

THE DEVELOPMENT OF VOCABULARY IN CHILDREN OF MIDDLE PRESCHOOL AGE THROUGH THE ROLE-PLAYING GAMES

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ABSTRACT

This article highlights the development of a vocabulary resource for middle schoolers in preschool through plot-role games. special attention is paid to the essence of the role-playing role-playing game in enriching vocabulary of pupils.

Keywords: Vocabulary, innate abilities, vocabulary, plot-role play, written and spoken language.

INTRODUCTION

A child is born unable to speak, in the process of its development, he must master the language spoken by adults around him, learn to use oral and then written speech earlier. This is a very difficult task. For a few years a child has to learn all the richness of the language that has been created by the people for millennia. In its development, children's speech goes through a series of stages that are qualitatively different from each other.

Speech is not an innate ability, but develops in the process of ontogenesis (individual development of an organism from its inception to the end of life) in parallel with the physical and mental development of the child and serves as an indicator of its overall development.

Material and methods. Learning a child's mother tongue occurs with strict regularity and is characterized by a number of features common to all children.

The main direction in the development of the child's speech in the fifth year of life is the development of coherent monological speech. At this time, there are noticeable changes in the formation of the grammatical structure of speech, in the development of word formation methods, there is an explosion of verbal creativity.

One of the essential indicators of a child's harmonious development is his vocabulary - the volume of words that he uses in the process of communication and learning.

Results and discussion. That is why the development of the dictionary of preschool children is a very important area in preschool education and upbringing.

Experts have calculated that at the age of one and a half years, the vocabulary of young children can have no more than 50 words, and by the age of five, children already freely operate 2000–2500 words. However, not only a quantitative indicator (how many words a child uses) is

important, but also a qualitative one - how much he understands the meanings of the words he uses, whether he uses the correct word forms correctly.

The speech of children of the middle group is characterized by mobility and instability. Children can focus on the semantic side of the word, but the explanation of the meaning of the word is difficult for many. Most children do not have sufficient ability to build a description and narration. They violate the structure and sequence of presentation, cannot bind together sentences and parts of the statement.

Role-playing game is the main type of game for a child of preschool age. According to S. L. Rubinstein, the game is a spontaneous manifestation of the child and at the same time it is based on the interaction of the child with adults. The plot - role game inherent in the main features of the game: the dedication of children, emotional richness, independence, creativity, activity.

During the role-playing game, the child's impressions are replenished, changed, refined, transformed, and qualitatively changed. With the help of the game, the child learns the world around him. The plot role-playing game gives each child joy and pleasure through its own process.

The content of the role-playing game is embodied by the child with the help of the role that he takes on himself. Role - a means of implementing the plot and the main component of the role-playing game.

Is it possible to use the role-playing game to promote the development of speech in children of middle preschool age? We tried to answer this question in the process of our research.

The purpose of the study is to identify the impact of the plot role-playing game on the development of speech of children of middle preschool age.

The study was conducted in December-March 2019 in the preschool educational institution No.412 Tashkent of the middle group "Merzhon".

The experimental work program included 3 stages:

The first stage is diagnostic (identifying the initial level of speech development of children of middle preschool age).

The second stage is the introduction of selected role-playing games and verification of their effectiveness.

The third stage is the final diagnosis, registration of the results of the study.

In order to identify the level of speech development of preschool children, the methodology "Lexical and grammatical means" was used. The purpose of this technique is to study the volume of the dictionary, inflection and word-building skills and the use of grammatical categories.

According to the diagnostic results, the volume of the dictionary, the inflection and word-building skills and the use of grammatical categories in children is 55%, which corresponds to the average level. The second used technique "Connected Speech" was aimed at studying the level of proficiency in consistent, logical, coherent narrative skills. According to the diagnosis, the level of possession of the skills of a logical, consistent, coherent storytelling is 69%, which corresponds to the average level.

Based on our assumption that, with the planned, purposeful, systematic use, the role-playing role play will be an effective means of speech development of middle-school children, we proceeded to the next stage of the experiment - the development of the speech of preschoolers through the role-playing game.

In order to increase the level of speech development, a collection of role-playing games was used. The games were aimed at enriching the active vocabulary of children and the development of coherent speech. These games were held with children for 3 months in accordance with the cyclogram of the educational activities of the preschool organization and the daily routine of this age group.

After the expiration of the implementation of the cycle of role-playing games, the children were re-diagnosed using all the techniques used earlier in the first stage. Repeated diagnostics according to the methodology "Lexical and grammatical means" showed that after conducting role-playing games, the average indicator of vocabulary volume, inflection and word formation skills and the use of grammatical categories in children is 76%. Thus, the indicator of the volume of the dictionary, inflection and word-building skills, the use of grammatical categories in children of the middle group by this method increased by 21%.

Repeated diagnostics showed that after conducting role-playing games, the average level of proficiency in consistent, logical, coherent storytelling in children is 89%.

CONCLUSIONS

Thus, the average indicator of the level of proficiency in consistent, logical, coherent storytelling in children increased by 20%.

Consequently, the systematic, focused, systematic organization of the role-playing game allows for the full-fledged speech development of children of middle preschool age. The practical use of role-playing games contributes to an increase in the vocabulary, inflection and word-building skills in children of the middle group.

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