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METHODS OF DEVELOPING SPEECH IN YOUNG STUDENTS THROUGH GAME ACTIVITIES

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Annotation. This article discusses the goals and benefits of using gaming technologies in the speech development of younger schoolchildren, as well as considerations such as the correct and effective use of gaming technologies in the classroom, increasing students' interest in the lesson, and enhancing their activity in the classroom.

Keywords: game technology, communication culture, learning quality, speech, interactive method.

Аннотация. В данной статье рассматриваются цели и преимущества использования игровых технологий в развитии речи младших школьников, а также такие соображения, как правильное и эффективное использование игровых технологий на уроке, повышение интереса учащихся к уроку, усиление их активности на уроке.

Ключевые слова: игровая технология, культура общения, качество обучения, речь, интерактивный метод

Introduction. Today, the development of speech in young students in the education system is one of the important pedagogical tasks. Because the more developed a student's oral and written speech, the more effective his thinking, assimilation of knowledge, and communication with others will be. Especially in the primary education period, increasing children's vocabulary and teaching them to think freely and independently is one of the urgent issues. Game activity occupies a leading place in the psychology of young students. Therefore, the use of various didactic and interactive games in the educational process serves as an effective tool for increasing students' speech activity. During the game, the child expresses his thoughts freely, expands his vocabulary, develops his coherent speech, and forms communication skills. Modern pedagogy requires the use of innovative methods that encourage students to be active and develop their independent thinking. In this regard, the issue of developing the speech of young students through game activities is relevant today due to its pedagogical and practical significance.

Analysis of the literature on the topic

Game technologies are an effective tool for the development of students' language and speech, they not only teach the child, but also encourage them to think independently, be creative and actively participate. This approach to developing speech is especially useful for preschoolers and primary school students.

The author of the theory of development through play, the Russian scientist Lev.S. Vygotsky, wrote in his works that “Play is the main activity that develops the child’s inner world, speech, and thinking. According to the scientist, play expands the child’s zone of proximal development and accelerates language acquisition.[3]

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The famous Russian psychologist, one of the leading representatives of the Lev Vygotsky school, A.N. Leontyev (1903-1979) in his work “Activity. Consciousness. Personality.” In his work, "Game is not just a pleasure for a child, but a form of activity that reflects his real relationships in life. Through it, the child learns the world around him and creates speech experience." The scientist deeply analyzed the role of game activity in the mental and speech development of a child. The scientist considers the game to be an activity that plays a central role in the motivational, social and speech development of a child. He emphasized the incomparable role of the game in the formation of speech and thinking. In addition, based on the theory of activity, the scientist explains the growth of a child, the development of thinking and speech through the game. Game is the earliest form of a child's activity. Through the game, he enters into relationships with people around him and acquires language tools. In this regard, he paid attention to the formation of communicative speech. In the process of game activity, the child not only absorbs ready-made knowledge, but also has the opportunity to apply it in practical communication. This serves to activate and strengthen speech. Especially role-playing, didactic and creative games accelerates the formation of dialogic and monologic speech in students. [4]

Main part

The appropriate use of game technologies in speech development makes the lesson more interesting and understandable. The use of game elements and interactive methods increases the activity of students in the lesson. Let's consider several main goals of using game technologies in primary school lessons. In this case,

- expanding students' vocabulary;
- teaching correct pronunciation;
- strengthening grammatical structure;
- developing communication skills;

Let's consider several of the following game technologies to expand students' vocabulary: “Which one is superfluous?” In this case, students are given a series of words that perform the same function or are close in meaning. Students are divided into two groups and sequentially separate the superfluous word given in a row. For example,

1. non, murabbo, turshak,kitob, qovun;
2. qovun, ko‘ylak, tarvuz, qovoq, bodring;
3. qalam, shokolot, kitob, ruchka, daftar;
4. paypoq, qo‘lqop, palto, kartoshka, qalpoq;
5. qo‘l, tizza, yelka, boldir, ninachi;
6. pashsha, soch, xonqizi, kapalak, qo‘ng’iz;

In this way, we can increase the number of these words. Students are required to be agile and alert when participating in this game. Students will also expand their vocabulary through this game and identify the extra word in the line.

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The primary school teacher should also effectively use role-playing games to develop students' speech. Role-playing games help students develop communication skills, teach them to speak in a dialogue, be responsive, and choose the correct answer.

The following should be followed in the successful organization of role-playing games: - establish a friendly atmosphere between team members;

- avoid making strict demands during the game;

- ensure that the teacher and students act freely, freely, and confidently;

- ensuring a comfortable environment in the classroom (not engaging in activities that distract students; - maintaining order in the classroom so as not to affect students' gaming activity.

Conclusion. Game technologies are an effective tool in the development of children's language and speech. They not only teach the child, but also encourage them to think independently, be creative and actively participate. There are many game methods in the development of speech, and they should be selected in accordance with the child's age, speech level and individual needs. Game technologies such as "Entrepreneurship", "Word Chain", "Who is more agile?", "Continue the story", "True and False" help students understand the topic quickly and easily. Through each game, the child becomes active, the student's self-confidence is formed and speech is developed consciously. The use of game technologies in the lesson creates the opportunity to strengthen and activate the student's vocabulary. Game technologies arouse only positive emotions in students, a desire to speak. Through the student's interest in describing and telling stories, their knowledge increases.

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