



USING SPEECH GAMES FOR PRESCHOOL CHILDREN'S SPEECH DEVELOPMENT

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ABSTRACT

The article is devoted to the issue of speech development of preschool children through the use of speech games. The idea is substantiated that the initial principle of teaching children to read and write is a "pre-letter", purely sound learning period. Special attention is paid to the systematization of speech development games and the preparation of children for literacy, for the successful further formation of reading and writing skills.

INTRODUCTION

From birth, we are surrounded by a lot of sounds: people's speech, the rustle of leaves, music, etc. But only speech sounds, and then only in words, serve as a means of transmitting information, prompting action. Timely and full mastery of speech is the main condition for the formation of a full-fledged psyche in children. Speech, in all its diversity, is a component of communication, and it is in the process of communication that it is formed.

The purpose of speech development classes in kindergarten is to master the basics of the native language by the child. This is not an easy task, because a preschool child is not a student to whom the rules of conjugation, declension, etc. can be explained.

The main tasks of speech development in kindergarten:

- Education of the sound culture of speech;
- Enriching and activating the dictionary;
- Formation of the grammatical structure of speech;
- Development of coherent speech.

MATERIALS AND METHODS

An important and necessary work to prepare children for school is the work of teaching children to read and write. This involves systematically familiarizing children with the elements of language and introducing them to the linguistic reality, forming clear ideas about the features of speech sounds, about the sound and syllabic composition of the word. The child's readiness to learn to read and write consists of many components, among which primary importance is given to such speech characteristics as:

1. Developed speech hearing;
2. Clear articulation of native language sounds (ensures correct pronunciation);
3. Knowledge of visual images of letters and the ability to correlate sound with a letter;
4. Development of flexibility and accuracy of the hand, eye, sense of rhythm, etc.



The basis of teaching children to read and write is not working with letters, but with the sounds of human speech. "Anyone who understands the sound-syllabic structure of a word can consciously read and write," argued K.D. Ushinsky. While studying, the child masters completely new forms of mental and linguistic activity for him, which are very difficult for a preschooler. It is extremely important to create an emotionally favorable situation in the work, which would contribute to the emergence of a child's desire to actively participate in speech communication. And it is the game that helps to create situations in which even the most unsociable children are revealed. "It is in the game that the child is fluent in speech, says what he thinks, and not what he needs. Not to teach and teach, but to play with him, to fantasize, to compose, to invent - that's what a child needs," Gianni Rodari said. A game for a preschool child is the main activity.

Speech games contribute to the fulfillment of important tasks:

- Psychologically prepare children for speech communication;
- Provide multiple repetition of speech material;
- Train children in choosing the right speech material;
- Encourage children to communicate with each other.

Speech games are aimed at the development of speech, clarification and consolidation of vocabulary, education of correct sound pronunciation, development of the grammatical structure of speech, etc.

The child's speech is formed in stages. At each age stage, their tasks are solved. From age to age, there is a gradual complication of methods and techniques of teaching the native language.

Thanks to the variety of speech games and exercises, a preschooler is formed:

- Clarity of pronunciation of each word;
- Literacy;
- Clarity;
- The ability to formulate your thoughts correctly;
- Development of monologue and dialogic speech;
- Ability to communicate with others.

The game becomes a form of communication, cooperation, co-creation of an adult and a child, a form of learning that does not require additional incentives. K.D. Ushinsky believed that literacy training can be carried out only in activities, only in exercises that should be as independent as possible, systematic, logical, oral and written, and oral should precede written. Therefore, I widely use game techniques and didactic games and exercises in the classroom in order to make it easier to interest each child, to attract his attention. This ensures the success of joint classes, makes them exciting and desirable, the maximum developmental effect is achieved, contributes to the improvement of speech activity.

The systematic use of speech games in correctional work and in preparing children for literacy training makes it possible to more successfully perform the main tasks of the correctional and educational program. The speech development of children and the quality of correctional work are much more effective where speech games and exercises are included, because play activity makes the child want to engage, learn, learn new things.



RESULTS AND DISCUSSION

Speech games can be used at all stages of working with children: during the development of articulation apparatus, correction of sound pronunciation, covering different sides of speech development - lexical, grammatical, coherent, at different stages of the lesson and types of work: individual, subgroup, frontal.

I believe that the initial principle of teaching children to read and write is a "pre-letter", purely sound learning period. This period takes a lot of effort and time, but the success of further formation of reading and writing skills depends on propaedeutic. Therefore, sufficient attention is also given to preparatory games.

Conditionally, games on speech development and preparation of children for literacy can be divided into the following areas:

1. Preparatory games for development:

- auditory attention;
- speech hearing;
- phonemic hearing;
- articulatory motor skills;
- physiological respiration;
- speech breathing;
- voices.

2. Games for the formation of correct sound reproduction:

- sound analysis;
- familiarity with sounds;
- automation of sounds;
- differentiation of sounds.

3. Games for the formation of the grammatical structure of speech: the word:

- nouns;
- adjectives;
- verbs;
- numerals;
- pronouns;
- adverbs;
- complex words (education); sentence:
- simple sentences;
- simple common;
- prepositions in sentences;
- complex sentences; formation of coherent speech:
- dialogues;
- retellings;
- stories.

4. Working on the letter;

5. Finger gymnastics;

6. Psych gymnastics;



7. Physical training sessions.

When selecting speech material, it is desirable to rely on the following principles:

1. The principle of scientific nature is the reinforcement of all games conducted by scientifically based and practically tested methods.
2. The principle of consistency is the solution of the tasks set in the system of the entire educational process.
3. The principle of effectiveness and guarantee is a guarantee of a positive result regardless of the age and level of mental development of children.

CONCLUSION

As a result, the use of speech therapy games and exercises, in various types of children's activities and forms of correctional work, contributes to the optimization of learning, the development of correct pronunciation and speech development, forms a child's need to master speech and is an effective means of preparing children for literacy

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