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Factors for Developing Children's Speech Through Didactic Games

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Abstract---The article focuses on the development of speech skills, thinking skills, vocabulary through didactic games in preschool and family atmosphere. we should not forget about the modern words that enter the children's speech and vocabulary under the influence of cartoons, movies, and television. In the process of working on the lexicon, it is necessary to control the compliance of children's speech with the form of pure literary language, the absence of foreign words in the speech.

Keywords---didactic games, environment, family upbringing, linguistic thinking, speaking skills, speech development, vocabulary.

Introduction

In the contemporary world, where intellectual competition has gained a predominant position, any nation that thinks about its future always strives to keep pace with the time. Such aspirations are primarily reflected in the country's focus on the education system. It is no coincidence that in the fourth direction of the "Strategy of Actions on the Five Priority Areas of Development of the Republic of Uzbekistan for 2017-2021" education is emphasized. Establishment of the Ministry of Preschool Education in our country, the Decree of the President of the Republic of Uzbekistan "On the Measures to Improve the Management of Preschool Education", the resolution of the Cabinet of Ministers of 13 May 2019 The adoption of the Resolution "On measures to further improve the activities of organizations" received in accordance with the Presidential decree are also expressions of the special attention paid by the government to education, which is

given priority. From the academic year, 2018-2019 preschool educational organizations have been working based on a new curriculum - "First Step".

It defines the goals and objectives of the organizations of preschool education, the main ideas of educational activities, and the main competencies of preschool children in the transition to the next stage of education. All competencies have their roles to play in the development of children into adults. But among them, the position of verbal competence is unique. This is because speech is directly related to linguistic thinking, and it (linguistic thinking) is the basis for perceiving and accepting the universe ([Gabdulkhakov, 2016](#); [Vangsnes et al., 2012](#)). A child's ability to get acquainted with the environment, mathematical imagination, learning, creative development, and other competencies is formed and developed gradually through language-developed thinking. Children's linguistic thinking and speech interact with and polish each other. What is the most important is that the child begins to be ready for school. Preparing children for school life is a new stage in their life: becoming a school pupil, developing a sense of schooling, increasing moral qualities, expanding their interest in understanding the universe. This requires getting adapted to this new life and process. In this regard, the use of didactic games is especially important in preparing children for school, especially in terms of mutually interacting mental and verbal development. The following are the important aspects of communication:

- increasing children's communication skills;
- treating someone depending on who they are (peer or adult);
- pronouncing words correctly;
- being able to express themselves clearly when speaking;
- following the pace of speech;
- being able to create a tone in accordance with the content;
- answering questions correctly.

Educators and parents should focus on choosing the appropriate didactic games to address all of these aspects. It is known that there are a number of factors that shape the quality of speech of children. Here are some of the factors that have been observed and highly effective in experiments in pre-school education practice ([Ginaya et al., 2018](#); [Zavolzi, 2021](#)).

Developing speaking skills in the family environment

In the system of upbringing, the family takes a place of incomparable importance and opportunity. Family upbringing is characterized by its deep emotionality, intimate character, permanence and continuity. Children learn basic language and communication skills in the family. Teaching a child to respect his/her language and to speak nicely and meaningfully is an important part of the education system. The way children speak and the way they act are inevitably influenced by their family members. Cooperation of preschool education and family is needed to develop children's speaking skills. The educator has a great responsibility in this regard because he/she is a teacher and a psychologist who dedicated their life and career to this work. Educators in conversations with parents focus on their profession, behavior, attitude to the child's upbringing, way of speaking and culture of behavior, and thus learn the language environment in

the family, make decisions how to approach the child, his parents, and define the content ([Eshankulovna, 2021](#); [Kaharuddin & Ismail, 2021](#)).

Forms of work of the educator with families can be as follows: 1) to carry out general conversations on children's behavior, education, speech development (organization of parents' meetings and activities of "Mothers' schools"); 2) if necessary, to organize separate conversations with parents, to give advice, recommendations on education, including speech skills, to agree on certain issues; 3) to organize a corner "Parents, for you", to provide it with the necessary literature, methodical magazines, to recommend them to read; 4) to agree on games that can be used to develop speaking skills in a family environment.

In speech education, parents and other adults in the family must adhere to the following:

- do not pamper the child in an artificially designed language (such as nanna for non (bread), chu-chu for suv(water) etc.), but pronounce each word clearly and intelligibly. In this case, parents should organize didactic games with children, singing cheerful songs and poems of folklore. These can be really pampering;
- it is a big mistake to listen carefully to a child's appeal, to answer questions seriously, to avoid communication on the pretext of lack of time or mood. When the child is not in the mood, it is necessary to hold didactic games with the help of toys;
- not being indifferent to defects and mistakes in the child's speech, being both serious and caring in correcting mistakes, and while doing this never insulting, punishing is important. Here the didactic game "You say so, but I say so; if I say so, so you do too" is very appropriate; (You say so (child's mispronounced phrase), I say so (the form in which the parent corrects the child's mispronunciation); I say so (corrected expression) If I say so, you say the same (corrected expression) ");
- to communicate in front of the child in accordance with the culture of speech, not to contradict the culture of behavior. When a child speaks against the culture of communication, it is recommended to hold a speech didactic game with family members "Look what your sister says, look, what your brother says";
- encouraging speech success (you have explained, your word is wonderful, this word is weird in place. Well, say the word, repeat the same sentence my child). After this stimulus poem, the child repeats his successful expression;
- to read, watch and analyze fiction, cartoons, movies together, to draw their attention to the negative or positive aspects of the speech of the protagonists. In order to develop speaking skills, it is possible to create staged games based on the analysis of books and movies;
- according to the instructions of pedagogical scientists, the vocabulary of children aged 4-6 years should increase by 5-10 new words each day in the process of communication with adults. The above-mentioned didactic games can be used effectively depending on the situation.

Develop children's thinking skills in preparing them for school

Here children are taught to use the vocabulary they have learned, to tell what they have heard and seen, to retell stories based on the content of pictures, to express speech clearly and correctly. To do this, in didactic speech training the educator should pay attention to the following: 1) to create a meaningful, creative story about the various activities of children, to tell a fairy tale, to teach them to tell a story. "Who's talking?" didactic game is useful here; 2) to teach children to compose a sentence of 3-4 words, to divide a sentence into words, to divide a word into syllables and to pronounce the sounds in a word clearly, to do word-formation exercises from a sound. Each type of task can be assigned to a child or a group of children and included in the "Circle" game; 3) to teach to express works of art in expressive, figurative storytelling, to evaluate the activities of the protagonists of the literary work, to describe their positive features and to distinguish speech. This is done in staged games, where every speech success or failure is identified, then the game is stopped, the winner is rewarded, and the shortcomings are corrected (Yalçinkaya et al., 2009; Atli & Bergil, 2012).

Work on increasing children's vocabulary

Children with rich vocabulary have a strong desire to speak, and at the same time their speech is more fluent and of good quality. According to the current program and state requirements, a child going to school should know about 3-5 thousand words. However, the structure of these words has not been studied: how many of them should be nouns, how many adjectives, verbs or adverbs and numbers. For example, when it comes to preschool education, we think it's time to take it seriously (Herbein et al., 2018; Stark, 1980; Karelina, 2012). The observations of S.Abdullaeva, a methodologist who focused on these aspects of the problem and conducted experiments, are noteworthy. She worked with practitioners on a model dictionary of the native language. The words used by the children in their conversations, independent stories, descriptions of various objects and toys were recorded and taken into account in alphabetical order. The children's vocabulary is analyzed when each letter in the alphabet has a group of 40-50 words. It turned out that most of them were words belonging to the category of nouns and verbs. Although Methodist S.Abdullaeva did not generalize her experiments and draw scientific and practical conclusions, we can draw the following conclusions: words in the category of nouns and verbs are born out of need for children (human beings in general). If there is a necessary basis for communication to convey an idea, the words in the remaining category (adjective, numeral, adverb, etc.) will be a means of expressing the idea more fully, "decorating" it, expressing the modal relationship the child feels. This means that both in kindergarten and in the family, the amount of words other than nouns and verbs should be taken into account in a child's lexical stock. To accomplish this goal, the educator focuses on learning the words related to the noun category: "Who is this? What is this?" It is advisable to use the game "What does he do, what will happen" to increase the vocabulary connected with actions (verb) (Haswadi et al., 2018; Suryasa et al., 2019).

At the same time, attention should be paid to the active or passive use of the acquired lexical units. When words are not activated from time to time, the child

forgets them or confuses their meaning. Educators need to listen carefully to children's speech during lessons, games, and walks, so that they can activate the words they have learned. In particular, the educator should take seriously the activities related to reading, memorizing, retelling examples of fiction, because through them children are introduced to new words, their meanings are explained, activated in speech through repetition. The most important thing is to pay attention to the age of children, not to make the lessons over serious, and not to forget that the children's worldview is always in harmony with the didactic games that suit their interests. "Didactic games, which are widely used in preschool education, are directly related to the learning process and contribute to the improvement of the educational process. Didactic games are one of the most appropriate teaching methods for preschool children" (Kaya et al., 2017; Gerosa et al., 2007). In this way, the volume of the vocabulary will be expanded and brought closer to the established norms. In the formation of the lexicon, based on the child's life experience, nouns denoting the objects around us, nature and household items are added and followed by words that mean their movement or condition, and then the sign, quantity, size etc. Of course, we should not forget about the modern words that enter the children's speech and vocabulary under the influence of cartoons, movies and television. In the process of working on the lexicon, it is necessary to control the compliance of children's speech with the form of pure literary language, the absence of foreign words in the speech (Safavi et al., 2018; Herbein et al., 2018).

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