

# The Significance of Didactic Games in the Development of Written Speech in Children

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**Annotation:** The article reveals the theory of didactic games, which includes the relevance, significance of didactic games in the development of children, the educational value of didactic games. The material is presented from the experience of my work "Didactic games and exercises in the mental development of children." Key words: didactic games, mental education, preschooler, development, education, games.

**Keywords:** written speech, didactic games, child development

Relevance. Today, our time needs people who are intellectually courageous, independent, thinking in an original way, creative, able to make non-standard decisions. All this at preschool age can be formed with the help of the game.

The game is a special activity that flourishes in childhood and accompanies a person throughout his life. It is not surprising that the problem of play has attracted and continues to attract the attention of researchers, not only educators and psychologists, but also philosophers, sociologists, ethnographers, art critics, and biologists. Naturally, representatives of scientific industries in the game are interested in "their" aspects, but they all agree that the game is an integral part of human culture.

In modern theory, the question of the historical origin of the game is one of the main ones, because it sheds light on its nature. To this day, views are expressed on the game as an activity due to biological causes (instincts, drives) and, therefore, having

permanent unhistorical character. The inconsistency of such views is refuted by children's games themselves, which differ in their content not only depending on the historical era, but also depend on children living at the same time, but also in different cultural, economic and geographical conditions.

Most modern scientists explain the game as a special type of activity that has developed at a certain stage in the development of society.

At the beginning of the 20th century, researchers did not have unanimity in resolving the issue of what is primary in the history of mankind: work or play. It has been suggested that play arose before labor. For the first time, the German psychologist and philosopher W. Wund spoke with the opposite that "game is a child of labor", and later this point of view was developed by the Russian philosopher G.V. Plekhanov in his work "Letters without an address" (1912).

According to G.V. Plekhanov, the game in human life preceded work. This is the social purpose of the game: it serves as a means of transferring "cultural acquisitions from generation to generation", prepares children for work, develops mental processes.

Adults contribute to the spread of children's play with the help of specially created toys, rules, playing techniques that are passed down from generation to generation, turning the game itself into a part of the culture of society.

In the course of the socio - historical development of mankind, the game is becoming increasingly important for the formation of the personality of the child. With its help, children master the experience of interacting with the outside world, assimilate moral norms, methods of practical and mental activity developed by the centuries-old history of mankind.

The value of didactic games in the development of children. The didactic game contains great opportunities in the education and upbringing of preschoolers. It can be successfully used both as a form of education and as a means for educating various aspects of a child's personality.

Studies by Soviet teachers and psychologists have shown that organized learning in the classroom is the most productive. Such training contributes to the better acquisition of knowledge, skills and abilities by children, as well as the development of their speech, thinking, attention and memory. Naturally, with the introduction of education in kindergarten, the role and place of didactic play in the pedagogical process has changed. It has become one of the means of consolidating, clarifying and expanding the knowledge that children receive in the classroom.

The characteristic features of didactic games are that they are created by adults for the purpose of teaching and educating children. However, created for didactic purposes, they remain games. The child in these games is attracted, first of all, by the game situation, and while playing, he imperceptibly solves the didactic task.

In the upbringing and education of children, games with rules are of great importance: didactic, desktop - printed, mobile. They create interest in solving mental problems, contribute to the development of voluntary attention - a very important factor in successful learning. In addition, they help to develop such moral qualities as will, endurance, self-control.

An educational game is an active and meaningful activity for the child, in which he willingly and voluntarily joins, the new experience gained in it becomes his personal achievement, since it can be freely applied in other conditions. The transfer of the acquired experience to new situations in his own games is an important indicator of the development of the child's creative initiative. In addition, many games teach children to act "in the mind", to think, which liberates the imagination of children, develops their creative abilities and abilities.

Without an exciting game, there can be no country of childhood. The more diverse and interesting the games of kids, the richer and wider the world around them becomes, the brighter and happier their life is. By playing, you can prepare a little person for big things.

A.S. Makarenko wrote: "The game is of great importance in the life of a child, it has the same meaning that an adult has activity, work, service. What a child is in play, such is in many respects he will be in work when he grows up. Therefore, the upbringing of the future figure takes place, first of all, in the game. And the whole history of an individual person, as a doer and worker, can be represented in the development of play and in its gradual transition into work.

The educational value of the didactic game. The didactic game has a deeply educational influence, which E.I. Tikheeva: "These games contribute to the development of all aspects of the human personality: they organize children, increase their independence."

The educational value of the didactic game is to form the relationship of children, the ability to play together, coordinate their interests with the interests of the team, help each other and rejoice in the success of a friend.

The personal qualities of the child are formed in vigorous activity and, above all, in the one that is leading at each age stage, determines his interests, attitude to reality, and especially the relationship with people around him. Already at the early and younger age levels, it is in the game that children have the greatest opportunity to be independent, communicate with their peers at will, realize and deepen their knowledge and skills. The older the children become, the higher the level of their general development and upbringing, the more significant is the pedagogical focus of the game on the formation of behavior, relationships between children, on the upbringing of an active position.

H.K. Krupskaya wrote: "For children of preschool age, games are of exceptional importance: the game for them is study, the game for them is work, the game for them is a serious school of education. The game for preschoolers is a way of knowing the environment.

Many games provide an opportunity to form high personality traits: honesty, truthfulness; exercise children in moral deeds, create conditions for the formation of moral experience.

The game creates different living conditions for children. One of these conditions is the activity of children in a team. In the game, each of the children wants to achieve the highest result -

to win. The struggle of motives and the victory of high interests, honesty gives children moral satisfaction, joy, and forms a positive experience. All this has an educational effect on children, strengthens their will.

**Conclusions** : The educational impact of the didactic game is that it contributes to the development of children's independence. Consequently, the significance of the didactic game is determined by the fact that it creates conditions for the moral education of children.

Thus, at preschool age, educational games contain versatile conditions for the formation of the most valuable personality traits.

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