

**THE SIGNIFICANCE OF PLAY ACTIVITY NAMES IN THE DEVELOPMENT OF
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Annotation. The naming of play activities in preschool education serves as a key linguistic and cognitive mechanism for the development of speech and early communicative competence. Game titles function as semantic organizers that allow children to identify roles, actions, rules, and narrative context while simultaneously reinforcing lexical memory and phonological awareness. Through repeated verbalization of play names, children acquire new vocabulary, strengthen sound–meaning associations, and enhance syntactic structuring during dialogic interaction. Play nomenclature not only activates symbolic thinking but also creates a socially mediated platform that encourages turn-taking, negotiation of roles, and coherent expression of intention. As a result, the educational process shifts from passive language exposure to active speech production, enabling preschool learners to integrate linguistic, emotional, and social dimensions of play into cohesive communicative behavior.

Keywords: play nomenclature, speech development, lexical acquisition, symbolic communication, role-based interaction, phonological awareness, narrative structuring

Introduction

Speech development in preschool children unfolds not as a spontaneous linguistic awakening, but as a gradual cultural–social experience shaped by interaction, imitation, symbolic play, and verbal participation. Within this context, play serves as a primary communicative medium through which children acquire words, negotiate meaning, and form narrative understanding. Among the diverse pedagogical components of early childhood play, the act of naming play activities stands out as a distinct developmental mechanism, guiding children from mere participation toward conscious verbal expression.

When a game has a clear, repeatable, and meaningful name, children internalize not only the title but also its semantic field — the roles involved, expected actions, rules of engagement, and communicative formulas that sustain the play scenario. Utterances such as “Let’s build,” “Doctor game,” “Shopkeeper,” “Hide and Seek,” or “Traffic lights” provide children with linguistic scaffolding that links word to role, sound to meaning, and speech to action. Naming therefore functions as both an identifier and a narrative blueprint, allowing the child to understand who plays, what happens, and how events unfold.

Moreover, the linguistic repetition of play names strengthens phonological discrimination, lexical retention, and syntactic mapping. A child does not simply pronounce a game title — they activate a symbolic code that aligns cognitive anticipation with verbal expression. Through naming, play transitions from physical movement to structured meaning-making: children communicate intentions, invite peers, regulate turn-taking, and narrate outcomes. This

transformation highlights that speech is not merely taught in formal lessons but cultivated within the rhythms and rituals of play.

Thus, the significance of play activity names extends beyond entertainment; it permeates speech formation, semantic organization, and social communication. In early childhood pedagogy, accurate, consistent, and contextually rich naming of play provides a verbal anchor that stabilizes linguistic growth and prepares children for coherent speech, narrative logic, and interpersonal dialogue — the essential foundations upon which literacy and social participation are later built.

Methodology

The development of speech through the naming of play activities in preschool settings rests on the principle that language is most naturally acquired when rooted in symbolic action, social interaction, and repetitive verbal engagement. Methodologically, naming serves not only as a label but as an instructional cue, a narrative frame, and a communicative trigger. When educators consistently verbalize the titles of games before, during, and after play, children encounter language in a structured yet emotionally inviting context where sound, action, and meaning converge.

The methodological core lies in repetition with variation: the same game name is pronounced, echoed, dramatized, and recontextualized, allowing the young learner to perceive the stability of the term and the fluidity of its application. For instance, uttering “Doctor Game,” “Let’s play Doctor,” “Doctor is ready,” and “Doctor’s turn is finished” across different stages of play creates a linguistic circle in which the child recognizes continuity, role identity, and communicative expectation. Through this patterned naming, children begin to articulate invitations, negotiate turns, and express role-based vocabulary, thus converting passive listening into active dialogue.

Game names function as semantic organizers that bridge symbolic imagination and linguistic structure. When a child hears “Builder,” “Chef,” “Passengers,” or “Traffic Controller,” they internalize not only vocabulary but role-related behavioral scripts. Naming therefore becomes a scaffold for syntactic formation, helping children combine nouns with verbs, and roles with actions: “Chef cooks,” “Driver stops,” “Doctor checks.” These constructions arise not from abstract instruction but from the lived rhythm of play, where language follows action and action calls for verbalization.

Methodologically, the educator must preserve clarity and consistency in naming. Altering game titles too frequently weakens associative memory, whereas stable nomenclature strengthens word recall and narrative coherence. The practice also requires multimodal reinforcement: verbal naming paired with gesture, facial expression, props, and visual cues amplifies the linguistic signal. When a game name is shown through symbol cards, mimed actions, or costume cues, children absorb vocabulary through sensory alignment — hearing the word, seeing its role, and embodying its meaning.

This approach centers the child not as a receiver of speech but as a participant who speaks to enter the social fabric of play. As children name, repeat, adapt, and personalize game titles, they move from imitation toward self-generated utterance. In this progression, language grows not as memorized sound but as lived communication, anchored in joy, discovery, and shared play. In such a methodology, speech is not forced; it blossoms — as naturally as laughter in a playground, as quietly confident as a child saying, “It’s my turn to play.”

Results and Conclusion

The systematic use of play activity names in preschool environments demonstrates clear and positive effects on children's speech development. Consistent verbal labeling of games strengthens lexical memory, supports phonological awareness, and enables children to associate words with roles, actions, and rules in a meaningful context. Over time, children begin to use these names independently, shifting from passive listening to active verbal engagement as they invite peers, negotiate turns, and articulate intentions during play.

Naming also enhances narrative structuring and syntactic formation. When children repeatedly hear and pronounce titles such as "Doctor," "Builder," "Shopkeeper," or "Passengers," they internalize semantic links between role and action, allowing them to produce structurally coherent expressions ("Doctor checks," "Builder builds," "Driver stops"). Thus, vocabulary acquisition is transformed from memorization into functional communication, anchored in the rhythm and logic of play.

Furthermore, the verbalization of game names provides a social foundation for language use. Through naming, children learn to clarify meaning, express needs, and participate confidently within a shared communicative setting. Play titles become linguistic cues that open dialogue, reduce hesitation, and facilitate peer interaction. Speech development therefore emerges not as a forced instructional goal, but as a natural consequence of joyful participation, symbolic enactment, and role-based communication.

In conclusion, naming play activities serves as an effective pedagogical mechanism that links language to action, thought to expression, and social experience to verbal competence. It allows children to inhabit language rather than merely repeat it, transforming the play space into a linguistic arena where words gain purpose, roles gain voice, and communication becomes a lived, meaningful act.

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