

SPEECH DEVELOPMENT OF PRE-SCHOOL CHILDREN BASED ON GAMES

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As stated in the "First Step" state curriculum, which defines the content of activities of preschool educational organizations, the game is the main form of preschool education and upbringing process, "it is the basis for educational activity". It is used as an effective means of inculcating the essence of subjects in various forms and levels in the middle and upper grades, while occupying a leading position in the primary grades of school education. In our opinion, in addition to the above, the game can be interpreted as a means of monitoring, checking and determining the quality of learning of children's lessons in families, the extent to which they remember them, and the effectiveness of training in MTTs. At the same time, it is worth noting that it is useful to know how much attention is paid to the knowledge and skills being formed in families, and how much attention is paid to their strengthening in the family environment.

A game is a sequence of actions for fun and entertainment. The game is considered an incomparable tool to interest children and accelerate their mental and physical development. When education is combined with play, the child's world and nature are directly penetrated. Just as there is no play without education, there is no education without play. Importantly, as Adolf Disterweg says, through play, children are "taught to find the truth."

When educational processes are conducted in the form of games in "Language and Speech" development centers, the opportunities and unique abilities of the students begin to emerge. Even children who have a certain deficiency or deficiency in speech "forget" these defects during the game. As students' abilities in language learning and mastering speaking skills emerge, their self-confidence increases. In this way, the importance of working on language and speech skills can be seen in the following:

- a) develop practical conversational skills:
- b) the ability to understand and explain is formed;
- c) vocabulary increases;
- g) learn to pronounce words correctly;
- d) skills of imitation are formed;
- e) memorization skills increase.

"What's up?" on the topic "Things". The game is one of the effective ways to develop the skills mentioned above. A child (student, pupil) is selected and goes out of the training room, i.e. into the

corridor. The others identify something (or someone) and call it in. The boy asked his friends, "What's wrong?" he asks. They tell about the signs and characteristics of the object (someone) in question. You are given the opportunity to ask up to five or six times and the right to guess two (three) times.

In strengthening the theme of "Human organs", the game "It's my nose" is interesting for everyone. The teacher (educator) calls one of the children to him and explains the game: I hold my nose and say "This is my nose", you also hold your ear and say "This is my ear". So, he says, "Whatever limb I hold, you hold the limb close to it and say its name." First, the game is practiced once. Then other children join. The game is useful for introducing and memorizing human parts to young children, children learning another language (or the state language), and increasing their vocabulary. It's easy and fun if the family has children of similar ages, but any member of the family can enjoy this game with a child.

The topic "Explanation" can be developed and explained in small groups with the game "Wireless Phone". Children in the group are divided into several rows. The teacher (teacher) calls the child in front of each group and says a sentence. With the gesture of the educator (teacher), the first children say the same sentence to the ears of the next ones. When the sentences are finished in this order, the last children say these sentences aloud. The first and most correct group of children will be the winner. The goal is to strengthen children's memory, memorized words, and develop their speech. At home, this game can be organized by neighboring children and small children at a gathering of relatives.

It is observed that the game "My father went to the market", which seems a little unusual in the topic "Word" aimed at increasing vocabulary, gives the expected effect in practice. The teacher (one of the adults in the family) starts the game:

"My father went to the market, bought quince and gave it to Sanjar," he says.

Sanjar stood up:

"My father went to the market, bought a needle and gave it to Behzod," he says.

Behzod gets up and continues the game by saying the name of a fruit, vegetable or item that starts with the letter "A". He leaves the game because he can't find the words, he answered too late. This game can be played until the last letter of the word. Children are constantly expanding their vocabulary in order not to get out of the game.

The game "Write a name with letters" (animal-plant) on the theme "Word" is suitable for children of preschool age. Educators (teachers or adults in the family) tell children:

"Say one word at a time from the name, city, country, animal, plant and object names that start with these letters next to the letters I will say," he says.

For example:

A – Ali, Adana, England, bear, pomegranate album...

D - Dilshod, Dushanbe, Denmark, dolphin, hawthorn, divan...

The child who finds the most words gets the name "knowledgeable".

Such games perform the following tasks as an educational tool:

- teacher: formation of general educational skills;
- development of creative abilities, including understanding, formation and analysis of new situations;
- developmental: development of the ability to think logically, speak, learn in environmental conditions;
- motivational: encouraging students to engage in educational activities, encouraging them to make independent conclusions;
- educator: formation of responsibility, exchange of ideas.

The implementation of game methods and training situations in the form of a lesson takes place in the following main directions:

- the didactic goal is set before students in the form of a task;
- educational activity is subject to the rules of the game;
- educational material is used as a tool of the game;
- a part of the competition that turns the didactic task into a game is included in the educational activity;
- successful performance of the didactic task is connected with the results of the game.

The most important thing is to ensure continuity of education in the family with the educational institution (MTT, school), establish mutual control and continuity of communication.

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