



## **IMPROVING METHODS OF CHILDREN'S SPEECH DEVELOPMENT THROUGH MUSICAL DIDACTIC GAMES**

Eshmurodova Durдона O'ktamovna

Independent Researcher at Termez State Pedagogical Institute

### **ABSTRACT**

This article describes the improvement of methods for developing children's speech through musical didactic games. In the process of knowing the world around him, the child seeks to enter into direct contact with existence. It is extremely important to direct this aspiration in the form of a game, that is, the effectiveness of educational work in preschool institutions largely depends on the ability to organize children's play activities in a purposeful manner.

### **KEYWORDS**

Education, music, didactic games, aesthetics, coherence, pedagogy, creative and regular games, research, cognitive, method, discrimination, creative, innovation, technology, dynamic and interactive, song, poem, rhyme, phonological, skills, empathy.

### **INTRODUCTION**

Although play is considered the leading activity in the preschool stage — the initial phase of the education system — this process is fundamentally aimed at educating and nurturing children, helping them understand the world, and encouraging them to think independently, thereby shaping their personalities [1].

The main goal of education is to prepare children for school learning. This means that children should not only acquire specific knowledge but also develop thinking skills, understand the speech of their peers and adults, engage in open communication, and participate in cooperative activities. It is essential for children to be able to think imaginatively and logically in their native language, express their ideas clearly through speech, control and manage their behavior, and possess cognitive readiness such as observing, listening, memorizing, generalizing, and comparing. In fulfilling this task, musical didactic games play a significant role and are of great importance in improving methods for developing children's speech.

According to the requirements defined in the Law of the Republic of Uzbekistan "On Education," it is necessary to organize the educational and upbringing process wisely, to effectively apply pedagogical-didactic approaches, and to train educators who can demonstrate high pedagogical culture and techniques in real preschool education practices.

President of the Republic of Uzbekistan, Shavkat Mirziyoyev, stated that the main goal of ongoing reforms in pedagogical education is to create conditions and effective mechanisms that ensure the comprehensive development and well-being of individuals, realize their interests, and transform outdated mindsets and social behavior patterns. Preparing highly competitive pedagogical specialists based on the nation's rich intellectual heritage and universal values, along with the achievements of modern culture, economy, science, technology, and innovations, is a key factor in the development of a new system for training capable preschool education specialists. This is considered one of the crucial conditions for the advancement of preschool education in the Republic of Uzbekistan [2].

## Literature Review

Games play a vital role in the physical, intellectual, moral, labor, and aesthetic development of children, as well as in forming their independent thinking skills. Games in preschool education institutions are closely connected with the activities conducted there and the children's daily observations, carrying significant educational and pedagogical value. The variety of games children play — their diverse content, organization methods, required equipment, and visual aids — allows them to be categorized accordingly.

In the science of educational pedagogy, children's games are typically divided into two major categories: *creative games* and *rule-based games*. Researcher G. Berdalieva addresses this classification in her study titled *"Improving the Methodology of Teaching Children Independent Thinking during Speech Development Sessions in Preschool Educational Institutions"* [3].

## Research Methodology

Games organized in preschool educational institutions form the foundation for developing a range of personal qualities in children. As children grow and gain more independence in their actions, their worldview expands under the influence of the surrounding environment and events. At this stage, children strive to interact directly with the world around them. A characteristic feature here is that, driven by their curiosity, children are interested not only in things relevant to their age but also in those that belong to adults or exceed their abilities. This reflects an inner desire to grow up quickly. Guiding this desire in the form of purposeful play is extremely important — the success of educational and upbringing processes in preschools largely depends on how well play activities are structured.

Play is not a fictional creation imagined by children, but rather a phenomenon that arises from and develops through their imagination during the act of playing. In today's era of unprecedented scientific advancement, many newly created innovations appear as miracles to children. Consequently, during their play, they imagine various fantastical elements based on what they observe — flying animals, flying machines, robot-humans, talking animals, hybrid human-animal creatures, and more. Likewise, children invent scenarios and objects in their imagination based on their internal needs and interests. Their ability to create legendary characters and imaginary figures during play is a product of their active, creative, and dynamic thinking that reflects the objects and events in their environment.

Music has the power to attract and captivate young children. By incorporating musical didactic games into the curriculum, educators can spark children's interest and encourage active participation. These games allow children to learn in an interactive and playful manner, making the learning process more engaging and effective.

Musical didactic games help develop various cognitive abilities in preschool children.

For example, games that include matching rhythms or melodies can improve children's auditory discrimination and memory skills. In addition, games that require children to follow musical instructions or create their own music can enhance their attention, problem-solving abilities, and creativity.

Music and language are closely interconnected, and musical activities contribute significantly to language development in young children. When organizing musical-didactic games, children should be given ample opportunities to act independently. Practical experience shows that the more trust is placed in children, the more responsibly, consciously, promptly, and honestly they approach the tasks assigned to them. Therefore, it is advisable to allow children themselves to choose the games they want to play, assign roles and instruments, and only intervene when necessary to resolve any conflicts that may arise among them.

During play activities, a specific form of interpersonal interaction emerges among children. Observation reveals that a well-organized game played today is often repeated in the same manner the following day. This is understandable: the children worked together the day before, agreed on who would play which instrument, and decided who would be the leader.

As a result, qualities such as cooperation, friendship, and teamwork develop among the children. Additionally, play fosters the exchange of experiences between them.

In independent musical activities, children should have the opportunity to play instruments, engage in various musical-didactic games, and listen to recordings of their favorite children's songs on tapes or CDs. To facilitate this, music centers should be equipped with the necessary conditions and tools. In order to prevent disruption to other children engaged in different types of activities, musical corners should be set up in a quiet area — for example, in the unused part of the sleeping area or in the cloakroom (which remains vacant throughout the day). This is the most suitable solution. These spaces can also be used to organize musical-didactic games in small groups.

If a game is based on distributed materials, 1–2 tables can be placed in the music corner. If the game involves the entire group, the distributed materials can be brought into the main classroom. When a child expresses a desire to play a particular instrument, they should inform the educator, who must then provide the necessary environment and tools. If one or more children join in, the educator should monitor and observe the results of the children's activities.

## **Analysis and Results**

Music has long been recognized as a powerful tool, particularly for learning and development in early childhood. Preschool educational institutions play a crucial role in laying the foundation for a child's future academic success and overall well-being. Integrating musical-didactic games into the curriculum not only makes learning fun and engaging but also enhances various aspects of a child's development. Music has a unique ability to capture children's attention, stimulate their creativity, and nurture a love for learning.

By integrating musical activities into preschool education, educators can create a dynamic and interactive environment that supports learning across multiple domains. Songs, rhymes, and chants are powerful tools for developing vocabulary, phonological awareness, and communication skills. Incorporating these elements into musical-didactic games helps preschool educators reinforce children's language skills in an enjoyable and meaningful way.

Music also has the ability to evoke emotions and promote social interaction. Through engagement in musical-didactic games, children can learn important social and emotional skills such as sharing, taking turns, and working together toward common goals. These games foster a supportive and collaborative environment where children can express themselves, form relationships, and develop empathy.

Musical activities often involve movement and coordination, which contribute to the physical development of young children. Dancing, clapping, and playing instruments during musical-didactic games help improve both gross and fine motor skills. Additionally, these activities enhance body awareness, spatial orientation, and balance. In creative play, children invent their own content, expressing their impressions, understanding of the world, knowledge, and attitudes. These games reflect their perceptions of the surrounding world and allow their freedom, independence, organizational skills, and creativity to fully emerge [4].

## Conclusion and Recommendations

Introducing musical-didactic games into preschool education opens up broad opportunities for young learners. From enhancing cognitive abilities to supporting language development and socio-emotional learning, music can play a valuable role in early childhood education. By integrating music and interactive activities into the curriculum, educators can create a stimulating and enriching learning environment that ensures the all-round development of preschool-aged children.

One of the didactic games that helps develop quick-thinking skills in children is called “Quick-Witted Child.” In this game, the teacher presents various topics, and children are required to name as many relevant words as possible. The child who finds the most words on a given topic earns points (stars). At the end of the game, the child with the most stars wins. For example, if the teacher says “Wild Animals,” the children respond with words like “Elephant, bear, wolf, fox...”

If the teacher says “Cartoons,” the children say “Zumrad and Qimmat,” “Mowgli,” “Alpomish.” If the topic is “School Supplies,” children answer with “Eraser, notebook, pencil, compass...”

The teacher continues by giving topics such as birds, domestic animals, fairy tale characters, bodies of water, and so on, and the children respond accordingly.

This process enhances children’s thinking speed, vocabulary, memory, and knowledge.

In short, these examples show the invaluable role that didactic games, alongside literary works, play in developing and encouraging independent thinking skills in children [5].

In our country, nurturing the younger generation in the spirit of love for the homeland includes the essential component of aesthetic education. Addressing the need for morally and intellectually enlightened individuals is a great responsibility placed on society and the state — and music teachers bear a significant part of this task.

The contribution of music to the development of our nation is immeasurable. Music plays a crucial role in elevating the consciousness of future generations. It holds not only cultural but also socio-political importance, and this level of responsibility must be fully recognized.

## REFERENCES:

1. Resolution of the President of the Republic of Uzbekistan No. PQ-4312 dated May 8, 2019, “On the Approval of the Concept for the Development of the Preschool Education System of the Republic of Uzbekistan until 2030.”

2. Ahmedova, Umida. "Musical Didactic Games in Preschool Educational Institutions." *Academic Research in Modern Science*, p. 19.
3. G.A. Berdalieva. *Improving the Methodology of Teaching Independent Thinking to Children in Speech Development Sessions at Preschool Educational Institutions*. Dissertation, 2019, pp. 90–91.
4. Sh.Sh. Nizomova. *Theory and Technologies of Developing Children's Speech*. Educational manual. "Standart Poligraf" Publishing House, Bukhara – 2022, p. 7.
5. Kodirov, V. "Methodological Opportunities of Didactic Games in Promoting Independent Thinking in Children." *Scientific Bulletin of Andijan State University*, 2020, Issue 1.