

The use of modern technologies in the development of preschool children's speech

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Abstract. the article indicates the need for a proper approach to the development of preschool children's speech using modern gaming technologies. The author of the article strongly emphasizes that the formation of grammatically correct, lexically rich and phonetically pure speech in children is one of the most important tasks in the general system of upbringing and education of a child.

Key words: *speech development of preschoolers, modern gaming technologies, speech development in kindergarten, formation of correct speech.*

Introduction

Speech is a social phenomenon and serves as a means of communication between people with each other. Correct speech is one of the indicators of a child's readiness to study at school. Work on the formation of correct speech should begin already at the average preschool age (4-5 years). Currently, game technologies are widely used in preschool education for the development of children's speech. This choice is not accidental, since the game is the leading activity of preschoolers.

In the work on speech development of preschoolers, the use of game technologies optimizes the corrective effect, makes the learning process more interesting and entertaining for children. A game is a type of activity in situations aimed at recreating and assimilating social experience, in which self-management of behavior develops and improves.

Gaming activities perform the following functions: entertainment; self-realization in the game as a testing ground for human practice; game therapy; communicative; diagnostic; correctional; interethnic communication and socialization.

The concept of "modern game technologies in the development of speech" includes a fairly extensive group of methods and techniques for organizing the pedagogical process in the form of various pedagogical games: didactic game; theatrical games; finger games; game techniques for memorizing poems; game techniques for the development of sound culture of speech.

Didactic play is the main type of games and is a verbose, complex, pedagogical phenomenon; it is both a game method of teaching preschool children, and a form of teaching children, and independent play activities, and a means of comprehensive education of a child.

There are the following types of didactic games: games with objects (toys); board-printed games; word games.

In practice, all the tasks of speech development of preschool children can be realized on the basis of a theatrical game. In dramatization games, the child performs the role as an "artist" on his own, creates an image with the help of a complex by means of verbal and non-verbal expressiveness. Types of dramatization are: games-imitations of images of animals, people, literary characters; role-playing dialogues based on works; staging performances based on one or more works; improvisation games with acting out the plot without prior preparation.

In the director's game, "artists" are toys or their substitutes, and the child, organizing activities as a "screenwriter" and "director", manages the "artists". Voicing the "heroes" and commenting on the plot, he uses various means of expression.

Finger games are a great way to switch children to another type of activity. And speaking poetry at the same time with movements makes children's speech more rhythmic, loud, clear and emotional.

When memorizing a poem, it is effective to use game techniques: writing, (cinquain), fairy tale therapy (children composing fairy tales). Reciting a poem, children imitate the plot with the help of words, facial expressions, gestures. When learning nursery rhymes, jokes, and poems, children learn not only to pronounce sounds correctly, but also to depict the movements of actors.

Fellow teachers note that older preschoolers often have speech disorders, poor vocabulary, children do not know how to make a story from a picture, retell what they read. It is difficult for them to memorize a poem. Making a cinquain is one way to partially solve these problems. Cinquaines are often used by modern teachers for kindergarten and school lessons. Already at preschool age, children can be taught to make up cinquaines in the form of a game.

Cinquain is a French pentameter, similar to Japanese poems. Cinquain helps to replenish vocabulary, find and highlight the main idea in a large amount of information. Writing cinquain helps to develop speech and thinking.

Writing fairy tales is a favorite activity of preschoolers: "Salad of fairy tales" (mixing different fairy tales); "What happens if ...?" (the plot is set by the teacher); "Changing the character of the characters" (a fairy tale in a new way)...

The clear pronunciation of pure phrases and tongue twisters develops the sound culture of speech. Children pronounce pure phrases by changing the strength of their voice, i.e. softly, louder, loudly; and changing intonation: surprised, questioning, scared).

Games and exercises for pronouncing sibilant sounds can be performed after looking at the pictures. For example, the pictures "Hedgehog and hedgehog" an adult offers to perform a number of tasks: clearly pronounce phrases with the sounds "sh" and "zh" ("Sha-sha-sha - we bathe the baby; shoo-shoo-I'll give the mushroom to the baby; shi-shi-shi- - where are the kids walking?" or "zha-zha-zha - where do hedgehogs get mushrooms?"). Such exercises help children to master the intonation of the question and develop their sense of rhythm. By isolating the sound with a clear pronunciation of a word, phrase, the child is brought to understand the terms "sound", "word".

Thus, the development of speech in a playful form of activity gives a great result: there is a desire of absolutely all children to participate in the process that activates mental activity, enriches children's vocabulary, develops the ability to observe, highlight the main thing, concretize information, compare objects, signs and phenomena, systematize accumulated knowledge.

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