



MODERN TECHNOLOGIES IN DEVELOPING THE SPEECH OF PRESCHOOL CHILDREN

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Article history:	Abstract:
Received: 10 th May 2024 Accepted: 1 st July 2024	The article points out the need for a correct approach to the development of speech in preschoolers using modern gaming technologies. 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 system of upbringing and education of a child.
Keywords: development of speech in preschoolers, modern gaming technologies, development of speech in kindergarten, formation of correct speech.	

INTRODUCTION

Speech is a social phenomenon and serves as a means of communication between people. Correct speech is one of the indicators of a child's readiness for school. Work on the formation of correct speech should begin already in the middle preschool age (4 - 5 years). Currently, game technologies are widely used in preschool education for the development of children's speech. This choice is not accidental, since play is the leading activity of preschoolers.

MATERIALS AND METHODS

In work on speech development of preschoolers, the use of game technologies optimizes the correctional impact, makes the learning process more interesting and entertaining for children. A game is a type of activity in situations aimed at recreating and assimilating social experience, in which self-management of behavior is formed and improved [1].

Game activity performs the following functions: entertaining; self-realization in the game as a testing ground for human practice; game therapy; communicative; diagnostic; correctional; interethnic communication and socialization.

The concept of "modern game technologies in speech development" includes a fairly extensive group of methods and techniques for organizing the pedagogical process in the form of various pedagogical games: didactic play; theatrical games; finger games; game techniques for memorizing poems; game techniques for developing the sound culture of speech.

RESULTS AND DISCUSSION

Each game has a large number of different game tasks and exercises aimed at solving one educational problem. Such variability is determined by the design of the game and the combination of materials it is made of. Educational games provide an opportunity to invent and implement ideas into reality for both children and adults. The combination of variability and creativity makes games interesting for a child for a long period of time, turning the gameplay into a "long-lasting delight" [2].

Goals and objectives of V.V. Voskobovich's game technology:

1. Developing a child's cognitive interest, desire and need to learn something new.
2. Developing observation skills, an exploratory approach to phenomena and objects of the surrounding reality.
3. Developing imagination, creativity, thinking (the ability to think flexibly, originally, to see an ordinary object from a new angle).
4. Harmonious, balanced development of children's emotional-figurative and logical principles.
5. Formation of basic ideas (about the surrounding world), mathematical and speech skills.
6. Development of fine motor skills and all mental processes.

Games are filled with a sense of a fairy tale. Fairy tales-tasks, kind images such as the wise raven Meter, the brave little Geo, the smart caterpillar Fifa, the funny little hare Lopushok, accompanying the child through the game, teach the child not only logic, literacy, correct speech, but also human relationships. An important advantage of gaming activity is the internal nature of its motivation. Children play because they like the game process itself [4].

Didactic play is the main type of play and is a verbose, complex, pedagogical phenomenon; it is a play method of teaching preschool children, a form of teaching children, an independent play activity, and a means of comprehensive education of the child.

There are the following types of didactic games: games with objects (toys); board games; verbal games.

In practice, all the tasks of speech development of preschool children can be realized on the basis of theatrical play. In dramatization games, the child plays a role as an "actor" independently, creates an image with the help of a complex of verbal and non-verbal expressiveness. The types of dramatization are: games-imitations of images of animals, people, literary characters; role-playing dialogues based on works; staging performances based on one or several works; improvisation games with acting out a plot without preliminary preparation. In the director's game, the "actors" are toys or their substitutes, and the child, organizing the activity as a "scriptwriter" and "director", controls the "actors". Voicing "heroes" and commenting on the plot, he uses various means of expression [5].

Finger games are an excellent way to switch children to another type of activity. And reciting poems simultaneously with movements makes children's speech more rhythmic, loud, clear and emotional.

When memorizing a poem, it is effective to use game techniques: composing (cinquain), fairy tale therapy (composing fairy tales by children). Reciting a poem, children imitate the plot with the help of words, facial expressions, gestures. When learning nursery rhymes, jokes, poems, children learn not only to pronounce sounds correctly, but also to depict the movements of the characters. Colleagues-teachers note that older preschoolers often have speech disorders, poor vocabulary, children cannot compose a story based on a picture, retell what they have read. It is difficult for them to memorize a poem. Composing a cinquain is one of the ways to partially solve these problems. Cinquains are often used by modern teachers for classes in kindergarten and in school lessons. Already at preschool age, you can teach children to compose cinquains in the form of a game.

Cinquain is a French five-line poem, similar to Japanese poems. Cinquain helps to replenish vocabulary, find and highlight the main idea in a large amount of information. Composing a cinquain helps to develop speech and thinking. Composing fairy tales is a favorite activity for preschoolers: "Fairy Tale Salad" (mixing different fairy tales); "What will happen if ...?" (the plot is set by the teacher); "Changing the character of the characters" (a fairy tale in a new way) ... Clear pronunciation of tongue twisters and tongue twisters develops the sound culture of speech. Children pronounce tongue twisters, changing the volume of their voice, i.e. quietly, louder, louder; and changing the intonation: surprised, questioning, frightened).

Games and exercises for pronouncing hissing sounds can be done after looking at the pictures. For example, the adult offers to complete a number of tasks for the pictures "Hedgehog and hedgehogs": clearly pronounce phrases with the sounds "sh" and "zh" ("Sha-sha-sha - we bathe the baby; shu-shu-shu - I'll give the baby a mushroom; shi-shi-shi - where do the babies walk?" or "zha-zha-zha - where do hedgehogs get mushrooms?"). Such exercises help children master the intonation of a question and develop a sense of rhythm in them. By isolating the sound during clear pronunciation of a word or phrase, the child is led to an understanding of the terms "sound", "word".

CONCLUSION

Thus, the development of speech in the form of playful activity gives a great result: there is a desire of absolutely all children to participate in the process, which activates thinking activity, enriches the vocabulary of children, develops the ability to observe, highlight the main thing, concretize information, compare objects, signs and phenomena, systematize accumulated knowledge.

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