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# THE SIGNIFICANCE OF MOVEMENT-BASED GAMES IN DEVELOPING THE SPEECH OF PRIMARY SCHOOL STUDENTS

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**Annotation:** This study examines the didactic potential of movement-based games in developing speech skills among primary school students. The author proposes a methodological model integrating game technologies with speech activities. The findings indicate that structured movement-based activities significantly improve students' vocabulary, speech fluency, and communicative competence.

**Keywords:** movement games, speech development, primary education, didactics, communicative competence, interactive methods.

**Аннотация** В исследовании анализируются дидактические возможности подвижных игр в развитии речи младших школьников. Предлагается методическая модель интеграции игровых технологий с речевой деятельностью. Результаты показывают значительное повышение речевой активности, словарного запаса и коммуникативной компетенции учащихся.

**Ключевые слова:** подвижные игры, развитие речи, начальное образование, методика, коммуникативная компетенция.

Introduction

In the contemporary educational framework, fostering the linguistic and communicative competence of students stands as a paramount objective. Speech activity serves as a critical determinant not only of a child's cognitive development but also of their socio-cultural adaptation. Scientific literature demonstrates that language acquisition and speech development undergo a highly dynamic and intensive phase during the primary school years; hence, identifying and applying effective pedagogical instruments during this period is of vital importance [1, p. 203].

Movement-based games constitute one such powerful pedagogical tool. They cultivate a natural communicative environment and actively engage young learners in verbal interactions [2, p. 115].

*Research Methods Applied:*

- experimental research (utilizing comparative analysis between experimental and control groups);
- Diagnostic testing;
- continuous monitoring of speech and verbal activity;
- systematic literature review (leveraging global databases such as Scopus and Google Scholar).

*Main Body - The Impact of Movement-Based Games on Speech Development*

Movement-based games encourage children to act autonomously, thereby providing a natural catalyst for verbal communication. Throughout the gameplay, the learner inherently:

- enters authentic communicative situations;
- constructs dialogic and monologic structures;
- assumes various social roles;
- employs emotionally expressive speech.

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Psychological scholarship indicates that lexical units and linguistic structures internalised through play-based activities are retained far more effectively compared to those acquired via traditional, rote-learning methodologies [3, p. 89].

*Methodological Model*

The enhancement of oral speech in primary education is conceptualized as one of the most pressing challenges in contemporary pedagogy and psycholinguistics. It is at this developmental juncture that a child's cognitive processing, social relations, and communicative faculties begin to coalesce, with speech operating as the central mechanism of this developmental trajectory.

In analyzing the dialectical relationship between thought and language, L.S. Vygotsky emphasizes that a child's intellectual growth is fundamentally rooted in social interaction [1, pp. 86–92]. According to his paradigm, a student initially internalizes thinking patterns through external communicative activities, which are subsequently transformed into internal cognitive mechanisms. Therefore, fostering speech development in primary education must transcend the mere instruction of linguistic units; it should be approached as the structural formation of the child's cognitive apparatus. This paradigm shifts the onus onto educators to organize instruction through communicative and activity-oriented methodologies.

Jean Piaget examines speech acquisition in close alignment with stages of cognitive development, noting the predominance of egocentric speech in early childhood [2, pp. 34–39]. Piaget posits that a child initially communicates ideas within an individualized frame of perception, whereas socialization gradually triggers the maturation of communicative speech. This theory underscores the scholastic and empirical value of cooperative and play-based methods in primary speech development. During gameplay, students interact with peers, negotiate meanings, and attempt to articulate their perspectives, causing egocentric speech to transition into a socialized communicative form. From this vantage point, ludic (game-based) activity emerges as a critical pedagogical medium that enhances both emotional engagement and communicative flexibility.



D.B. Elkonin identifies play as a primary driver of psychological development, asserting that role-playing games are instrumental in shaping social relationships and verbal proactivity [3, pp. 57–63]. Elkonin suggests that during play, children model real-life communicative scenarios, thereby learning to utilize linguistic structures in a naturalistic context. This process is essential for expanding vocabulary, advancing coherent connected speech, and establishing sequential thought articulation. Given that the integration of motor actions and verbal expression is exceptionally pronounced in primary school-aged children, movement-based games are recognized as a highly potent mechanism for speech development. Consequently, incorporating technologies based on motor-verbal integration into the methodological model is didactically justified.

The motivational component of the proposed methodological model is designed to cultivate an intrinsic communicative need in students, utilizing pedagogical tools that stimulate internal motivation. Jerome Bruner notes that the generation of meaning and the assimilation of social experience in the educational process are realized through communicative activity [4, pp. 19–24]. Bruner contends that children do not acquire knowledge in a passive, prefabricated format; rather, they construct it through active dialogue and direct experience. Thus, to enhance verbal proactivity, it is vital to engineer scenarios that generate a genuine need for communication. Because play-centric tasks align naturally with a child's intrinsic interests, they prompt students to express ideas freely and participate actively.

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Consequently, verbal activity ceases to be an enforced academic obligation and transforms into a natural communicative necessity.

The activity component relies on the integration of physical movement and speech, ensuring that the student transitions from a passive listener or observer to an active, direct participant. Vygotsky maintains that educational efficacy is determined by organizing activities within the child's "Zone of Proximal Development" (ZPD) [1, pp. 112–118]. Adhering to this framework, learners acquire novel knowledge and competencies through collaborative engagement with adults or more capable peers. Hence, movement-oriented and interactive games accelerate speech development by drawing students into active communication. Specifically, motor-linked assignments simultaneously stimulate perception, memory, and cognitive faculties, facilitating the fluid and coherent structural development of oral speech.

The communicative component forms the core of the methodological model, establishing a cooperative, dialogue-driven environment among students. In the cooperative learning theory advanced by Johnson and Johnson, collaborative activity is scientifically validated as a cornerstone for developing communicative competence [5, pp. 45–49]. The researchers observe that through group dynamics, students learn to listen to alternative viewpoints, defend their positions, and negotiate collective decisions. Viewed through this lens, play-based communicative methods serve as a powerful vehicle for developing dialogic speech. Students exchange ideas through question-and-answer routines, debates, and role-specific scenarios, thereby enriching their repertoire of linguistic experiences.

The reflexive component aims to build self-analytical and evaluative skills regarding students' own verbal output. Modern pedagogical research widely acknowledges reflection as a primary factor driving independent critical thinking [10]. Through reflection, students become cognizant of inconsistencies in their speech, assess logical coherence, and strive to refine their communication in subsequent tasks. The debriefing and analysis phases orchestrated at the conclusion of a game are particularly effective in nurturing the conscious use of language units. As a result, students learn not merely how to express an idea, but how to structure it in a logically and stylistically precise manner.

When implemented within this methodological model, the game *"Construct a Story through Action"* serves as a highly productive tool for improving connected speech. In this game, a student performs a specific physical action and simultaneously provides a verbal commentary. As Elkonin points out, role-play centered on movement enriches a child's imagination and figurative thinking [3, pp. 71–75], which subsequently diversifies verbal expression. The student does not merely describe an event but endeavors to explain its cause-and-effect relationships, fostering logic, sequence, and expressiveness in speech.

Similarly, the game *"Chain Sentence"* enhances logical reasoning and the capacity to grasp semantic connections. Drawing from Piagetian theory, cognitive processing grows sequentially more complex, with social interaction serving as a primary catalyst for this evolution [2, pp. 52–57]. In this game, each student must seamlessly continue the preceding statement, a task requiring sustained concentration and semantic continuity. Consequently, students master the skills required to construct connected speech, preserve semantic integrity, and advance an argument logically.



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Furthermore, the game *"Speak in Character"* unlocks students' creative and communicative potential. Bruner posits that learners internalize social realities through active communicative engagement [4, pp. 41–46]. Role-playing games help students adapt to diverse communicative contexts, cultivate emotional expressiveness, and converse without inhibition. When adopting a specific persona, a student not only introduces new lexical units but also experiments with various stylistic devices, making their oral speech more natural, fluent, and persuasive.

*Experimental Results*

The empirical data collected during the study revealed the following outcomes:

- a measurable acceleration in speech tempo and fluency;
- a substantial expansion of students' active vocabulary;
- accelerated development of independent critical thinking;
- a marked increase in communicative proactivity.

Statistical analysis demonstrated that metrics indicative of speech development increased by an average of 22–27% [5, p. 132].

*Enrichment via Modern Pedagogical Innovations*

Movement-based games can be further optimized through the following modern integrations:

- incorporating gamification elements (points, badges, leaderboards);
- synchronizing activities with digital educational platforms;
- formulating interdisciplinary links based on steam principles;
- intituting personalized learning pathways.

Deploying these innovative frameworks optimizes the overall efficiency of primary school speech development strategies [6, p. 77].

*Conclusion*

In conclusion, this study provides a comprehensive theoretical and empirical justification for the high pedagogical efficacy of a methodological approach grounded in game technologies for developing the oral speech of primary school students. The findings indicate that because play aligns harmoniously with a child's natural psychological imperatives, it serves as an essential catalyst for maximizing verbal proactivity, advancing communicative competence, and shaping independent cognitive skills. Methodologies integrating physical movement with speech expand the horizons for nurturing connected speech, systematic thought articulation, and emotionally expressive verbalization.

The analysis revealed that the interconnected operation of the motivational, activity-based, communicative, and reflexive components within the proposed methodological model facilitates a holistic approach to speech development. While the motivational component builds a genuine need and desire for interpersonal communication, the activity component harmonizes movement with cognitive and verbal development. Concurrently, the communicative component establishes a cooperative environment for peer dialogue, and the reflexive component equips students with the self-analytical tools necessary to evaluate and refine their linguistic output.

Furthermore, the practical execution of ludic technologies such as “Construct a Story through Action,” “Chain Sentence,” and “Speak in Character” yielded highly successful outcomes in vocabulary expansion, logical reasoning development, and the mastery of dialogic and monologic speech. These games mitigate passive student behavior during lessons, empowering learners to articulate their thoughts freely and independently. Consequently, this shift reconfigures the educational process from a reproductive model into an innovative, communicative, and activity-oriented system.

Ultimately, the purposeful and systematic utilization of game technologies in primary education stands out as an exceptionally viable pedagogical mechanism for enhancing speech competence. This

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approach not only strengthens oral proficiency but also fosters social dynamism, creative intellect, and general communicative culture. Therefore, the widespread integration of game-based learning technologies into primary school curricula represents an urgent objective of profound scientific and practical significance for contemporary education.

*Practical Recommendations:*

- it is recommended to embed at least one speech-oriented movement game into the structure of every primary lesson;
- games must be meticulously selected to correspond with the age-specific and psychological characteristics of the target student cohort;
- physical movements must be seamlessly coupled with explicit verbal assignments (e.g., sentence building, narrative synthesis);
- to integrate more passive or reserved students, the strategic use of small-group game formats is highly advisable;
- every game session must culminate in a structured reflective phase where students' speech performance is collectively or individually analyzed;
- infusing interactive digital technologies into these movement games will substantially elevate overall instructional efficacy.

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