



TECHNOLOGY FOR DEVELOPING VOCABULARY IN PRESCHOOL-AGE CHILDREN THROUGH PLAY ACTIVITIES

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Abstract

Speech is not only a means of communication but also a way of developing thinking and acquiring new knowledge. However, a child is not born with ready-made speech; on the contrary, speech is formed during their social life.

It is no coincidence that "Mowgli" children can never achieve perfect speech. Despite the existence of sufficient literature on the formation of speech in children with various pathologies and speech disorders in general, the topic of our scientific research remains relevant.

It's no coincidence that Mowglies never have perfect speech. Despite the fact that there is sufficient literature on the formation of speech in children with various pathologies and speech disorders in general, the topic of our scientific research remains relevant. The less work is done to increase the vocabulary of children with normal speech, the less work is done to increase the vocabulary of children.

Keywords: Alalia, point defect, correction, method, music therapy, articulation exercises, speech therapy game, alalia, dysarthria, exogenous, endogenous, communicative communication, emotional-volitional, pedagogical neglect.

Main Part:

Games for children are considered the most natural and interesting form of activity in the early stages of human life. Through them, the child not only enjoys time, but also understands the environment, forms their attitude towards events



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and phenomena, expresses their emotions, and begins to perform certain social roles. From this point of view, games become an integral part of children's upbringing and education. In particular, games play an invaluable role in the development of language and speech. A child's speech does not develop on its own; it evolves through communication, listening, imitation, active participation, and constant practice. Play is a natural, effortless, easy, and enjoyable form of this process. During play, children repeat words, exchange ideas, ask questions, and receive answers, which leads to increased speech activity. Especially through interactive games, creative tasks, and role-playing games, children behave freely and attempt to express their inner world with words. In this situation, a child engages in communication through language not only as a passive listener but also as an active participant. Skills such as expanding vocabulary, memorizing new phrases, correctly pronouncing sounds, constructing sentences, and narrating sequential events are formed in a child specifically through play. For example, games such as naming colors, shapes, animals, fruits, and vehicles, describing them, solving riddles using words, continuing short stories, and creating stories from pictures develop not only a child's speech but also their thinking, imagination, attention, and memory skills. Through such activities, the child comprehends the meaning of words, learns to use them in various contexts, and understands the connection between sounds and words.

In recent years, with the introduction of technological tools into the educational process, modern methods are being widely employed in activities with children. Specifically, the opportunities for speech development have significantly increased through the use of computer programs, tablets, interactive applications, audio and video materials, and online educational platforms. Through these tools, children listen to sounds and repeat them, select words based on images, answer questions, and construct sentences by choosing necessary phrases. Especially animated educational programs spark children's interest and encourage their active participation.

Technologies are particularly beneficial for children with speech impairments. Special speech therapy programs have been developed for children who are lagging behind in speech development, experiencing difficulties in speaking, or have problems such as alalia, dysarthria, and bradylalia. These programs include



exercises for correct pronunciation of sounds, activation of oral speech, listening comprehension, imitation, and participation in communication. Through such tools, the child reinforces their speech independently or with the help of an educator. Additionally, visual materials, audiobooks, and narrative video lessons help children learn to understand, memorize, and speak. In addition, modern speech therapy methods widely employ gamification - teaching in a game-like format. This approach maintains the child's attention for extended periods without fatigue, as they perceive the lesson not as a simple task, but as an exciting adventure.

Analysis of the Literature:

Many renowned scholars, including N.S. Zhukova, E.M. Mastjukova, L.N. Efimenkova, A.V. Yastrebova, G.V. Chirkina, and T.B. Filicheva, have studied speech development, the causes and forms of its disorders, as well as their correction. Nevertheless, numerous problems remain unresolved. This is evident in the lack of adequate differentiated work with various groups of children with alalia. The term alalia refers to diverse complex speech disorders in which all communicative qualities of the speech system related to sound and meaning are impaired, despite normal hearing and intellect.

Analysis and Results:

Language is one of the most important social phenomena of humanity, through which people communicate with each other, exchange experience and knowledge, express their thoughts and views, and transmit information necessary for life and activity in society. Human life, social relations, and mental activity are inconceivable without language. Language acquisition is not an innate human trait, but it is formed and developed under the influence of the social environment, in the process of direct communication with other people. After birth, a child begins to interact with the environment, first making sounds, and then gradually learning words and sentences. This process is complex and gradual, but its main source is communication, that is, speech activity. The process of language acquisition is expressed through the child's speech development.



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If a child, compared to their peers, has speech development within the norms established for their age, they can actively participate in the social environment, establish effective communication with relatives, teachers, and peers. Such a child can express their thoughts and feelings clearly, understandably, and logically, answers questions correctly, and strives for independent thinking. This forms him as a socially active, self-confident person with a developed culture of communication. A child with developed speech quickly masters social roles in the community, finds their place, is free in communication, and can listen to the opinions of others. They will also be ready to master the basic language skills - reading, writing, listening, and speaking. Through language, they not only communicate, but also acquire knowledge, broaden their worldview, think, and gain personal life experience. It is also important to clearly define the difference between language and speech. Language is a system of signs, that is, words, grammatical rules, phonetic laws, lexical units, etc., and speech is the practical application of these language units. That is, speech is the form of language existence. Through speech, a person combines language units in the correct order, expresses thoughts, and exchanges them with others. Speech manifests itself in two forms: oral and written. Oral speech is a communication that occurs in the form of a direct auditory conversation, while written speech is a thought transmitted through writing, expressed in the form of text. Both forms are the product of human thought and social experience. Unfortunately, sometimes various problems arise in the development of speech, that is, speech defects. This condition can be due to various reasons: disorders of the nervous system, delays in psychological development, defects in the organs of hearing or vision, physiological defects of the speech apparatus, the negative influence of the family and social environment, pedagogical negligence, and other factors negatively affect speech development. Speech defects lead to difficulties in expressing one's thoughts, limited participation in collective activities. This situation also negatively affects the child's success at school: the processes of reading, writing, and comprehension lag behind, and the assimilation of knowledge becomes difficult. One of the modern scientific approaches to the study of such defects is the evolutionary-dynamic approach. According to this approach, the development of speech has its own patterns at each age stage, and any deviation or disorder is



analyzed depending on the changes in these stages. The evolutionary-dynamic approach requires the study of defects not based on a simple diagnosis, but on the causes of their occurrence, mechanisms of development, and the influence of external and internal factors. This approach is based on a deep study of the process of individual development of the child, his social experience and psychological state. This not only identifies the existing problem, but also takes effective corrective measures.

The main causes of speech defects in children are:

1. Various pathologies during embryonic development;
2. Toxicosis during pregnancy, viral and endocrine diseases, injuries, blood incompatibility with the Rh factor;
3. Birth trauma and asphyxia;
4. Improvement of child development Cerebral disorders in the first year (meningitis, encephalitis).
5. Cerebral injuries accompanied by concussion.
6. Hereditary factors.
7. Poor social and living conditions.

A speech therapist effectively uses their professional approach, methodology, and special tools in the process of working to correct speech defects in children. This specialist is not limited to conducting speech therapy sessions, but also organizes comprehensive work with children with speech problems in a medical and pedagogical direction. During training sessions, the speech therapist not only forms correct speech, but also comprehensively influences the child by improving articulatory movements, developing fine motor skills, and using game elements. In particular, games are of great importance in the development of children's hand movements, that is, fine motor skills. Through play, children of this age form an understanding of surrounding objects and their functions. For example, through simple actions, such as eating with a spoon, drinking tea from a cup, the child understands reality, and the first manifestations of plot games begin to form. At the end of the first and second years of life, children's games reflect life situations, objects, and their functions. This determines the stages of development of role-playing games in children. In the next stage, through role-playing games, children repeat the work activities, social roles, and relationships of adults familiar to them



in everyday life. For example, in games such as "Doctor and Patient," "Members of the Family," the child understands social tasks and imagines themselves as a member of society. The study of the gradual development of children's play activities allows for the development of systematic, scientifically based recommendations for organizing play activities for different age groups. In preschool educational institutions, games are an integral part of the pedagogical process.

Including:

- play is an independent activity of children, in which the child's psyche is manifested;
- play is a form of organizing the life of preschool children;
- play is one of the means of comprehensive education of children;
- play is a method and way of educating and raising children;
- play is a means of preparing children for learning activities;

Through play activities, the following tasks are carried out in children:

1. Through play, a person's interest in a certain activity increases.
 2. Helps to master the culture of communicative communication.
 3. A person's abilities and interests allow them to demonstrate their knowledge and self-identity.
 4. Prepares for overcoming various difficulties encountered in life and play, develops skills for accurate targeting.
 6. Prepares the ground for the formation of positive qualities and virtues of the individual.
 7. Attention is paid to the study of a system of values significant for humanity, especially social, spiritual-cultural, and universal values.
 8. The development of teamwork and communication culture among game participants is envisioned.
 9. Games and game exercises help to activate even shy children.
 10. Games are of great importance in the development of children's speech, and in games and exercises, the speech material is consciously assimilated and the path to mechanical memorization.
- is not allowed.



11. In the process of repetition and consolidation, the speech material is systematized and summarized, and children learn the specific qualities and characteristics of each object.

Summary:

When discussing the problem of preventing speech defects, it is very important to study and understand the necessary factors for the normal development of a child's speech. This information is directly related to speech development, which is an important indicator of a child's neuropsychic state. Its task is mainly to study the age stages of speech ontogenesis and to determine social conditions. In the process of studying the problem of preventing behavioral disorders, norms and recommendations for the psychological education of children, norms and recommendations for creating and applying opportunities for the development of a child's mental abilities, and recommendations for the development of mass medical and pedagogical propaganda among the population are developed.

Due to the lack of speech, children use paralinguistic means such as gestures, facial expressions, pantomime, and intonation. Children have difficulty logically familiarizing themselves with the content of consecutive pictures. Some can't arrange the pictures in the correct sequence, while others have trouble naming pictures in the correct sequence. The lack of formation of coherent speech is accompanied by the lack of internal speech planning and the incorrect implementation of external speech. In this case, a fragment of the speech presentation is disrupted, and in addition, a uniform sequence is disrupted, one or more logical lines of the situation are omitted, and a fragment of thoughts arises. Choosing the right game and conducting it effectively with children is an important process in speech development. Play is not only an entertainment activity, but also a key tool in the formation of a child's language skills, the practical application of new words and phrases. In the process of a properly organized game, children with speech disorders develop a need to master new words, which significantly increases their vocabulary. Games also help to gradually eliminate speech deficiencies, correct pronunciation and sentence construction errors. Game exercises are an effective tool for activating children, especially those who are shy, quiet, and have difficulty speaking. Games of this



type encourage the child's participation, involve them in communication, and encourage them to express their speech. During play, children interact and practice communication skills, which leads to the natural and conscious development of speech abilities.

Through games, the speech therapist develops in the child such qualities as speech impedance, communication skills, and correct and fluent speech.

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