

## FORMATION OF COMMUNICATIVE AND SPEECH SKILLS IN 6-YEAR-OLD CHILDREN WITH SPEECH IMPAIRMENT BASED ON GAME ACTIVITIES

Qosimova N. J.

2nd Year Master's Student of Speech Therapy

Department of TDPU named after Nizomi

kosimovanafosat@gmail.com

### Abstract

This article discusses the importance of gaming activity in developing communication and speech skills in children with speech deficiency, the organization of play activities, and the efficient use of play types in child development. The role of the game in the development of communicative and speech skills observed during classes with 6-year-olds with speech deficiency is highlighted.

**Keywords:** Speech, communication, game, process, child, skill, interactive.

### Introduction

The spiritual development of the society depends on the content, form and essence of the educational work carried out in it. For this reason, there is a need to pedagogically interpret the renewal of education, the step-by-step education system implemented in our republic, and ensure the effective passage of this process.

In fact, the game is an activity aimed at the child at every age stage, aimed at comprehensively learning the surrounding life and various relationships between people. The game activity of a preschool child varies in terms of content depending on the daily situation. Due to the fact that the game is constantly changing, the child does not get tired or bored while playing. Different relationships of the child to people, things and himself are manifested in the process of play, which is always changing in terms of content and form. Children's various needs, desires and interests, abilities and a number of personal qualities develop directly during the game.

The importance of children's active activities during the game for mental development is that the various qualities and qualities of children are not only manifested during the game, but the qualities and qualities are strengthened and mastered. Therefore, from the point of view of psychology, a rational, i.e., properly organized game develops the child's personality in all aspects, and therefore, at the same time, it contributes to the development of all mental processes of the child - perception, perception, attention, memory, thinking, imagination and will. will help. Due to the fact that the game consists of actively imitating the actions and behaviors of adults, the game provides ample opportunities for children to strengthen their moral qualities and to learn the rules of etiquette. If a child of preschool age plays the

role of a doctor or teacher during the game, he tries to show all the qualities related to this profession. When they are so engrossed in the game, the qualities inherent in the roles they are performing are manifested in such a sincere and creative way. There is no limit to the content of games for children.

Preschool children can reflect all aspects of adult life in their games. The importance of the game is to influence the growth and maturity of the child's personality. The game represents the child's learning of the surrounding world and relationships between people at each age stage. The child's attitude to the material world, to people, to himself is reflected in the changing game. Children's needs, wishes, and interests are expressed directly in the game. It is known that children spend most of their time playing. The game is an important means of all-round development of preschool children, their main activity. During the game, the child's personality begins to form as a subject of activity.

When thinking about the influence of the game on the development of movement in preschool children, it is necessary to say that, first of all, the organization of the game creates the most favorable conditions for the growth and improvement of the movement of a child of this age. Secondly, the reason and feature of the influence of the game on the child's movement is that the subject learns the complex skills of movement not during the game, but directly through training. Thirdly, further improvement of the game creates the most favorable conditions for all processes. Therefore, game activity becomes an independent goal that ensures the child's activity from a means of behavior implementation. Because it (the game) goes to the level of the initial object of the subject's consciousness. A child of preschool age chooses a role with certain characteristics, and at the same time consciously strives to perform certain behavior characteristic of this or that character.

A child prepares for school education in play activities, therefore, clear forms of mental actions begin to form in him. However, there is still insufficient empirical data to explain the child's mental growth in play. Role play is important not only for a separate mental process, it is also necessary for the formation of personal characteristics and qualities in a child. Also, choosing the role of adults and performing it is manifested in an inextricable connection with the stimuli of the child's emotions. Because during the game, the child develops all kinds of wishes and desires, which appear due to the external signs and attraction of other things, as well as outside the child's control, under the influence of peers. The game not only improves cognitive processes, but also has a positive effect on the child's behavior. According to Z.V.Manuyleko, who studied the psychological problem related to the development of behavior management skills in children of preschool age, behavioral skills can be acquired earlier and easier in the game than in goal-oriented training. Especially, this factor finds its bright expression as a feature of the preschool age period. In older preschool children, the ability to control their behavior is almost doubled both in play activities and in other conditions. Sometimes they can even achieve a higher score than in-game in certain situations, such as during a competition. Based on the above considerations, in general, games and play activities are important for the formation of communicative and speech skills in children.

The game is not only a means of learning about objects and events in the external environment, but also a powerful means of education. All psychological characteristics of preschool children are formed in creative and plot games. From this point of view, play activities in preschool education are central to the establishment of educational activities.

During the game, all the mental processes of the preschool child can be developed. Because children's attention and memory, speech, imagination, emotions, skills and abilities related to cocktails are demonstrated in game activities.

Role play is the leading activity of preschool children. Role-playing is the most important activity of children at this age, and in such a game, they practically perform all the tasks and tasks of adults. Therefore, in the conditions specially created for game activities, they try to summarize the events of the social environment, family life, and interpersonal relationships. Children use various toys, as well as objects that perform their tasks, to perform the characteristics of adults' lifestyles, feelings, interactions and communication, and their relationship to the environment in a tangible way. However, it is also worth noting that the role-playing game, which covers all aspects of social and domestic reality, does not appear at once, but as a result of the increase in life experience, the expansion of the images of imagination, and improves from simple to complex in terms of essence and content.

One of the most necessary factors that creates role-playing activity is the presence of a child's ability to compare his behavior with the behavior of adults, copy it, and imitate it. For the same reason, adults and their behavior are both external and internal role models for the child, and the behavior and behavior of adults are both the object and the subject.

N.M. Aksarina, who researched the conditions that improve various game activities in the child's mind about the reality surrounding him, said that the game does not arise by itself, for this there must be at least three conditions:

- a) formation of impressions;
- b) availability of toys and educational tools of various types;
- c) children's frequent interaction and communication with adults. The way adults directly influence the child plays a decisive role in this.

In his research, D.B. Elkonin writes that along with the plot of the role-playing game, there is also its content.

From the simplest mental process to the most complex mental process, games play a major role in shaping the most important aspects of everything. When talking about the influence of the game on the growth of movement in the preschool age, it should be said first of all that the very organization of the game creates the most favorable conditions for the growth and improvement of the movement of the child of this age. Secondly, the reason and feature of the influence of the game on the child's movement is that the subject learns the complex skills of movement not during the game, but directly through training. Thirdly, further improvement of the game creates the most favorable conditions for all processes. Therefore, game activity becomes an independent goal that ensures the child's activity from a means of behavior implementation.

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Children have the opportunity to remember and recall more words in games compared to laboratory conditions, which helps to reveal the nature of voluntary memory in depth.

a) the process of choosing a certain role by the child in the game and performing it requires memorizing a number of information;

b) therefore, the conscious goal of mastering the character's speech and repeating his behavior appears earlier in the child and is easily realized.

Psychologist J. Piaget pays serious attention to the factor of giving new names to objects in the game, and comes to the conclusion that this work is the basis of the formation of symbolic thinking. But this conclusion does not mean that it is the only correct way of reflecting the situation. Therefore, it is completely against logic to expect that the child's thinking and intelligence will grow by changing the name of the subject. In fact, not renaming objects, but changing the nature of game actions can have a significant impact on a child's mental growth. In the experiment, it was found that the baby's attention to the moving person increased 4 times.

Smiles, joy, and emotions during play activities are first manifested only in the presence of adults, and with the passage of time, the game itself brings joy to the child. As the baby approaches the age of one year, in addition to consistently observing the behavior of adults, it gradually develops a desire to help them. As a result, the child begins to move from individual activity to cooperative activity. It is known that cooperative activities help to expand the scope of communication.

When a child draws a picture, he fills the picture with words and actively moves, based on his imagination, later, according to the words of adults, images of certain objects appear in the pictures. Drawing together creates shapes from clay and plastics, as a result, in addition to the development of the child's analyzers and the formation of adapted and differentiated movement, the perception of the object's shape, size, one-dimensionality and relationship improves.

The leading activity of preschool children is the game. The issue of play activities of preschool children has attracted the attention of many scientists for centuries. Children of preschool age strive to reflect all aspects of our busy life in their play activities.

From the fact that children create various imaginary images in their play activities, it is possible to draw the following conclusion: the processes of human (including children) reflection of things and events in the external environment is not a passive process, but an active and creative, creative, transformative process.

Another remarkable feature of children's play activities is that the child's actions and roles during the game often have a general character. In this, the child in his various games reflects not only the behavior of a single driver, doctor, policeman, educator, pilot, but also the behavior of drivers, doctors, educators, and pilots in general. Of course, young children (sometimes children of a small group) who have a very limited range of life experiences and activities reflect concrete people and their actions in their games. (For example, his mother, father, brother, tutor, etc.). In the games of children of middle and high school age, such images begin to have a general character.

A lot of information can be obtained by observing the individual characteristics of children through team games. In these games, children reflect not only the attitude of adults to objects, but also their interactions. Also, in a team game, children reflect the complex life activities of a group of people.

Children's drawings also reflect their inner experiences, mental states, dreams, hopes and needs. Preschool children are also extremely interested in drawing. Drawing is a unique form of play for children. The child first draws the objects he sees, and then the images he knows, remembers, and invents.

Construction games at preschool age gradually turn into work. In the game, the child begins to acquire elementary labor skills and abilities, begins to understand the properties of objects, and develops practical thinking.

In preschool children, the development of intuition, perception, attention, memory, imagination, thinking, speech, imagination, emotion and will is rapid. The child cannot distinguish colors well yet. It is necessary to give him toys that help him distinguish colors. Although children of this age base their perception of various objects on the basis of their prominent features (color and shape), they do not analyze them deeply.

In conclusion, the use of game activities and its types has an effective effect on the elimination of various speech defects and the development of communicative and speech skills in preschool children.

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