

## DEVELOPING CHILDREN'S DICTIONARY THROUGH A MULTIMEDIA TOOLS

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### ABSTRACT

This article presents an overview of the methods used to develop a vocabulary for preschool children. The conclusions are given on the effectiveness of developing a child dictionary using multimedia tools.

**Keywords:** Vocabulary, correction, rehabilitation, speech, active dictionary, passive dictionary.

### INTRODUCTION

Speech is a high and specific mental process that affects the formation and development of all other higher mental functions. L.Vigotsky writes that speech is primarily a means of social communication, a process of expression and understanding. Rubinstein has described speech as activity of expression and influence. In his view, speech is for some people a form of consciousness, the process of using the language, communicating, influencing, communicating through the structure of the language. Speech is the action language.

The speech centers and senses in the cerebral cortex must also be sufficiently developed to ensure that the speech of the child is adequate. The development of speech-analyzers and speech-analyzers is especially significant.

At the age of three, a full and well-developed child will begin to give simple ideas about things and events. He uses one word and a few words. [1]

**The fullness and normality of a child's speech is directly related to the vocabulary.** The process of acquiring speech functions in young children takes place in three stages during the first seven years of infancy. During the first stage (from birth to 9 months of age), the child does not understand the speech of the adults around him and he cannot speak. At this stage, however, the foundation for future speech is laid out. In linguistic literature, the second period (from 9 months to 3 years) is referred to as a nonverbal phase whereby the child tries to understand adults' simple, straightforward forms of speech, and begins to pronounce the words themselves. The third phase covers the period from 3 to 7 years. In this case, the child fully grasps the native language and uses it in communication with the adult. This stage is the stage of development of speech communication.

It is worth noting that at each stage of development all components of communicative activities are interconnected. Speech occurs as a means of communication at a particular stage in communicative activities. Its formation and development are related to the overall functioning of the child and the need for communication. In various communication situations, the leading role is played by the child's imitation of the mental and behavioral characteristics of adults.

Speech is the main means of communication, because word alone can help the child to cope with the situation.

As the child enters the social life, his speech becomes more social. Satisfying the child's interest in learning about the social environment allows him to become more familiar with the surrounding world.

It is important to note that preschool children are encouraged to engage in regular development of their speech in developing their own voices. Unless attention is paid to this, the child will need less communication. This is why the child tries to use more extrinsic means (facial expressions, gestures) in expressing his thoughts. As a result, there is a noticeable difference in the vocabulary of kindergarten-age children.

Dictionary is lexical content of speech. As you know, the dictionary is divided into active and passive.

The development of vocabulary in normal child development is presented in Table 1 below. (Quantitative Growth of the Glossary of the Glossary on Shternu.)

From 1 to 1.5 years	2 years old	3 years old	4 years old	5 years old
100	300-400	1000-1100	1600	2200

The table shows that in preschool children, vocabulary development develops faster than in any other age group.

### **Analyze of referenced literatures and discassion**

There are several ways in which scientific sources can develop children's dictionaries.

In particular, AN Leontev emphasizes that the development of children's dictionaries is an important task that teachers of preschool education should pay attention to. Also, the development of a child dictionary is of great importance for the overall development of the child. Glossary is an significant condition for mental development as the content of the child's historical experience in ontogenesis is summarized and reflected in the form of speech and, in the first place, the meaning of words. [4]

R.I.Lalaeva outlines the following areas of vocabulary development:

- expand the dictionary;
- clarification of the meaning of the word;
- the development of the word structure;
- semantic fields and lexical system formation;
- an extension of the relationship between vocabulary words. [3]

A number of scholars (AK Bondarenko, EI Udaltsova, TS Shvayko) offer a form of gaming activity in the development of the preschool dictionary. [2], [5], [6]

### **Analysis and results**

Based on the literature review above, we can say that it is advisable to use multimedia tools in the development of children's vocabulary in the learning process. This method helps the child to master the material, develops children's hearing and contributes to correct speech perception.

Multimedia tools are a set of technical and software tools that allow a person to interact with a computer using its natural environment: sound, video, graphics, texts, animations and more.

Teaching students using multimedia tools has the following advantages:

- There is a possibility of deeper and more perfect utilization of the materials provided;
- and the desire to work closely with new areas of education:
- achieving the opportunity to save time by reducing the amount of training time;
- The knowledge is stored in the memory of the person for a long time and can be used in practice.

## CONCLUSION

If preschool educators conduct each session using multimedia tools, it will not only help children develop preschool education, but also help to build a vocabulary resource for children.

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