дайындық жұмыстарының жүргізілуі, олардың мазмұны, негізгі айырмашылықтары, қолданылатын құралдары, жанрларымен таныстырылған. Сонымен қатар шығармашылық ойындар мектепке дейінгі ересек жастағы балалардың есте сақтау, қабылдау, зейін аудару, байқампаздық, қиялдау, бейнелі ойлауын дамытып, дағдылы ойлаудан бас тартып, әдеттен тыс әдістерді қолдануға, батыл шешімдер қабылдауға үйренуге көмектесе отырып, креативтік әлеуетінің дамуына зор ықпал етеді. Мақалада тәжірибе жүзінде қолданылатын шығармашылық ойын түрлеріне мысал келтірілген. Ойындардың мақсаты нақтыланып, жүргізілу барысы баяндалған, келешек зерттеу перспективасына болжам жасалған.

*Кілт сөздер:* креативтілік, әлеует, ойын, мектепке дейінгі ересек жастағы балалар, ойын түрлері, ойынның ерекшеліктері, сюжеттік-рөлдік, театрландырылған, драмалық, режиссерлік, құрылыстық-конструктивтік ойындар.

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### Использование видов игр для развития креативного потенциала детей старшего дошкольного возраста

В статье рассмотрено использование видов игр для развития креативного потенциала детей старшего дошкольного возраста. Приведены данные об ученых, изучавших вопросы креативности, развития творчества. Даны научные определения понятия креативности. Описано отражение проблемы развития креативного потенциала детей старшего дошкольного возраста в «Модели развития дошкольного воспитания и обучения». Подчеркнута важность игры в развитии креативного потенциала и проанализированы типы используемых игр. Приведены классификация детских игр, требования к организации для повышения эффективности игры и достижения хороших результатов; рассмотрены особенности игр. Среди творческих игр отдельно были выделены сюжетно-ролевые, театрализованные, драматизированные, режиссерские, строительно-конструктивные игры; представлены жанры, их содержание, основные отличия, используемые средства; проведена предыгровая подготовительная работа. Творческие игры во многом способствуют развитию креативного потенциала детей старшего дошкольного возраста, помогая им развить память, восприятие, внимание, наблюдательность, воображение, образное мышление, отказаться от условного мышления, научиться использовать необычные методы, принимать смелые решения. В статье приведены примеры творческих видов игр, используемых на практике. Уточнена цель, и изложен ход проведения игр, сделан прогноз на перспективу дальнейших исследований.

*Ключевые слова:* креативность, потенциал, игра, дети старшего дошкольного возраста, виды игр, особенности игр, сюжетно-ролевые, театрализованные, драматизированные, режиссерские, строительно-конструктивные игры.

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