



SPECIFIC FEATURES OF SPEECH THERAPY GAMES IN CHILDREN WITH SPEECH DISORDERS

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Abstract

This article systematically covers the specific features of speech therapy games in speech disorders. The article describes in detail the games organized for children with speech disorders in the process of speech therapy classes, the theory of special education, creative games and games with rules.

Keywords: Speech, development, game, early childhood, child, baby, sound, word, communication, language, speech stages, speech formation, creative game, game with rules.

Introduction

The game is one of the manifestations that form the basis of a child's activity. The theory of various games developed for the development of children is also very valuable for education and upbringing. Since ancient times, many scientists, researchers, and historians of culture have expressed their opinions in their research on the uniqueness of the game, its place and importance not only in the life of an individual, but also in the life of society. They emphasize the value of the game, its conditionality, its role in the formation of children's behavior, its importance in determining the child's behavior during interaction. Thus, the game can be called the "companion of childhood". The game is the main content of the life of children, especially in preschool age, it is manifested as a leading activity, inextricably linked with work and education. Most of the work that the child is engaged in is in the form of a game. During the game, all the aspects that are



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present in the child are activated: the child moves, speaks, perceives, thinks, his memory is active, and the qualities of sensitivity and will are manifested.

It is well known from history that Eastern thinkers such as Kaykovus, Abu Ali Ibn Sina, Abu Rayhan Beruni, Yusuf Khos Hajib, Abu Nasr Farobi and a number of other scholars expressed their opinions about the incomparable importance of play in the upbringing of children. And naturally, they left their impressions in their masterpieces. Their valuable advice on the role of play in the development of a child - in mental, moral, physical maturity - was emphasized in immortal treatises that have been inherited as a historical source.

Modern pedagogical educators, continuing and improving the work of past educators Y.A. Komensky, I.G. Peshtolotsi, K.D. Ushenisky, V.A. Sukhammenny, Sh.A. Amanashvili, pay great attention to the importance of play in the education and upbringing of children.

In D.B. Elkoni's book "For Psychology" it is said that "during the game, children develop a sense of usefulness to society, interest in public activities."

B.G. Anashev, Y.B. Azarov, E.S. Mahlahlar also contributed to the development of play activities. They expressed their views on the importance of the role of play activities in the formation of a child's personality.

In special education, the specificity and essence of speech therapy games conducted during speech therapy sessions also have a special meaning. The role and position of speech therapy games in child education also have their own characteristics. Such speech therapy games differ in their organization and content, in the degree of impact on children, in the objects used in the game, and in their origin. It is very common to divide games organized for children whose speech is not fully developed during speech therapy sessions into two groups according to the theory of special education: creative games and games with rules. The content of creative games is invented by children themselves and reflects their impressions, understanding of existence, and attitudes towards this game.

Games with rules are created by adults and introduced into children's lives. Games with rules are determined by their content and the age of the children. Most games with rules are based on folk games. Many of these games with rules have been passed down from generation to generation and have reached us.



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Games are conditionally divided into didactic and musical games according to their content and rules, educational impact. In didactic games, children's mental activity develops first of all, their knowledge deepens and expands; in movement games, children's various actions are improved; in musical games, their musical abilities develop.

Also, among speech therapy games there are also games of the heart, game consoles.

So, each speech therapy game has its own unique qualities, but they also have a number of common features, that is, the presence of a goal, the reasons for the game, the presence of planned actions and results in any speech therapy games. Speech therapy games of any kind are understood. And take place in the form of goal-oriented activity. As in other types of activity, the whole personality of the child is involved in the game process - mental cognitive processes, will, emotions, sensitivity, needs and interests; in the game, the child actively moves, speaks and applies his knowledge during the game.

Speech therapy games for preschool children whose speech is not fully developed have their own characteristics. Among them, the uniqueness of the motives is the main one. The child chooses partners to achieve his goal in the game. Confirms roles. In short, he plans the game activity to a certain extent. Thus, the game develops accordingly. The child does not depend on practical needs in the game. The game is a freedom of nature, although it has many similarities with labor, but its unique place in the life of society is determined by its incomparable role. The independence of children in the game is manifested in the following cases: a) when choosing a game or its content; in voluntary association with other children b) in the voluntary entry and exit from the game, etc.

K.D.Ushensky, looking at the independence of children in the game as a specific feature, said: "The game is a game because it is an independent activity for the child." In his opinion, the game is a reality that is much more interesting for children than the things that surround them, even when reality is reality. It is also interesting because it is understandable to the child. In real life, the child remains a child, in a state where he does not have any independence, but in the game he is a different person - he is now maturing, he is now able to test his strength and independently manage what he has created.



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In different types of games, the rules are also different. For example, in role-playing games, the rules are also different. For example, in role-playing games, the rules of the game are embodied in the role itself, in the plot. A child who has taken on the role of an adult acts in accordance with his actions in a particular situation. For example, a mother with a child's face comes to a doctor's appointment, and a driver takes them in his car.

During creative play, the most general rule is that all players perceive the conditional properties of objects, roles, and actions equally. Without this, there can be no game. For example, children who are "walking in the bosom of nature" should believe that the carpet in their group is the sea, the cardboard tube in their hands is binoculars, and the construction of a ship from tables and chairs is a ship. In practical and didactic games, the rules determine the nature and sequence of actions, as well as the interaction between teachers.

Despite the diversity of rules, children playing games always do so voluntarily, subordinating themselves to the interests of the game, because breaking the rules leads to the end of the game and a quick breakup. Children, on the other hand, show a certain amount of patience, attention, and perseverance in fulfilling the rules of the game compared to fulfilling the demands of everyday life. In such cases, the rules act as a mechanism for controlling children's behavior.

In the game, the child's thinking and imagination are actively working. The manifestation of initiative and creativity is different in different types of games. In some cases, it is associated with the vision of the game plot and the choice of content, the distribution of roles, the resourcefulness in creating a game situation. In other cases, creativity is manifested in the choice of methods of action (games such as hide-and-seek, ball games, puzzles). In a third case, in the rapid mobilization of knowledge and skills (creative role-playing games). Most games require the ability to foresee the actions of partners and, based on this, change one's own behavior or method of action. (Checkers, role-playing games) creativity is manifested in the choice of expressive means (mimicry, pantomime; voice tone).



Conclusion

Thus, speech therapy games emerge as a means of developing the speech, mental, and speech abilities of children of preschool age who are not fully developed, and manifest themselves in a unique way along with their own characteristics. In special education, the specificity and essence of speech therapy games conducted in the process of speech therapy classes also acquire a special meaning. The role and position of speech therapy games in child education also have their own characteristics.

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