

Recommendations on Classifying Didactic Games and Using Them in Eliminating Speech Deficiencies in Children

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Abstract. In this article, as children grow and mature, their speech also develops, research works have been conducted in various directions in order to eliminate the speech deficits of children of preschool age, to what extent games influence children's speech activity. information about testing through different games is given. Speech disorders have a negative impact on the formation of a child's personality and the development of cognitive activity. It is known that in order to communicate with disabled children, a pedagogue must have very strong pedagogical skills.

Key words. speech, education, defect, pedagogical communication, didactic game, educator, pedagogical skill.

As children grow up, their speech also develops. During this period, certain level of speech disorders can sometimes be observed. Various researches have been carried out in order to eliminate the speech deficits found in children of preschool education age. We tried to test the effect of games on children's speech through various games. Speech disorders have a negative impact on the formation of a child's personality and the development of cognitive activity. It is known that in order to communicate with disabled children, a pedagogue must have very strong pedagogical skills. Because many disabled children (due to their own defects) do not want to communicate with others, and even if they want to, they have a hard time.

When people interact with each other, one of their main goals is to influence each other, that is, to leave a good impression on their ideas. However, many children with disabilities have a weaker frame of mind, and they struggle to express their thoughts clearly in their speech (because of their disabilities). Therefore, the pedagogue should be able to influence children's thoughts, emotions and behavior with the help of various means, which is psychological influence on children with disabilities. It is known that speech is a conversational process of interaction, and its tool is words. In monological speech and dialogical speech, a person wants to use all the words he has, find the most effective words, and influence his partner. In most cases, a child with a sleep disorder does not want to communicate because of the fact that he hides his disability, and even if he does, he communicates with a narrow circle of people (family members, kindergarten sisters and a few close friends). Because of this, their vocabulary is small, and their sociability is weak. They tell the early ones with difficulty the lion that was given to them.

In some cases, such children use some factors of the paralinguistic effect of speech that slow down speech, low-pitched expression, pauses, stuttering, swallowing, tongue movements, exclamations.

A characteristic thing in the communication process is that when the interlocutors want to influence each other, they first think about what to say and what words will influence them. How the communication goes and who has more influence also depends on the roles of the partners. An initiator of influence is a partner who has a deliberate goal of influence and uses all the above-mentioned means to achieve this goal. Therefore, during the conversation, the child should feel that he is the initiator, that is, the child should feel that he is in the main role in the conversation. first of all, a trusting relationship should be established with the child. It is very important for the child to feel loved and cared for during the conversation.

The teacher's use of games, speech exercises, finger theater, playing short scenes, picture riddles, educational games, finger gymnastics, and rhyming word games in the process of communication helps the communication to be positive. .

"The game is a spark that ignites the fire of diligence and curiosity," said V.A. Sukhomlinsky.

The game is very important for the all-round development of children, and during the game children's intuition, perception, thinking, imagination, memory, attention, will, emotions and other mental processes are involved. Games serve to develop children's mental activity and increase their intellectual initiative. It helps to form children's feelings, especially to activate the activities of their sensory organs (seeing, feeling, listening, etc.). Didactic games are organized on the basis of various materials. For example: dolls, toys, colorful pictures and cards, various geometric shapes, natural materials are among them.

Didactic games are of great importance in activities conducted with preschool children, the wide use of these games has a positive effect on the development of the child's thinking, perception, intellect, memory, will, interest and need for learning. shows. The child's interest in knowing the world around him increases, his intelligence, voluntary attention, ingenuity and initiative are strengthened. Through play, through the behavior of adults, children develop an attitude towards reality, they are educated from the worldview, mental, moral and physical aspects. Games are divided into several types according to their content: didactic games; dramatized games; plot - role; action games.

In didactic games, important qualities necessary for the mental development of children are formed. Games are selected depending on the age and mental development of children. Through educational games, the child develops the ability to consciously approach the issue of independence, activity, and creativity. The game is conducted through demonstration, simple to complex methods. Educators and speech therapists activate the child's movement during educational games, form the ability to act independently, and if the game is used correctly, the child's thinking, speech, memory, i.e., mental education are laid as a foundation. Through educational games, children learn the properties of various things and the materials used in making them, compare them with each other, and divide them into groups through the organs of hearing, sight, and feeling. Educational games are held in groups as follows. Games with toys - "What do bears need?", "Our little feet", "Dresses for Emerald". Games that can be played on the table - "What goes where?", "Show me what I said", "Who has what in his hand?". Oral educational games - "Let's bathe the doll Lola Khan", "The doll Lola Khan came to visit", "Amazing bag", "Find the shape", "Find the color" games are included.

To activate the auditory and visual organs, "Find the tree", "Which tree is the fruit?", "What's feather", "Find the fruit", "Find the mother", "Fruits and leaves", "Domino", "Wild and pets", "What is needed for work", "What kind of animal lives in this house", "Who or what is this?" It is appropriate to use such games. Through these games, children's imaginations such as fruits and vegetables, animals and birds, seasons, clothes and other things are enriched and expanded, and the features of seeing and hearing and remembering are developed. Through the games "Aiting biz topamiz", "Topgan topagan", "Ashkovoq pishdi", "Mud game", "Gardeners", which are played in large groups, the spirit of love for work is brought up in children.

In the process of this game, speech is very important: through it, children exchange thoughts, feelings and experiences, and establish friendly relations with each other. Speech helps children to have the same attitude to the events and facts of life around them. Didactic games conducted with speech-impaired children teach how to analyze words and sentences, determine the place of sounds and letters in words, and make sentences correctly. Here are examples of didactic games that are conducted with children in educational activities, in family settings, and in play activities:

"Live words" game. The game is designed to be played with a group, the teacher first puts three children on the board and explains the rules of the game:

Now we will play the game "Live Words" with you. These children are words. So, we will make a sentence consisting of three words. Children make sentences. For example, Lola - "in the

garden", Jasur - "ripe", Aziz - "fruits". Then the educator places the children in order from left to right and invites them to "write" sentences. After completing the task, the living words speak their words, and the children hear what is said.

The game continues by switching sentences and "Live words".

"Magic pens" game. For the game, you need several colored pencils and pictures of various objects and objects drawn with them, which are placed in the middle of the board. The game can be played alone or with a group.

The teacher draws the children's attention to the device on the board:

Guys, these pencils you see are not ordinary pencils, they are "magic" pencils. They can paint this picture in an instant. Now let's find out what they have painted. The teacher shows one of them, and the children name them. The teacher directs the children's attention to finding the place of the target sounds (at the beginning, in the middle, at the end of the word). Educator:

Guys, now we will find out which picture each pencil has drawn. Now each of you can choose a pen of the color you like. You will identify and name which picture your pen drew by following the trail they left. If you correctly find what is shown in the picture and pronounce it clearly and fluently, you can take the picture for yourself. In this order, children identify the pictures drawn by pencils. The game can be continued by changing the device on the board. The child who collects the most pictures in the game is the winner.

"Zoo" game. For the game, a special table called "Zoo" is needed, on the table "cages" are placed in four rows (1, 2, 3, 4) (pockets are glued).

In addition, sheets with pictures of animals for the game (for the first row: horse, dog, sheep, whale; for the second row: wolf, bear, tiger, fox; for the third row: apple tree, giraffe, kangaroo, lamb; the fourth line: hedgehog, lizard, etc.) will also be necessary. The game begins by hanging the table on the board and distributing sheets with pictures of animals to the children. The teacher explains to the children that they should name the animals brought to the zoo and place them in cages in certain rows, dividing them into groups. For example, "horse" is a syllable, so it is placed in a cage in the first row, "wolf" is a two-syllable, so it is placed in a cage in the second row, and so on.

Every day, children face various incidents and events in their lives. Educators or parents must give proper understanding and advice to their children about this, give them a full understanding of their names, why they are needed or what they are used for. This makes it possible not to identify the shortcomings of the child's oral speech, to correct his mistakes, children gain new knowledge and imagination, learn the names, qualities and characteristics of events and objects. Working on children's literature gives a very good result in enriching the vocabulary of children of preschool age, ensuring the fluency, smoothness and impact of their speech. When reading a story or a fairy tale, the teacher must take into account its content, appropriateness of the child's age, the simplicity of the words and how it affects the child's mind. Working with some words and phrases in the taught fairy tale, on the one hand, helps to easily and completely master the content of the fairy tale, on the other hand, enriches the children's vocabulary, educates the skills of understanding the events in it, words and makes it possible to master the words.

As soon as a person comes into the world, he understands his mother's prayer, song, and even the fairy tale she tells him to soothe himself. This idea has been tested a thousand times. In addition, the answers given to a number of young mothers on the page of the newspaper "Tashkent Akshomi" by the psychologist Aigul Yoldasheva are a complete basis for our opinion.

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