

The Importance Of Didactic Games In The Development Of The Speech Culture Of Children Of The Preparatory Group Age

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Abstract: This article examines the importance of didactic games in the development of children's speech culture in preschool education. The importance of didactic games in the development of the psychology of children of the preparatory age group is also revealed.

Key words: speech, game, doll, education, training, speech development, speech culture, preschool education, didactic games, national games.

INTRODUCTION

Today, when the world is rapidly changing and various new threats are emerging that undermine the stability and sustainable development of nations, it is more important than ever to pay attention to spirituality and enlightenment, the moral education of all layers of the population. After all, the current continuous education system in our country covers one-fifth of our population. In addition to the children and adolescents covered by this system, systematic implementation of spiritual and educational education among the majority of the population and achieving high efficiency in this regard is becoming an urgent necessity. Education and enlightenment are the main factors of the stability of the society, they encourage people to be kind, generous, and patient.

In developed countries, great attention is paid to investing in the full cycle of education, that is, in the period from 3 to 22 years old. Because this investment brings 15-17 times profit to the society. In our case, this indicator is only 4 times. Therefore, it is necessary to pay more attention to human capital, to mobilize all opportunities for this [1; 224].

The unique and unique scientific and spiritual heritage of our great ancestors should become a living program in constant motion for us. This immortal heritage should always be with us and always give us strength and inspiration. First of all, we need to imbue the national education system with such a spirit. For this, our scientists and experts, respected scholars must deliver this spiritual treasure to today's generations in simple understandable, attractive forms. "The role and importance of the preschool education system in the life of our society cannot be measured by anything." [1;226]

It is emphasized that one of the most important tools that influence the formation and education of speech culture in children of preschool age are didactic games, in which children's daily life, games, social activities, speech communication with adults, various games, objects are used to form the grammatical structure of speech. , objects, events, didactic games, activities, walks, and excursions serve as important factors and ensure the expressiveness of children's speech. Studying the emergence and development of a child's speech is relevant not only from the point of view of psychology but also of personal and social importance. Speech is a structural element of communicative activity, which, in turn, plays a decisive role in the development of a child's cognitive activity. Through communication and speech, the child learns to receive information from the treasury of the socio-historical experience of mankind. The development of oral monologic speech at the age of the preparatory group creates the basis for successful teaching at school.

Firstly, let's talk about the importance of games and games in the development of the speech culture of a child of the preparatory age group. For this, one of the main tasks of didactic games is to enrich the child's words, they are important in mastering concepts, and understanding the

polysemy of used words and their semantic shades.

The game is an activity aimed at educating the child correctly in all aspects. The game develops a person as a mature generation. The game is a special subject of this thing, it helps the child to learn about the goal and to direct it to this goal. Many research scientists have proven that through games, children get into situations that they will face in the future and learn how to get out of them. Children get to know the world around them by playing games. Children want the relationships between them, the culture of treating each other, and the way they talk to each other like adults. Through didactic games, the child can explain what he wants to say to you and others. They enrich their knowledge about existence through games [2].

LITERATURE REVIEW

Among the pedagogic scientists of our country, M. Askarova, N. Rejemetova, Sh. Sodikova, D. Babayeva, A. Meliyev, F. Kadirova, and others researched the development of the educational process in preschool educational institutions [3, 4, 5, 6, 7, 8].

In particular, M. Gerbova, A. N. Leontiev, D. B. Elkonin, T. N. Labrina, T. A. Finashina, O. N. Berezhnaya, N. N. Shereshik, and others from the CIS countries conducted scientific research on the role of game theory and didactic games in the development of a child's personality [9,10,11,12,13].

Toys are of great importance in the period from birth to three years of age. While playing, they motivate themselves and learn the rules of game organization: with a doll, they play as mother and daughter, with a rocket or a car, and an airplane, they begin to play the role of a driver. Through didactic games, he can explain how the game works and what the goal is. A child conveys his feelings to his parents through play. The child learns that the content of the game depends on the game and forms his creative activity. By playing games, the child shapes his world and shares new ideas, and we need to help these ideas develop. Didactic games have the strongest educational effect on children because everything is depicted in a variety of ways. Animals, plants, vehicles, various tools, various shapes, and even man himself were put into play as puppets. Didactic games form early life imaginations in a child's life and gradually develop them. A child enters that environment while playing. For example, a child tries to help patients by pretending to be a doctor while playing with a doctor's doll. As the child grows up, he starts sorting games. They choose a game based on what interests them or what the child wants during playtime.

Didactics and methodology are inextricably linked. Methodology means the science of scientific methods. This subject is a special case of didactics. Didactics deals with the questions of "whom", "why" and "how" should be taught, and methodology deals with the issues of teaching "how" and "with what". In other words, the teaching methodology is a system of various ways and methods, which are used during theoretical lessons and instructions to achieve goals using educational didactic materials.

Didactics and methodology are two sides of the same coin: "why and what" defines didactics, and "how and with what means" defines methodology.

The educational process is based on a module of interrelated and cyclical training activities, that is, they are activities that are regularly repeated during the training process or by the workplace labor education teacher. They cover all elements of a process, for example, actions such as "preparation - conducting - evaluation" are needed to conduct a specific theoretical lesson or instruction. Didactic behavior is inextricably linked with the following questions:

1. Data collection. The student analyzes the assigned task and collects all necessary information independently.
2. Make a plan. The student independently creates a work plan consisting of other necessary work steps.
3. Decision making. The student together with the teacher decides on the implementation of the work plan.
4. Implementation. The student performs the work independently based on the work plan.
5. Inspection. The student independently checks the results of the work and fills in the "grade sheet".
6. Conclusion. The student and the teacher together analyze the work process, as well as the results of the work, and conclude.

Acquiring knowledge (in education) depends not only on memory but also on personal abilities, concentration, purpose, and diligence. The necessary conditions for striving for the goal are mastered more and more firmly [14; 53].

The game develops and shapes the child's speech, memory, emotions, and thinking in every way. N.K. Krupskaya wrote, "Games are of great importance for introducing children to the real world around them and developing their emotions." [15].

METHODOLOGY

There are different classifications of games: didactic games, educational games, theatrical games, sports games, and musical games.

Didactic games teach children about their lifestyle, nature, and various events during the game. It deepens children's knowledge. Didactic games pay great attention to the development of children's speech.

Educational game - teaches children education through games. Along with the game, knowledge and skills are acquired.

Theatrical game - in modern theater, the term "game" is delivered by the actor to the user through various means of expression - speech, facial expressions, gestures, and various actions.

Sports games are active games aimed at keeping children healthy. Through sports games, children are refreshed, cheerful, and in good spirits all day long.

Musical game - children develop their interest in music through this game. Develops musical abilities. This game will give children happy moments. Our national traditions are also formed in children through games. Each game should be explained to the children.

Teaching children to create a visual and creative story is also a convenient way to form the grammatical structure of speech. Children combine content suitable for the topic to compose a story, choose words to express their opinion, practice sentence formation, and try to make their speech meaningful and expressive. Therefore, teaching the grammatical construction of speech is to increase children's vocabulary, enrich their vocabulary, tell what they see, observe, hear, answer the teacher's questions, create a descriptive and creative story, and use the word effectively in speech. It forms the skills of writing, figurative expression, children's desire to know, and creative thinking skills.

ANALYSIS AND RESULTS

Didactic games play an important role in a child's life until they go to school. Children try to play all kinds of games when they are young. Later, as he gets older, he starts sorting games. They convey what they need at the same time to those around them through games. In preschool educational organizations, children of the small group (3-4 years old) play games designed to be played comfortably by hand. Games with spikes and sharp points are not allowed to play games that are dangerous for the child's life. Children in the middle group (4-5 years old) are slightly more complex than in the small group. In it, children can act out roles through games together with the teacher. Through the roles played, the child develops speech.

The difference between a toy and a game is that through a toy, children learn to adapt to different environments. Children themselves participate in the didactic game. In the toy, we can know what is going on in children's psyche and thoughts. Through the didactic game, speech and communication culture develops among children.

Games attract children with their variety. Each child plays different games. You can learn about the inner world of a child by the way he plays. The relationship with the child in the family is also expressed by the child through playing [5].

Developing a child's speech is an important and complex process. The main period of speech development is related to the period of game activity. Accordingly, training is more effective if it is conducted in the form of a game. Usually, there is no need to insist that the activity be in the form of a game because any game is very interesting for children.

We can use the following two technological methods to develop the speech of children of preparatory age. These two methods attract and interest children.

1. Draw a picture and describe it. This method increases students' activity, enriches their imagination, and develops their speech.

2. Appearance and character traits. The use of this game in the course of the lesson is of great importance in the development of speech, and it significantly improves the speech of children of preparatory age and plays an important role in increasing their vocabulary [16; 407].

CONCLUSION

The impact of didactic games on the development of the speech culture of preschool children is great. In daily games with didactic games, the child learns to name not only the objects he uses but also their properties, sizes, shapes, colors, etc. He adds games to the game according to his ideas and determines how they relate to the rest. It is socialized through the objects and persons participating in the didactic game. The child carries out all his actions in the game with speech.

It is possible to organize the game "Find and Describe" to develop the skills of description, observation, and knowledge of speech culture. Various games are chosen to make up this game:

- two dolls - one with a bow, the other without a bow;
- two cats of different colors.

Toys are examined and compared one by one, and the child's vocabulary is activated by telling their characteristics and differences. Then the teacher hides the toys (so that the children can find them quickly) and invites them to find them: "Aziz finds a white kitten, Princess finds a black one, and Nigora finds a doll with a bow." Children find toys and bring them, the teacher's questions ("What kind of cat do you have? What is on the cat's head? And what is this?") The child names and describes them with the help of an educator.

As a result of this conversation, opinions were summarized based on the children's different answers: The princess found a black kitten. He has ears, big eyes, and a mustache on his head. The kitten also has a long tail. When children learn to answer the questions well and correctly, they are asked to repeat the teacher's description. Thus, observation, review, question-answer, conversation, and analysis-synthesis methods aimed at helping the child describe the topic are used here.

The use of games as a means of developing the speech culture of a preschool child and enriching his vocabulary has a quick effect. Didactic games create an opportunity to strengthen and activate the child's vocabulary, and serve as a source of new words. Didactic games arouse in the child only positive emotions and the desire to speak. A child's knowledge increases through his interest in drawing and telling stories.

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