

Development of Speech Activity of Young Children in Play Activities

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Annotation: Early age is a unique period in a person's life. The child intensively master's speech, communication, and the culture of human thinking. The kid copies, displays in actions and words, in emotional manifestations and actions the world in which he lives. It is in the early years that the foundations of a child's health and intelligence are laid.

Keywords: early age, communication, intensive speech, child, child's intelligence.

Introduction

Early age is not only an important and responsible stage of human development, but also a very difficult age for a teacher. At this time, the child is acutely experiencing even a short-term separation from his mother, it is difficult to get used to a new environment, it is "uncontrollable", many techniques and methods of education and training that are used in working with preschoolers are not applicable to him. Explanations, instructions, instructions of an adult often do not work, frontal, organized classes do not achieve their goal, kids do not know how to listen, accept and perform adult tasks. In short, a special pedagogical program is needed for young children, which meets the needs and capabilities of the child and contributes to his full development.

MATERIALS AND METHODS

The speech of most children of this age is characterized by a general softening, insufficiently distinct pronunciation of words, incorrect pronunciation of many sounds, replacement of difficult sounds for pronunciation with simpler ones. Every person comes into this world as a blank book. In order for a child to develop successfully, study well at school, it is necessary to start developing his speech at an early age as the basis of communication between a child and other people. To date, there are a huge number of techniques that allow you to effectively teach a child oral speech, as well as children's products are very diverse and can become an excellent auxiliary material in classes with a baby. It is impossible to overestimate the role of the native language, which helps people, especially children, to consciously perceive the world around them, and is a means of communication. Children who have not received appropriate speech development at an early age have great difficulty catching up. It is during this period that it is necessary to teach the child to use words independently, to stimulate his speech activity and cognitive interests. This led me to the idea that it is necessary to pay more attention to the development of speech of very young children. It is this age that is most favorable for laying the foundations of a competent, clear, beautiful speech, for awakening interest in everything that surrounds us. The development of speech is most closely connected with the development of consciousness, cognition of the surrounding world and the development of personality as a whole. Numerous psychological and pedagogical studies have proved that preschool childhood is the most sensitive period for the development of speech. Therefore, it is very important that by the senior preschool age children have mastered not only correct, but also good speech. Consequently, the development of speech is one of the most important tasks of preschool education. Based on the rich experience of research conducted by outstanding teachers and psychologists, we can say that, first of all, the development of speech occurs in the context of leading activities. In relation to preschool children, the leading activity is

the game. Therefore, the focus of teachers in order to develop children's speech should be the organization of play activities. The game is the first stage of education, it represents favorable conditions for the development of language. The game develops the language, and the language organizes the game. The word is a part of reality for the child. It follows from this how important it is in the interests of stimulating the activities of children and the development of their language to thoughtfully organize their play environment, provide them with appropriate selection of objects, toys that will nourish this activity and develop their language. Thus, the problem of children's speech development by means of play activities is relevant today, it requires the addition and enrichment of theoretical and practical recommendations on the organization of preschool children's play activities for the purpose of children's speech development and mastering their native language.

RESULTS AND DISCUSSION

Games and exercises will give a good result only if the educator clearly understands what tasks can be solved in the process of their implementation and what are the features of their organization at the stage of early childhood. The game contributes most to the formation of the child's neoplasms, his mental processes, including imagination. One of the first who connected the development of the game with the peculiarities of children's imagination was K. D. Ushinsky. He drew attention to the educational value of images of imagination. The child sincerely believes in them, therefore, when playing, he experiences strong genuine feelings. The game, being a simple and intimate way of knowing the world around us, should be the most natural and accessible way to mastering certain knowledge, skills, and abilities. The existing need for the rational construction, organization and application of it in the process of teaching and upbringing of younger preschoolers requires a more thorough study of it. Childhood without a game and outside the game is not normal. Depriving a child of play practice is depriving him of his main source of development. A child playing continuously talks; he does not speak if he is playing alone and manipulates objects, not stimulating conversation. But there are games whose significance as stimuli for the manifestation of children's speech is exceptional. These are the toys that depict animate objects: animals, people. For example, a horse played by a child is a living being for him. He talks to her the way her owner talks to his live horse. The educating role of the doll is especially significant. There is not a single game that would put forward as many reasons for the manifestation of children's speech as playing with dolls. A doll is a person, a member of a collective of little people who live their own lives and reflect this life — a game in a word. The doll becomes a communication partner for the child. Outdoor games play a special role in the development of speech. These games are conditioned by certain rules, which are difficult for small two- to three-year-olds to follow. An intelligent, thorough, repeated explanation of the rules of the game to children, a joint discussion with them of the conditions for its implementation is already the way to the development of their language. Of particular importance for the development of language and speech are games that include a literary text, a verse prescribing a particular game action. In preschool pedagogy, all didactic games can be divided into three main types: games with objects (toys, natural materials), board-printed and word games. 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, shape, size, quality. The games solve problems of comparison, classification, and sequencing in solving problems. As the children acquire new knowledge about the subject environment, the tasks become more complicated: the children practice determining the subject by any one quality, combine objects on this basis (color, shape, etc.), which is very important for the development of abstract, logical thinking. In working with young children, I consider the combination of clarity and

words to be effective. Bright objects and pictures make the baby want to look at them. Learning about the world around us, the child learns the verbal designations of objects and phenomena of reality, their properties, connections and relationships. To expand, enrich and activate the dictionary, I use didactic exercises: "Wonderful bag", "Guess what sounds", etc. These exercises are diverse and involve the use of words related to different parts of speech.

CONCLUSION

There is no doubt that the development of speech of children of any age is one of the priorities in education and upbringing. The baby's speech develops constantly in everyday life, in play, in communication and accompanies him in any activity. But in order for the training to take place easily and freely, without strict rules and obsession, the use of games in the pedagogical process will help. The game activity serves to consolidate the knowledge gained in the classroom and to activate the dictionary. It is a natural state, a need of the child's body, a means of communication and joint activity of children. Gaming activity creates that positive emotional background on which all mental processes are most active. It reveals the individual abilities, personal qualities of the child, allows you to determine the level of his knowledge and ideas, which is necessary for the further effective work of the educator with each child.

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