



EFFECTIVE GAME TECHNOLOGIES FOR PRESCHOOLERS' SPEECH

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Abstract: *The article indicates the need for a correct approach to the development of speech in preschool children using modern game technologies. There are different types of didactic games: games with objects (toys); printed board games; Word games and in practice, all tasks of speech development of preschool children can be realized with play. The author of the article strongly emphasizes that the formation of grammatically correct, lexically rich, and phonetically pure speech in children is one of the most important tasks in the general educational and upbringing system of a child.*

Keywords: *development of speech of preschoolers, modern gaming technology, development of speech in kindergarten, the formation of correct speech.*

In general, kindergarten teachers do not respond well to teachers who run their classrooms like sergeants. Kindergarten children have very different needs than learners who are a few years older. Problems that seem insignificant to an elementary school student feel like an existential crisis to a kindergarten student. For this reason, it is important to always listen to preschoolers when they are upset to gain their confidence. You'll also need to schedule your classes a little differently to keep them calm and games to have fun during class. Effective Game Technologies Language is a social phenomenon and is used by people to communicate with each other. The right language is one of the indicators of a child's readiness for school. Work on the formation of the correct language must begin from the average preschool age (4-5 years). When working on the language development of preschool children, the use of game technologies optimizes the corrective effect and makes the learning process more interesting and fun for children. Play is a type of activity in situations aimed at the recovery and assimilation of social experiences in which behavioral self-management takes place. Game activities fulfill functions: entertainment; Self-realization in play as a training ground for human practice; player therapy; talkative; Diagnosis; Corrective; interethnic communication and socialization [3, 49].

The concept of game technologies in speech development includes a fairly extensive group of methods and techniques for organizing the educational process in the form of various educational games: didactic games; theater games; finger games; playing techniques when memorizing poems; Playing techniques in the development of a tonal language culture [2, 8-22]. Didactic play is the main type of play and a complex pedagogical multi-



word phenomenon. There are the following types of didactic games: games with objects (toys); board and printing games; verbal games. In practice, all tasks of language development of preschool children can be realized using play. In acting games, the child independently plays a role as an artist, creating an image with the help of a complex using verbal and non-verbal expressiveness. Types of dramatization are a game imitation of images of animals, people, and literary characters; role dialogues after works; staging of performances in one or more works; Improvisation games with playing the plot without prior preparation.

In the directing game, artists are toys or their substitutes, and a child organizes activities as a screenwriter and director manages artists. Sounding heroic and commenting on the plot, he uses various means of expression. Finger Play - A great way to introduce kids to other Look activities. And the simultaneous speaking of verses with movements makes children's speech more rhythmic, louder, clearer, and more emotional. Effective use of game techniques when memorizing a poem: writing (cinquain), fairy tale therapy (writing children's fairy tales). When reciting a poem, children imitate the action with words, facial expressions, and gestures. By learning nursery rhymes, humorous catchphrases, and verses, children not only learn to say the right sounds but also perform theatrical movements. Colleagues point out that older preschoolers often have speech disorders and low vocabulary, and children do not know how to put together a story or picture that reflects what they are reading. They find it difficult to memorize the poem [3, 49-50]. Synquain writing is a way to partially solve these problems. Even at preschool age, children can playfully learn to build cinquains.

A cinquain is a French five hundred, similar to Japanese poetry. Sinkveyn helps to replenish the vocabulary, find a large amount of information and match it with the main idea. The composition of cinquain helps in the development of language and thinking. Writing fairy tales Favorite activity of preschool children: salad from fairy tales (mixing different stories); What happens if...? (the plot is determined by the teacher); Character change Characters (fairy tales rethought) ... A clear speaking of Pureboys and quizzes develops a healthy language culture. Children pronounce pure heads and change the power of their voice, i.e. soft, loud, loud; and changing intonation: surprised, questionable, frightened). Games and exercises on the pronunciation of sibilants can be done after looking at the picture. For example, an adult offers images of hedgehogs and hedgehogs to perform several tasks: pronounce sentences with the sounds w and g (sha-sha-sha, we bathe the baby; shu-shu-shu - I will give the baby mushrooms; shi-shi-shi - where do the children go for a walk? or Mrs. - where do mushrooms bring hedgehogs?). Such exercises help children to master intonation problems and develop a sense of rhythm. By isolating sounds with a clear pronunciation of a word, or phrase, the child is made to understand the concepts of noise, and words.

So, the development of speech in the game form of activity gives a great result: there is a desire for absolutely all children to take part in the process, which activates thinking



activity, enriches children's vocabulary, develops skills, observes, emphasizes the main thing, specify the information, compare objects, signs, and phenomena, systematize the accumulated knowledge.

Conclusion: As you can see, teaching kindergarten children is not difficult. You just have to be patient and willing to have fun with your students. Teaching kindergarten like a pro is all it takes to be fair and consistent, be energetic, and plan activities that get them excited and participate in class. That way, you'll become the teacher that kindergarten kids listen to and the funny teacher they all love. The author of the article considers it necessary to point out that some important theses of the present articles were formulated with the support of teachers and colleagues.

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