



## **ENRICHING THE VOCABULARY OF PRESCHOOL CHILDREN THROUGH DIDACTIC GAMES**

Arzayim Joldasbaeva

Master Student, Nukus State Pedagogical Institute,

<b>ABSTRACT</b>	<b>KEYWORDS</b>
The development of a child's speech is a rather difficult and consistent process, which is influenced not only by internal, but also by external aspects of development, for example, such as the society in which the child is brought up, his social and cultural status.	speech development, vocabulary, didactic games, education, process.

In a preschool institution, the speech development system, the enrichment of the child's vocabulary, the ability to use words occupy an important place. Such work is extremely important and much attention should be paid to preschoolers in this area. Without expanding the vocabulary, the development of a child's speech is impossible. The word provides content. The development of a dictionary in a preschool educational institution is closely related to the knowledge of the world. The use of new words expresses the knowledge of the child and his idea of the world around him.

The process of assimilation by children of the meanings of words, their semantics was studied by L.S. Vygotsky, who showed that the child, as he develops, passes from random, insignificant signs to essential ones [1, p. 270]. The child grows, along with him the completeness and correctness of expression through speech of his perception of the world changes and grows.

In kindergarten, vocabulary work consists in the fact that it is carried out in the process of all work with children. Conducting didactic games with children plays a significant role.

More effective will be not spontaneous, but gradual mastery of the skill of using new words. The teacher must manage this process, thereby facilitating the correctness and completeness of the perception of new words.

The main tasks of vocabulary work in kindergarten are:

1. Vocabulary enrichment - the child's use, understanding of new words that were previously completely unknown to him, or understanding of new meanings of words. The enrichment of the vocabulary can be achieved through common vocabulary, that is, through the generally accepted names of objects, their qualities, properties, actions, and so on. The more a child learns about the world around him, the larger his vocabulary becomes.
2. Consolidation and clarification of the dictionary. Due to their age characteristics, preschool children need to repeatedly repeat new words in order to memorize them.
3. Activation of children's vocabulary. This means to teach the child to use words that he understands, to teach him to use new words in his speech turns.

4. The elimination of non-literary words is an installation on the correct pronunciation of words, when children, due to their age, incorrectly stress the words, pronounce them incorrectly.

All tasks in the work on the formation of a dictionary in a preschooler are closely interconnected. They must be dealt with in practice. The program for the development and education of children in kindergarten provides for the content of vocabulary work. Children learn a social science dictionary, that is, words and phrases that denote social life, such as: “native country”, “army”, etc.; natural history dictionary defines the names of animals, plants, natural phenomena; household dictionary defines the names of toys, furniture, clothes, premises, parts of the body and face) emotionally evaluative dictionary defines words that denote emotions, feelings and experiences; vocabulary related to mathematics, physical education, music, fine arts; vocabulary necessary for communicating with each other, with adults, for expressing one's own thoughts.

At the older preschool age, children form the basis of the vocabulary, which will not change significantly further. Pedagogical workers, having analyzed the vocabulary of preschool children, identified the most popular significant words in the speech of children. So, among the nouns in the dictionary, words that denote people predominate; adjectives are repeated with the meaning of size and color: “big”, “small”, “black”, “red”, “blue”. Not the last place is occupied by pronominal adjectives: “such”, “which”, “this”, “any”, “each”, “mine”, “ours”, “ours”. Children begin to use negative evaluations over positive ones; use the comparative degree of adjectives.

The volume of the vocabulary is established in the process of introducing children to the outside world, physical education, in the course of environmental and musical education, visual activity, mathematical development, games and entertainment, etc.

The essence of enriching a child's vocabulary in kindergarten lies in the fact that the meaning of a word can be determined from three sides: 1) the relationship of the word with the subject; 2) connection of a word with a certain concept; 3) the correlation of the word with other units of the lexical system of the language. To understand the meaning of a word for a child means to master all aspects of the word. There are different approaches to vocabulary work with preschool children. The cumulative approach deserves special attention, when in the process of a didactic game the words of children are replenished, more and more often used, expressions are clarified with all possible words, from different parts of speech.

One of the most important means of developing the vocabulary of preschool children is a didactic game. Didactic games are a kind of games with rules, specially created for the purpose of educating and educating children. Such games solve specific tasks of education, they trace both educational and developmental components. A didactic game is a multifaceted, complex pedagogical phenomenon. It is both a game method of teaching children of preschool age, and a form of education, and in addition, an independent game activity and a means of educating a child's personality from various sides. The method of conducting vocabulary didactic games is determined by the content of vocabulary work, the age characteristics of children and the ability to regulate their actions, as a result, inner speech is formed.

Most adults who want to teach a child to speak correctly ask to repeat a word that has just been spoken. However, for the development of speech, this method is not entirely good. In this case, if the goal is not only to teach a child to imitate an adult, but also to teach through these words to perceive the world around them, then it is better to use simple didactic exercises.

Dictionary didactic games develop both specific and generic concepts, contribute to the development of words in their meanings. Using such games, the child is in a situation where, in new conditions, he needs to use the previously acquired knowledge and words.

To select the appropriate material for a didactic game, you must first determine the tasks of vocabulary work. In order for the child to activate the household vocabulary, you should pick up toys and pictures that depict household items. To enrich the natural history vocabulary, one should select materials related to nature. In the course of the game's guidance, the definition of a list of words to be learned by the child acts as a condition.

The didactic game helps the child to acquire new knowledge and skills: communicating with teachers, with children of his age, observing the process of the game, the statements of peers, their actions, trying on the role of a fan, the child receives a lot of new things, enriches himself with information, which is important in his development.

Playing, learning the world, the child understands the purpose of various objects more and more. He learns to find connections with adults and other children.

In the course of vocabulary work with children, including during a didactic game, teachers work on the word while introducing children to the world around them, using children's activity in cognitive activity; I form the vocabulary of children simultaneously with the development of mental processes and taking into account their mental abilities, while feelings are brought up, relationships and behavior of children are established. Dictionary work boils down to the fact that all tasks must be solved in unity and in strict sequence.

## **SUMMARY**

The article discusses the process of developing the vocabulary of preschool children, as well as the potential for didactic games as one of the main means of enriching the vocabulary of children.

## **РЕЗЮМЕ**

В статье рассматривается процесс развития словарного запаса детей дошкольного возраста, а также возможности дидактических игр как одного из основных средств обогащения словарного запаса детей.

## **PEZIOME**

Maqolada maktabgacha yoshdagi bolalarning so'z boyligini rivojlantirish jarayoni, shuningdek, didaktik o'yinlarning potentsiali bolalarning so'z boyligini boyitishning asosiy vositalaridan biri sifatida muhokama qilinadi.

## **References:**

1. Vygotsky L.S. Thinking and speech / ed. V. Kolbanovsky. M. L., 1934. pp. 262–264, 268–270.
2. Zhinkin N.I. Psychological foundations of speech development // In defense of the living word: Sat. articles / comp. V.Ya. Korovin. Moscow: Education, 1966, pp. 5–25.
3. Zeitlin S.N. Language and child. Linguistics of children's speech. M.: Vlados, 2000. 280 p.
4. Gerdruang, Atiporn; Panwatanasakul, Chaipat; Nurnazar, Pirnazarov; ,THE DESIRABLE MANAGEMENT OF EDUCATION IN URBANIZATION AREA UNDER THE OFFICE OF

NON-FORMAL AND INFORMAL EDUCATION IN BANGKOK THAILAND,?????  
(???)48,10,,2021

5. Tzu-Chia Chen, Shu-Yan Yu, Haiying Zhang, Pirnazarov Nurnazar; , "Application of Sustainable Education Innovation in the Integrated Teaching of Theory and Practice Adopted in the Auto Chassis Course--A Case Study on the Auto Repair Specialty of a Secondary Vocational School in Suzhou, China", "Tobacco Regulatory Science (TRS) (Tob Regul Sci, Electronic ISSN 2333-9748)",7,6-1,7166-7189,2021,Tobacco Regulatory Science Group.