



**THE ROLE OF PLAY IN THE DEVELOPMENT OF PRESCHOOL  
CHILD'S SPEECH**

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<b>A B S T R A C T</b>	<b>K E Y W O R D S</b>
The article is devoted to the issue of speech development of preschool children through the use of speech games. The idea is substantiated that the initial principle of teaching children to read and write is a "pre-letter", purely sound learning period. Special attention is paid to the systematization of speech development games and the preparation of children for literacy, for the successful further formation of reading and writing skills.	Training, active, attention, sound reproduction, correction, optimization, perfection, development, anthropometry, science, speech development, speech characteristics, speech games, kindergarten, preschoolers.

**INTRODUCTION**

Preschool age is a unique period of a child's development, possessing a peculiar logic and specificity; it is a special world with its own language, way of thinking, actions. How do we comprehend the world of pre-school childhood? How do we discover its influence on the child's development? First of all, through a wide variety of children's games. It is no coincidence that the game is called a childhood companion. It is in the game that one should look for the key to the knowledge of a child at preschool age, since this is the closest, organically corresponding to the child's nature, the activity of a pre-school student and the natural expression of his activity.

The role of games in the development of speech is enormous – with their help, the vocabulary is replenished and formed. These include a game in which children take turns naming words. Moreover, each subsequent player calls a word for the letter that the previous one ended the word with.

According to teachers, the role of play in the development of speech occupies an important place also because the game is not only entertainment, but also the creative work of a child, this is where he begins his life. During the game, children learn not only the world around them, but also themselves, their place in the world.

A great influence on the development of children's speech is exerted by games, the content of which is the staging of a plot, the so-called dramatization games. Round dance games and singing games contribute to the development of expressiveness of speech and the consistency of words with movements. Such games also form an arbitrary memorization of texts and movements.

At preschool age, plot-role-playing games and games with rules are held. The latter include didactic and mobile.

The story-role-playing game has a positive effect on the development of speech. During the game, the child talks aloud to the toy, speaks for himself and for her, imitates the drone of an airplane, the voices of animals, etc.

Story - role-playing games develop children's speech and communication skills with each other, promote proper and harmonious development, help prepare the baby for adulthood, teach him to think creatively, broaden his horizons and practice social behavior skills.

During the game, the teacher talks a lot with the children, as a result of which the child has a need for verbal communication. He wants to ask an adult about something, to tell him something. The educator strongly encourages children to ask questions about this or that toy. Thus, children's speech activity develops in the story-role-playing game.

A necessary condition for the successful development of children's speech in a story role-playing game is the selection of a variety of toys: dolls, clothes for them, sets of dishes, furniture, vegetables and fruits, cars for various purposes, etc. However, along with story toys depicting real objects in a reduced form that replace real ones (sticks, cubes, balls, etc. As children master the story-role-playing game, an adult should be shown that you can use a pencil or wand instead of a thermometer, and a cube instead of soap. Turning to substitutes in the game puts children in front of the need to rename the item, and then inform other players about it. Thus, in the game, in addition to speech, determined by the features of the role assumed, speech appears, the function of which is to coordinate joint actions. Taking into account the nature of play activities in the younger preschool age, they need to be given such a number of toys that could satisfy their individual needs, since initially the collective use of toys is not available to such children.

It is advisable to organize such games with children, in which all children of the group participate. Examples of such games can be the following: "Doll's birthday", where all the children dance and sing; "Train", where all the children are passengers and at the stops they look at something, collect. In the Toy Store game, children, having "bought" a toy, then play with it; and the one who correctly asks for it from the "seller" will receive the toy. Children are gradually involved in these games.

Plot-role-playing games are organized by the educator. Teaching children practical actions (through games with a didactic doll) is carried out by the educator in the form of a lesson. Organizing story-based, story-role-playing games with children, the teacher solves the important task of improving all components of the child's oral speech

Along with story-role-playing games, games with rules are actively developing at preschool age. These include didactic, outdoor games, dramatization games, etc.

Didactic games occupy a special place in the pedagogical process, They are of great cognitive importance, as they broaden the horizons of children, teach them to distinguish the properties of objects, find similarities and differences in them, etc. Special attention is always paid to the didactic game. Thanks to the use of didactic games, the process of speech development takes place in an accessible and attractive form of play for preschool children. "Wonderful bag", "Tell me how  
During the didactic games, the educator develops the speech activity of children, encourages correct answers to the questions posed, educates, I will endure. (The child should answer when asked).

The advantage of the game over any other children's activity lies in the fact that in it the child voluntarily obeys certain rules, while it is the fulfillment of the rules that gives maximum pleasure. This makes the child's behavior meaningful and conscious, turns it from field to volitional. Therefore, the game is practically the only area where a preschooler can show his initiative and creative activity.

From birth, we are surrounded by many sounds: the speech of people, the rustle of leaves, music, etc. But only speech sounds, and then only in words, serve as a means of transmitting information, prompting action. Timely and full mastery of speech is the main condition for the formation of a full-fledged psyche in children. Speech, in all its diversity, is a component of communication, and it is in the process of communication that it is formed.

The purpose of speech development classes in kindergarten is to master the basics of the native language by the child. This is not an easy task, since a preschool child is not a student to whom the rules of conjugation and declension can be explained.

The main tasks of speech development in kindergarten:

Education of the sound culture of speech;

Enriching and activating the dictionary;

Formation of the grammatical structure of speech;

Development of coherent speech.

An important and necessary work to prepare children for school is the work of teaching children to read and write. This involves systematically familiarizing children with the elements of language and introducing them to the linguistic reality, forming clear ideas about the features of speech sounds, about the sound and syllabic composition of the word. The child's readiness to learn to read and write consists of many components, among which primary importance is given to such speech characteristics as:

The idea is substantiated that the initial principle of teaching children to read and write is a "pre-letter", purely sound learning period. Special attention is paid to the systematization of speech development games and the preparation of children for literacy, for the successful further formation of reading and writing skills.

The theoretical and practical material on the issue of speech games for speech development of preschoolers is systematized and generalized. The use of speech speech therapy games and exercises contributes to the optimization of learning, the development of correct pronunciation and speech development, forms the child's need for language acquisition and is an effective means of preparing children for literacy.

1. Clear articulation of native language sounds (ensures correct pronunciation);
2. Knowledge of visual images of letters and the ability to correlate sound with a letter;
3. Development of flexibility and accuracy of the hand, eye, sense of rhythm, etc.

The basis of teaching children to read and write is not working with letters, but with the sounds of human speech.

"Anyone who understands the sound-syllabic structure of the word can consciously read and write," argued K.D. Ushinsky. While studying, the child masters completely new forms of mental and linguistic activity for him, which are very difficult for a preschooler. It is extremely important to create an emotionally favorable situation in the work, which would contribute to the emergence of a child's desire to actively participate in speech communication. And it is the game that helps to create situations in which even the most unsociable children are revealed. "It is in the game that the child is fluent in speech, says what he thinks, and not what he needs. Not to teach and teach, but to play with him, to fantasize, to compose, to invent – that's what a child needs," Gianni Rodari said.

A game for a preschool child is the main activity.

Speech games contribute to the fulfillment of important tasks:

- Psychologically prepare children for speech communication;
- Provide multiple repetition of speech material;
- Train children in choosing the right speech material;
- Encourage children to communicate with each other.

Speech games are aimed at the development of speech, clarification and consolidation of vocabulary, education of correct sound pronunciation, development of the grammatical structure of speech.

Speech, in all its diversity, is a necessary component of communication. The most important prerequisite for improving the speech activity of preschoolers is the creation of an emotionally favorable situation, which contributes to the desire to actively participate in speech communication. And it is the game that helps to create such situations in which even the most unsociable and constrained children enter into speech communication and open up. The writer Gianni Rodari, well-known to all of us, claimed that "it is in the game that the child is fluent in speech, says what he thinks, and not what he needs. Not to teach and teach, but to play with him, to fantasize, to compose, to invent - that's what a child needs."

The attitude of modern preschoolers to the game has changed significantly. Despite the preservation and popularity of some game plots (hide-and-seek, salochki, daughter-mothers), children in most cases do not know the rules of the game and do not consider it mandatory to perform them. They cease to correlate their behavior and their desires with the image of an ideal adult or the image of correct behavior. But it is this independent regulation of their actions that turns a child into a conscious subject of their life, makes their behavior conscious and arbitrary. Of course, this does not mean that modern children do not master the rules of behavior – everyday, educational, communicative, traffic. However, these rules come from outside, from the side of adults, and the child is forced to accept them and adapt to them.

The child's speech is formed in stages. At each age stage, their own tasks are solved. From age to age, there is a gradual complication of methods and techniques of teaching the native language.

Thanks to the variety of speech games and exercises, a preschooler is formed:

Clarity of pronunciation of each word;

Literacy;

Clarity;

Ability to formulate your thoughts correctly;

Development of monologue and dialogic speech;

Ability to communicate with others.

The game becomes a form of communication, cooperation, co-creation of an adult and a child, a form of learning that does not require additional incentives. K.D. Ushinsky believed that literacy training can be carried out only in activities, only in exercises that should be as independent as possible, systematic, logical, oral and written, and oral should precede written. Therefore, I widely use game techniques and didactic games and exercises in the classroom in order to make it easier to interest each child, to attract his attention. This ensures the success of joint classes, makes them exciting and desirable, the maximum developmental effect is achieved, contributes to the improvement of speech activity.

The systematic use of speech games in correctional work and in preparing children for literacy training makes it possible to more successfully perform the main tasks of the correctional and educational program. The speech development of children and the quality of correctional work are much more

effective where speech games and exercises are included, because play activity makes the child want to engage, learn, learn new things.

Speech games can be used at all stages of working with children: during the development of articulation apparatus, correction of sound reproduction, covering different aspects of speech development

-lexical, grammatical, coherent, at different stages of the lesson and types of work: individual, subgroup, frontal.

I believe that the initial principle of teaching children to read and write is a "pre-letter", purely sound learning period. This period takes a lot of effort and time, but the success of further formation of reading and writing skills depends on propaedeutics. Therefore, sufficient attention is also given to the preparatory games.

A child playing continuously talks; he speaks even if he is playing alone, manipulates objects that do not stimulate to the conversation. But there are toys whose value as stimuli for the manifestation of children's speech is exceptional. These are toys depicting animate objects: animals, people. The horse that the child plays with is a living being for him. He speaks to her as the owner who serves her or works with her speaks to his live horse.

The educating role of the doll is especially significant. This is understood by anyone who has observed properly organized doll games. There is not a single game that puts forward as many reasons for the manifestation of children's speech as a game of dolls. A doll is a person, a member of a collective of young people who live their own lives and reflect this life – a game in a word. But this life requires pedagogical guidance.

Doll games, provided that they are properly organized and pedagogically guided by them, offer ample opportunities for orienting children in various forms and attitudes of social and working life. Playing with dolls, serving them, children acquire a number of skills related to everyday household, working life, which is the closest and most understandable for them, skills to which we bring them first of all, which they consolidate in the game and of which each requires the cooperation of language.

Conditionally, games on speech development and preparation of children for literacy can be divided into the following areas:

1. Preparatory games for the development of:

- auditory attention;
- speech hearing;
- phonemic hearing;
- articulatory motor skills;
- physiological respiration;
- speech breathing;
- voices.

1. Games for the formation of correct sound reproduction:

- sound analysis;
- familiarity with sounds;
- automation of sounds;
- differentiation of sounds.

2. Games for the formation of the grammatical structure of speech:

word:

- nouns;
  - adjectives;
  - verbs;
  - numerals;
  - pronouns;
  - adverbs;
  - complex words (education); sentence:
  - simple sentences;
  - simple common;
  - prepositions in sentences;
  - complex sentences; formation of coherent speech:
  - dialogues;
  - retellings;
  - stories.
3. Working on the letter;
  4. Finger gymnastics;
  5. Psychogymnastics;
  6. Physical training minutes.

When selecting speech material, it is desirable to rely on the following principles:

1. The principle of scientific nature is the reinforcement of all games conducted by scientifically based and practically tested methods.
2. The principle of consistency is the solution of the tasks set in the system of the entire educational process.
3. The principle of effectiveness and guarantee is a guarantee of a positive result regardless of the age and level of mental development of children.

The role of games in the development of speech is enormous – with their help, the vocabulary is replenished and formed. These include a game in which children take turns naming words. Moreover, each subsequent player calls a word for the letter that the previous one ended the word with.

In my opinion, the role of play in the development of speech occupies an important place also because the game is not only entertainment, but also the creative work of a child, this is what he starts his life with. During the game, children learn not only the world around them, but also themselves, their place in the world. As a result, the use of speech therapy games and exercises, in various types of children's activities and forms of correctional work, contributes to the optimization of learning, the development of correct pronunciation and speech development, forms the child's need to master speech and is an effective means of preparing children for literacy.

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