

FORMATION OF SPEECH COMPETENCE IN PRESCHOOLERS BASED ON GAME ACTIVITIES

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Abstract. In this article, the author emphasizes the role and importance of play activities of preschoolers in the formation of speech competence. Pedagogy considers various possibilities of using play activities to form various knowledge, skills and abilities in a child, forms of organizing a game in a kindergarten group in order to develop practical recommendations for educators and parents taking into account age characteristics.

Keywords: play activities, preschool age, role-playing game, skills and abilities.

Formation of a harmoniously developed personality, education of its social orientation is an important task of child psychology and preschool pedagogy. In relation to preschoolers, one of the most natural ways of forming a full-fledged personality is play as a leading activity at this age. However, play is not the only activity that affects the mental development of a child. Let us list the types of activities of a child at preschool age: everyday and work activities (design, modeling, drawing); musical activity; communication.

Each of these types of activity has its own characteristics, requires mastery of special methods of action and has its own specific influence on the development of the child. But let us dwell on play activities.

From the very beginning, play activity reflects the child's ideas about the world around him - about the world of things and the world of people and human relationships; a child's play is social from the very beginning. In experimental psychological and pedagogical studies, children's play has been considered from various points of view. First of all, the subject of many studies was a joint role-playing game, typical for middle and senior preschool age, the essence of which is the recreation of human relationships between adults and the child's attitude to adults.

The development of a child's play activity is currently studied both in the mainstream of pedagogy and in child psychology. Psychologists study play as the leading activity of a preschooler from the point of view of its structure and the dynamics of development from primary forms to the development of role-playing play. Pedagogy considers various possibilities for using play activities to form various knowledge, skills and abilities in a child, forms of organizing play in a kindergarten

group in order to develop practical recommendations for educators and parents, taking into account age characteristics.

Thus, A. S. Makarenko wrote: "Play is of great importance in the life of a child, it has the same meaning as activity, work, service have for an adult. What a child is like in play, that is how he will be at work when he grows up. Therefore, the education of a future activist occurs, first of all, in play. And the entire history of an individual as an activist or worker can be represented in the development of play and its gradual transition to work»¹.

In accordance with the data currently available in science, the sequence of development of children's play activities has been determined in accordance with their age characteristics. A child's play activity originates and develops against the background of subject-practical activity, which occupies a leading position at an early age (second-third year of life). Cognition of the properties and qualities of surrounding objects, assimilation of methods of action with them determine at this stage of development of actions with toys, i.e. characteristic actions - initial play skills, subject and orienting activity with toys outside of any plot in a free sequence. With careful guidance from adult teachers, parents - a child can connect some of these play actions into chains that display some elementary plot ("the doll is having lunch", "the bear is sleeping", "the bunny is going to visit in a car"), as if to display in play actions with toys some actions of elders with real objects. That is why this level is often called representational².

In the third year of life, the baby begins to strive to achieve the game goal, so the specified actions acquire a certain meaning: feeds the doll to feed it dinner. The actions gradually generalize, become conditional: the child brings the spoon to the doll several times and, believing that dinner is over, moves on to another game action. The baby constantly compares his actions with the actions of an adult. Let us emphasize that the emergence of game goals is possible if the child has formed an image of an adult and his actions.

By the end of the third year in early preschool age, game actions are often determined by some simple plot: the connection between actions is realized, their meaning in the depicted situation, their correct sequence, the selection of toys and attributes becomes purposeful. Now the plot role-playing actions associated with them are also distinguished. This level of game development is plot-reflective.

In a plot-depicting game, children convey not only individual actions, but also elements of adult behavior in real life. In games, a "role in action" appears. The child performs the function of a mother-hairdresser, without naming himself in accordance

¹Uruntaeva, G. A. Preschool Psychology. Study Guide. — Moscow, Publishing Center Academy.—1999

²Gasparova, E. Leading Activity of Preschool Age // Preschool Education.—1987.—7. pp. 45–50

with this function. In the third year of life, children's relationships in the game develop. At first, they arise for a non-game reason - places or toys that attract the child.

Then, children who continue to play alone develop the ability to play with toys, show interest in the activities of their peers and imitate their actions. The next stage of development of relationships in the game is associated with the formation of children's own play interaction based on the common place of the game, the action performed simultaneously (one builds, the other gives bricks). Children join a peer playing nearby, rejoice in joint efforts, understand when one of the children does not perform the common action, express complaints and claims about its quality. At the end of the third year of life, interaction with peers arises regarding the role action, the quality of performance, the achieved result. Таким образом, складываются предпосылки сюжетно-ролевой игры, которая будет интенсивно развиваться в дошкольном детстве.

In middle and senior preschool age, the level of plot-role joint play is reached. At this stage, it is determined by the plot agreed upon by the participants, the distribution of roles, and game actions in accordance with the accepted roles. Role speech and the sequence of actions correspond to the rules of behavior and the logic of real life. In early childhood, a child masters actions with objects in the immediate environment. The growing desire for independence and the need to act like an adult leads to the fact that the baby strives to imitate adults in everything. It is no longer enough for him to perform only everyday actions. He wants to drive a car, treat people, sell products. But it is impossible to do this in real life. The resulting contradiction between the desired and the possible leads to the emergence of plot-role play, where the child takes on the role of an adult, performing his functions pretend.

Role-playing games have a social nature and are based on the child's ever-expanding understanding of the lives of adults. The new sphere of reality that a preschooler learns in this game is the motives, meanings of life and the activities of adults. The child's behavior in the game is mediated by the image of another person. The preschooler takes the point of view of different people and enters into relationships with other players that reflect the real interaction of adults. According to psychologist E. Gasparova, role-playing games are a recreation of social relationships between people, people's relationships with each other³.

Of course, this was noted by D. B. Elkonin, children do not realize this and when playing in relationships, they do not notice them at all, since relationships are obscured by actions, especially role-playing behavior⁴.

³Gasparova, E. Leading Activity of Preschool Age // Preschool Education.—1987.—7. pp. 45–50

⁴ Elkonin, D. B. Psychology of play. - M., 1971.

Thus, not only the rules of behavior are revealed to the child, but also their importance for establishing and maintaining positive relationships with other people. The need to follow the rules is realized, i.e. conscious submission to them is formed.

The child's compliance with the rules and conscious attitude towards them shows how deeply he has mastered the sphere of social reality reflected in the game. It is the role that gives meaning to the rule, clearly shows the preschooler the need to follow it and creates opportunities to control this process. Failure to follow the rules leads to the collapse of the game. Moreover, the rules are more successfully followed in group games, since peers monitor how partners follow them.

He explains the necessity of following the rules, relying on the logic of everyday connections: it does not happen that way. And only then do they become conscious, open. The child consciously follows the rules, explaining their following as necessary. This is how he learns to control his behavior. "The game is a school of morality, but not morality in the imagination, but morality in action," wrote D. B. Elkonin⁵.

Within the play activity, learning activity also begins to take shape, which later becomes the leading activity. Learning is introduced by an adult; it does not arise directly from play. But a preschooler begins to learn by playing — he treats learning as a kind of role-playing game with certain rules. However, by following these rules, the child imperceptibly masters elementary learning actions. The attitude of adults to learning, which is fundamentally different from that to play, gradually and imperceptibly restructures the child's attitude to it. He also develops the initial ability to learn.

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⁵Elkonin, D. B. Psychology of play. - M., 1971.