

Speech development of young children through didactic play

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Annotation: Formation of didactic play in young children. The game is the leading activity of a preschool child, determining his further mental development, primarily because the game is inherent in an imaginary situation. Thanks to her, the child learns to think about real things and real actions.

Keywords: speech, speech development, language, speech problems.

INTRODUCTION

In the first years of children's life there are very significant changes in their development. Already in the first year of life, a child is able to take and hold objects, and later perform a number of various actions: hold a cup and drink from it, eat with a spoon, close and open boxes, string rings on a rod, and much more.

In early childhood, a child acquires the greatest asset of mankind - speech. In the second year, he understands the speech addressed to him, begins to speak himself, and by the age of three, he explains himself quite freely with others. Working according to the "Kindergarten Education Program", the educator takes care of the comprehensive development of the child. But he will be able to fully solve all the tasks of the development and upbringing of children only if he learns speech correctly.

Learn by playing! This idea fascinated many teachers and educators. In order for young children to master the necessary movements, speech, various skills and abilities, they need to be taught this.

Didactic games were created for learning through the game. Their main feature is that the task is offered to the child in a playful way. Children play without suspecting that they are mastering some knowledge, mastering the skills of actions with certain subjects, learning the culture of communication with each other. Any didactic game contains cognitive and educational game components, game actions, game and organizational relationships. Parents are concerned about the question - how to talk to a child correctly, what you need to know when communicating with children? Someone is worried about the question - the child is already two or three years old, and there are just nothing words. What should be done to form a correct and competent speech in a child so that in the future he can accurately and clearly express his thoughts and judgments?

This problem formed the basis of my work: "The development of speech of young children through didactic play." To determine the content of the work, I analyzed the program of A.G.Grigerieva "Baby" and the program of M.V. Vasilyeva "Kindergarten education program". I came to the conclusion: The development of children's speech through didactic play is a priority, it is presented in the following aspects (Examination of objects and toys with a child, errands, the use of nursery rhymes, etc.)

MATERIALS AND METHODS

The game is the leading activity of a preschool child, determining his further mental development, primarily because the game is inherent in an imaginary situation. Thanks to her, the child learns to think about real things and real actions.

This is connected with the emergence of the idea in the game. A feature of the game in an imaginary situation is the emotional fascination of children with the displayed events: the girl worries if the cutlets "burn", the boy carefully carries the "sick doll" by car, etc. Modern pedagogy and psychology have put forward a very important theoretical position stating that the most favorable development of a child proceeds under the influence of thoughtful upbringing and training carried out taking into account the age characteristics of children.

The value of early learning has long been noticed by the people; they have created children's songs, nursery rhymes, toys and games that amuse and teach a small child. For example, such a time-tested nursery rhyme as "Ladushki, Ladushki" makes the baby listen to what an adult says, follow his actions, imitate them (clap his hands, raise his hands, lower them on his head). Educational influence is necessary both in the family and in children's institutions, where it becomes especially important.

Didactic games are considered in preschool pedagogy as a method of teaching children story-role-playing games: to take on a certain role, to fulfill the rules of the game, to expand its plot. For example, in a didactic game.

"Let's put the doll to bed" the educator teaches the children of the younger group the sequence of actions in the process of undressing the doll - carefully fold clothes on a nearby chair, take care of the doll, putting her to bed, sing a lullaby. According to the rules of the game, children should select from the objects lying on the table only those that are needed for sleep. At the request of the teacher, the kids take turns taking the items necessary for sleeping and putting them in the bedroom, prepared in advance for the doll in the play corner. This is how a bed, a high chair, bedding, a nightgown or pajamas appear. Thus, it can be concluded that the formation of didactic play in young children occurs gradually, while taking into account the correct organization of children, taking into account their age and individual characteristics. In preschool pedagogy, all didactic games can be divided into three main types: games with objects (toys, natural materials), board-printed and word games.

Games with objects.

Toys and real objects are used in games with objects. Playing with them, children learn to compare, establish similarities and differences of objects. The value of these games is that with their help children get acquainted with the properties of objects and their characteristics: color, size, shape, quality. The games solve problems for comparison, classification, and sequencing in solving problems. As children acquire new knowledge about the subject environment, tasks in games become more complicated: children practice in determining the subject by any one quality, combine objects on this basis (color, shape, quality, purpose, etc.), which is very important for the development of abstract, logical thinking.

In games with dolls, children develop cultural and hygienic skills and moral qualities, for example, a caring attitude towards a partner in the doll game, which is then transferred to their peers, older children. A variety of toys are widely used in didactic games. They clearly express the color, shape, purpose, material, size of which they are made of. This allows the educator to exercise children in solving certain didactic tasks, for example, to select all toys made of wood (metal, plastic, ceramics), or toys necessary for various creative games: for playing family, builders, collective farmers, hospital, etc. In games, knowledge about the material from which toys are made is improved, about the objects that people need in various types of their activities,

which children surround in their games. Using didactic games with similar content, the educator manages to arouse children's interest in independent play, to tell them the meaning of the game with the help of selected toys. Board-printed games are an interesting activity for children. They are diverse in types: paired pictures, lotto, dominoes. The developmental tasks that are solved when using them are also different.

Selection of images in pairs. The simplest task in such a game is to find two completely identical pictures among different pictures: two hats, the same in color, style, or two dolls that look no different.

Compilation of split pictures and cubes. The task of this type of games is to teach children logical thinking, to develop their ability to make up a whole subject from separate parts.

RESULTS AND DISCUSSION

Regardless of the type, the didactic game has a certain structure that distinguishes it from other types of games and exercises.

The game used for training should contain, first of all, a teaching, didactic task. While playing, children solve this problem in an entertaining way, which is achieved by certain game actions. For example, in a lesson with toys, for children aged 1g.6months-2years, the teacher has a task - to teach children not only to understand them, but also to pronounce them, as well as to use them in the appropriate situation on their own initiative. In the first lesson, you can highlight the words: dog, cat, eyes, ears, tail, big, small; in the second: cockerel, chicken, chicken, go, go, come, brought; in the third: dog, cat, goat, house, go, come, bowl; in the fourth: dog, cat, goat, ball, stroller, ride, no. At the first lesson with the doll, the following words should be highlighted: shoes, hat, bow, dress, take off, go to bed; at the second: shirt, pants, shoes, get up, sit down, put on; at the third: table, chair, plate, sit down (sit down), napkin, eat, thank you: on on the fourth: soup, porridge, bread; on the fifth: cup, jelly, drink and much more.

An obligatory component of the game is its rules, thanks to which the teacher controls the behavior of children, the educational process during the game.

A didactic task. To choose a didactic task, it is necessary to know the level of preparedness of pupils, since in games they must operate with existing knowledge and ideas. Game rules. The main purpose of the rules of the game is to organize the actions and behavior of children. Compliance with the rules in the game requires children to make certain efforts of will, the ability to deal with peers, overcome negative emotions. Using the didactic game in the educational process, through its rules and actions, children form correctness, benevolence, endurance.

Game actions. Didactic game differs from game exercises in the following ways. That the implementation of game rules in it is directed, controlled by game actions. The development of game actions depends on the invention of the educator.

Thus, we can conclude that any game becomes didactic if there are its main components: a didactic task, rules, game actions.

CONCLUSION

I noticed that the children of the second group of early age, already in the month of February, began to talk much better, the sentence consists of two or three words, children actively pronounce new words according to the pattern, children began to use objects for their intended purpose (a set of dishes for cooking, etc.)

Children who previously did not show proper interest in speech development classes have become more active. Diagnostics carried out at the beginning of the year and in February of the

school year on the development of speech in children of the second group of early age proves the effectiveness of the work carried out- the beginning of the year: high level-; average level - 4 children; below average-15 children. I continue to work on the development of speech through didactic play, in the future, diagnostics will be carried out at the end of the school year, in May.

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