

## THE ROLE OF GAME TECHNOLOGIES IN DEVELOPING CHILDREN'S SPEECH

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**Abstract.** This article analyzes the theoretical and practical aspects of using game-based technologies in the development of children's speech, particularly in improving sound pronunciation. The study substantiates the positive impact of play activity on speech development and highlights methods for forming correct pronunciation skills through interactive and didactic games.

**Keywords:** speech development, game-based technologies, didactic games, thinking, vocabulary.

In today's era of globalization and information, children's upbringing and their physical, mental, and intellectual development have become a matter of great importance. In particular, the speech development of preschool-age children forms the foundation for their future academic achievements and success in social life. Speech is regarded as an integral part of human thinking, communication, and worldview. From this perspective, finding effective methods for developing children's speech is one of the key tasks. Among modern pedagogical technologies, game technologies hold a special place. Play is the most natural, engaging, and learning-oriented type of activity for a child. Today, the role of game technologies in developing children's speech is being deeply analyzed.

The study of the emergence and development of children's speech is not only relevant from a psychological standpoint but also holds personal and social significance. Speech is a structural element of communicative activity, which in turn plays a decisive role in developing a child's cognitive activity. Through communication and speech, a child learns to draw from the repository of humanity's socio-historical experience. Developing oral monologue speech in preschool-age children lays the groundwork for successful learning at school.

One of the main tasks of play in developing preschool children's speech is enriching their vocabulary, helping them acquire concepts, and supporting the polysemy of the words they use and their semantic fields. Speech activity develops through games; interest in and attention to the mother tongue are cultivated. Play is an activity aimed at the comprehensive and well-rounded upbringing of the child. Play develops the individual into a mature and complete person. Play is also one of the manifestations of human activity. Researchers have emphasized the value of play in shaping children's behavior and in identifying behavioral patterns during interpersonal interaction. Play is an integral part of a child's life. Children's world of play is rich and diverse. Using play methods and elements in sessions with children who have speech difficulties yields effective results. Therefore, comprehensive influence on a child can be achieved through wide use of play activity. Play is a means of the child's mental development. During play, a variety of mental processes are activated; the tasks and conditions of the game require the activation of concentration, differentiation of analyzers, comparison, and generalization. Repeated repetition

of the same actions and words forms stable associations about objects and phenomena in the child's mind, helping to shape particular ideas and behaviors.

V.A. Sukhomlinsky once said: "Play is the spark that ignites the flame of inquisitiveness and curiosity." Play is of great importance for the all-round development of children; during play, children's sensory, perceptual, cognitive, imaginative, memory, attentional, volitional, emotional, and other psychological processes are engaged. Games serve to develop children's mental activity and increase their intellectual initiative. They help shape children's emotions, especially aiding the functioning of their sensory organs (sight, touch, hearing, etc.). Didactic games are organized on the basis of a variety of materials — for example, dolls, toys, colorful pictures and cards, various geometric shapes, and natural materials. Didactic games are of great importance in sessions with preschool children; their widespread application has a positive effect on the development of children's thinking, perception, intelligence, memory, willpower, interest in learning, and their needs. Children's curiosity about the world increases, and their alertness, voluntary attention, resourcefulness, and initiative are strengthened.

Through games and the actions of adults, children develop an attitude toward reality, a worldview, and are educated mentally, morally, and physically. The basis of using game technologies lies in children's activity and imagination. Play is defined as a type of activity directed at mastering and recreating social experience, in which the individual's self-regulation of behavior and thought processes are formed and refined.

L.S. Vygotsky, A.N. Leontiev, and D.B. Elkonin conducted productive research on the theory of play and the role of toys in developing a child's personality. The great Russian scholar A.M. Gorky wrote: "Play first fills the child with wonder, and this feeling is the beginning of understanding." Play introduces children to the surrounding environment, teaches them, reinforces their impressions, and satisfies their need for communication. During play, children motivate themselves and learn the rules of organizing games: with a doll they play the role of mother and daughter, while with a rocket, car, or airplane they take on the role of a driver. Through games, children are able to explain how the game is going and what its purpose is. A child conveys inner feelings to parents through play. Understanding that the content of play depends on the game itself, the child shapes their creative activity. Through playing, the child forms their own world, shares new ideas, and we must help those ideas to develop. Games have the strongest educational impact on children, as all things are represented in their diversity. Animals, plants, vehicles, various tools, different shapes — even humans themselves — are incorporated into games in the form of dolls. Games shape children's first impressions of life and develop them gradually. When playing, the child enters that environment. For example, when a child plays with a doctor doll, they speak and act like a doctor and try to help patients. As a child grows, they begin to select toys — choosing based on what benefits them or what they want during play.

Play develops and shapes the child comprehensively — their speech, memory, emotions, and thinking. N.K. Krupskaya wrote: "Games are of great importance for introducing children to the real world around them and for the development of their emotions." Games are classified into various types: didactic games, educational games, theatrical games, sports games, and musical games.

### **Didactic games**

During the game process, didactic games teach children about their way of life, nature, and various phenomena. They deepen children's knowledge. Didactic games give great attention to developing children's speech.

### **Educational games**

Educational games teach children education and upbringing through play. Along with playing, knowledge and skills are acquired.

### **Theatrical games**

In the modern theater, the term "play" refers to an actor conveying something to the audience through various expressive means — speech, facial expressions, gestures, and various actions.

### **Sports games**

Sports games are active games aimed at keeping children healthy. Through sports games, children remain energetic, cheerful, and in high spirits throughout the day.

### **Musical games**

Through musical games, children develop an interest in music and their musical abilities are cultivated.

### **Pedagogical Foundations of Game Technologies**

Game technologies are a set of educational and upbringing methods based on play activity, through which a child gains knowledge, socializes, communicates, and thinks. They include the following:

- Play activities suited to the child's age and psychological characteristics;
- Consolidation of knowledge and skills through play;
- Multi-faceted development through active, role-playing, didactic, and logical games;
- Complex development of speech, thinking, memory, and attention.

According to L.S. Vygotsky, play activity brings the child into the zone of proximal development, meaning that through play a child achieves results beyond their usual capabilities. This idea is fully reflected in speech development as well.

### **Types of Games and Their Impact on Speech Development**

Games used to develop children's speech come in various forms. Each type of game develops a specific aspect of speech:

#### **a) Didactic games**

These games are aimed at providing knowledge and developing speech activity. For example:

- "Which object does not belong?" — enriching vocabulary;
- "Find the word" — developing phonemic hearing;
- "Find synonyms/antonyms" — developing semantic thinking.

#### **b) Role-playing games**

By performing various roles, the child improves conversational skills. For example:

- "The Store" — communication and question-and-answer;

- "Professions" — learning social roles;
- "Doctor-Patient" — coherent thinking and explanation.

### **c) Active (motor) games**

Through these games, children practice active listening and pronunciation by understanding and executing commands:

- "What am I holding?" — coordinating words with actions;
- "I say, you do" — action and speech activity based on commands.

### **d) Sensory games**

- Sand therapy;
- Logo-therapy;
- Montessori-style games.

### **e) Logopedic games**

These are games developed by specialist speech therapists and serve to correct speech defects and develop phonemic hearing. For example:

- "Find the sound S";
- "Exercises for pronouncing the sound R";
- "The wind is blowing" (breath control).

## **The Impact of Game Technologies on Speech Components**

Game technologies have a positive effect on all aspects of speech:

### **a) Vocabulary**

During play, the child acquires new words and learns to use them in context.

### **b) Phonetic development**

Phonetic development is ensured through the correct pronunciation of sounds, control of breathing, and exercises for the muscles of the mouth.

### **c) Grammatical structure**

Games create great opportunities for learning to construct sentences, use verb tenses, and master noun-adjective relationships.

### **d) Dialogic and monologic speech**

Through role-playing games and storytelling, the child learns to logically explain their thoughts, converse, and narrate.

## **Advantages and Effectiveness of Game Technologies**

- Play makes the child an active participant;
- Gives the opportunity to feel free;
- Reduces stress and fear;
- Adapts to each child's individual potential;

- In addition to speech, it shapes thinking, memory, observation, and behavior.

### **Conditions for Organizing Game Technologies**

In order for game technologies to be effective, the following factors must be taken into account:

- Choosing a game appropriate to the child's age;
- Using goal-directed games that provide moral and aesthetic education;
- Encouraging the child during play and evaluating their participation;
- Ensuring a balance between group and individual activities;
- Cooperation among the speech therapist, educator, and parents

### **Conclusion**

In conclusion, game technologies are a very important and effective tool in developing children's speech. They correspond to children's natural needs and turn education and upbringing into an easy and enjoyable process through play. If educators, speech therapists, and parents make full and creative use of these opportunities, significant achievements in children's speech will become evident. Using games as a means of developing a child's oral speech and enriching their vocabulary yields quick results. Play creates an opportunity to consolidate and activate vocabulary, serving as a source of new words. Play awakens only positive emotions in the child and a desire to speak. Through the child's interest in description and storytelling, their knowledge continues to grow.

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