

Development of vocabulary of children with speech deficiencies through didactic games

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Abstract. The article is devoted to the development of vocabulary of children with speech development deficits through didactic games, solving problems associated with the information of scientists about the quantitative stock of vocabulary in children, the presence of speech development deficits, with a violation of all communicative qualities of the speech system associated with sound and meaning in conditions of normal hearing and intelligence, which means various complex speech disorders, and speech correction of preschool children.

Key words: Speech, pronunciation, lexical processes, intelligence, preschool child, cognitive processes, preparation for literacy, learning.

One of the main factors in human development is the formation of speech. From the first days of a child's life, it is important to develop his speech. Depending on the characteristics of his development, it is necessary to gradually begin to distribute tasks from easy to difficult. However, as an important factor of socialization, it is necessary to be able to correctly understand important situations in the process of its development in order to competently raise a child and form his speech. In principle, it is desirable to identify problems in the child's speech as early as possible.

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 from his mother: on the contrary, speech is formed in the course of his social life.

Also, speech development, early diagnostics of speech disorders is the responsibility of parents, teachers and speech therapists. In order to organize the correct development of a child's speech, it is important to know the norm of its development, that is, the level, as well as the reasons for the incomplete development of the child's speech. The reasons for this may be not only severe disorders, but also communication deficiencies, incomplete development of fine motor skills of the hands, etc.

Despite the fact that there is enough literature on speech development of children with various pathologies and speech disorders in general, the topic of our scientific research remains relevant. If the work aimed at increasing the vocabulary of children with normal speech is not enough, then the more work we do to increase the vocabulary of children with speech development deficiencies, the more work we do.

It is very important to distinguish between the vocabulary of children with normal speech development and the vocabulary of children with speech development deficiencies.

The essence of the initial development of speech of a child within the speech norm consists in improving his perception of sounds and the articulatory apparatus in the process of pronouncing sounds. This leads to the imitation of the sounds of the native language.

Research by V.I. Beltyukov, A.D. Salakhova, F.I. Fradkina, N.Kh. Shvachkin (1981) and others showed that the formation of words in a normally developing child is completed by 10-11 months, after which a new period in the development of the child's speech begins, that is, the period of understanding and pronouncing words begins. The child's activity leads to the complication of his interaction with adults and the

environment, a gradual growth of vocabulary and the formation of the first expressions. The process of vocabulary acquisition and the formation of the grammatical structure occurs simultaneously and almost in parallel. By the age of three, he usually assimilates the entire phonetic structure of his native language and the basic forms of its grammatical structure.

In normally developing children, speech becomes intellectual, and thinking is based on speech. A child who has undergone such a change begins to actively expand his vocabulary, asking about each new thing: what is it called... The child himself needs words and can name the feature of an object and actively strives to learn a sign that provides information. The child discovers the symbolic function of speech. In this case, the child's vocabulary begins to grow rapidly.

Various authors (V. Stern, S. Smith, Sh. Buhler, E. A. Arkin 1985, etc.) provide information on the quantitative reserve of children's vocabulary. According to this information, vocabulary varies from 3 to 58 by 1 year, from 272 to 1227 by 2 years, from 896 to 1509 by 3 years, and so on. According to E.A. Arkina, a child's vocabulary by the age of 4 consists of 1926 words. The words are distributed among parts of speech as follows: Nouns - 968; Verbs - 528; Adjectives - 227; Adverbs - 112; Numbers (quantity and ordinal number) - 37; Conjunctions - 22; Auxiliary conjunctions - 15; Pronouns and Prepositions - 17. Nouns (968) include a wide range of ideas about various spheres of a child's life and activities: home (home furniture, equipment, room), food, clothing, animals, plants. City life (vehicles), organs, professions, technology, tools, inanimate nature, time, social events, concepts of generation-ancestor, medicine, geometric figures, spatial abstract concepts.

The presence of a speech development deficiency means that in conditions of normal hearing and intelligence and various complex speech disorders, all communicative qualities of the speech system associated with sound and meaning are disrupted. In children with a speech development defect, the pronunciation of sounds and their auditory differentiation are disrupted to one degree or another, the assimilation of the morphemic system is insufficiently complete, as a result of which the skills of word formation and word inflection are disrupted and are not very well assimilated. The vocabulary lags behind the age norm both in quantity and quality; coherent speech is insufficiently developed. The presence of a speech development deficiency characterizes only the symptomatic level of speech disorder. In addition, with such a disorder, a systematic speech disorder is often observed due to a lack of development.

In our republic the problem of insufficient speech development has been solved. L.R. Muminova (1992) Remarkable successes have been achieved in research work on the analysis and diagnostics of the presence of speech development deficit in the system of education and upbringing of children.

In many preschool educational institutions of our republic, speech therapy work is carried out on the basis of L.R. Muminova's program "Corrective education and training of five-year-old children with delayed speech development" (T., 1992). The author of this program recommended that speech therapists and teachers mutually determine the minimum volume of vocabulary that children must master in order to determine the level of demand for existing independent speech in children.

It is worth saying that a number of studies conducted to date have covered only one side of the issue of the presence of speech development deficits in children, that is, the area of mastering the pronunciation of sounds and the order of syllable construction. In children with poorly developed speech has been widely covered.

Our opinion is based on the research of a number of Russian scientists on various aspects of speech development deficiency: psycholinguistic (V.A. Kovshchikov 1985, V.K. Orfinskaya 1959-1963, E.F. Sobotovich 1984), medical and pedagogical (S.S. Lyapidevsky 1969, E.M. Mastjukova 1973-1990, etc.)

The presence of speech development deficiencies and the uniqueness of the vocabulary and grammatical structure of the language are interpreted in the scientific studies of V.K. Vorobyova 1996, B.M. Grinshpun 1980, G.I. Gorenkova 1969, V.A. Kovshikov 1985, R.E. Levina 1968, N.A. Nikashina 1985, V.K. Orfinskaya, L.F. Spirova 1985, E.F. Sobotovich 1980, N.N. Traugott 1975, T.B. Filicheva 1989, G.V. Chirkina 1989, S.N. Shakhovskaya 1978 and other scientists.

These works describe the uniqueness of children's acquisition of the logical and sound aspects of speech in the educational process, associated with the spoken aspect of speech, vocabulary, grammatical composition, and correction of coherent speech.

R.E. Levina (1961) divides incomplete speech development into three classes, caused by a complex combination of biological and social factors that determine the presence of speech development deficiency: it consists of a complete absence of means of speech communication, elements of phonetic-phonemic and lexical-grammatical underdevelopment.

Correction of speech defects in children is one of the complex forms of medical-psychological-pedagogical comprehensive assistance. The complexity of such provision has a multifaceted nature and does not arise by itself, regardless of the level of speech activity.

It is important to approach the speech correction of children with speech development deficiencies of preschool age in a comprehensive manner: adaptation of the educational activities of teachers, provision of methodological support for various issues of educational thematic and long-term plans, development and systematization of practical materials that can be used by teachers in various areas of correctional and pedagogical work.

Many preschool educational institutions in Russia have adopted the program of T. B. Filicheva and G. V. Chirkina, "Corrective education of five-year-old children with delayed speech development" (Moscow, 1991). The authors of this program recommend that speech therapists and teachers jointly determine the minimum volume of vocabulary that children must master in order to determine the level of demand for children's existing independent speech. The program includes recommendations on elementary mathematical concepts, construction, creativity, physical education, and labor education. The program of correctional education includes training in a sequence of three periods.

Recommendations for educators on solving problems related to speech correction in preschoolers and planning a systematic approach to speech development are also available from Yu. F. Garkusha, T. A. Tkachenko, N. A. Krylova, V. V. Konovalenko, and S. A. Mironova (Moscow, 2003).

The main objectives of correctional work in teaching children with speech development deficiencies are their speech; development of lexical and grammatical aspects.

Scientists have studied many theoretical, practical and methodological materials related to the development of the lexical and grammatical aspects of speech in preschool children with speech development deficits. The structure of conducting frontal exercises to develop the lexical and grammatical aspects of speech is clearly indicated in the program for teaching and educating children with speech development delays.

In order to develop understanding of oral speech at each stage and activate the ability to speak independently, speech therapy work is carried out with children of a certain level of speech development, regardless of the forms of speech disorders (alalia, dysarthria, mental retardation, etc.).

In order to further improve the results achieved as a result of speech therapy and correctional work, to consolidate the achievements made, to ease the hard work of teachers and speech therapists in the course of our research work, we give the following recommendations:

It is known that children with speech development defects have difficulties with forming plurals from singulars. To avoid this situation, we recommend the game **"One - Many"**.

Objective: to teach children to independently form plural nouns from singular nouns.

Path: The speech therapist shows the child a picture depicting one object and asks to show the same object in the plural, regardless of the pictures.

Pictures: Ball-balls, house-houses, bucket-buckets, etc.

The speech therapist shows a picture and calls it: ball.

- What's in your picture? What's depicted?

Child's answer: My picture shows balls.

It is suggested to name all the pictures (5-6 pictures).

Not only enrichment of the lexical state of speech, but also development of general motor skills and coordination is one of the important factors in the course of correctional and speech therapy work with children with speech development disorders. Based on the principle of an integrated approach in the development of modern special education, we recommend using the game **"Catch and Name"** to teach naming nouns in the singular and plural. In this:

Speech therapist: I will throw you a ball and say a word that denotes one object, you say this word in the plural when you throw me the ball.

This game is similar to the rules of the game "One-Many".

The speech therapist throws the ball to the child and says the word "house", the child throws the ball back and says the word "house". It also teaches the child to harmonize actions and words. The speech therapist names up to 5-8 words.

Use the appropriate adverbs in word formation, enrich the vocabulary on the topic "Clothing" and we recommend this game, **"Whose clothes are these?" Think of it and guess!"**. Progress of the game:

Grandma in a headscarf, mom in a dressing gown, little girl in a fur coat, man in a hat, and so on are

displayed as pictures. There are also pictures of objects separately, such as: headscarf, dressing gown, hat, coat, and so on. First, children look at the pictures. The speech therapist names one of the objects. And the children say who it belongs to. (This is grandma's headscarf, this is mom's dressing gown, this is a little girl's fur coat, and so on).

In this case, you can witness the development of not only the child's vocabulary, but also logical thinking and reasoning.

For the same purpose, you can widely use the game **"Whose tail is this? Think and guess"**. In this case, words on the topic "Animals" will enrich the child's vocabulary. Course of the game:

In one row there are images of animals without tails, in the second row there are separate images of tails. The speech therapist shows the tail belonging to the animal and asks which animal it belongs to.

During this game, it can be observed that the speed of completing the task has increased due to the development of the child's logical thinking, as well as the sharpening of regular thinking.

"Who needs these things?"

The children are given the following pictures: a teacher without a stick, an artist without a brush, a hairdresser without scissors, a hunter without a gun, a fisherman without a fishing rod, a shop assistant without scales, and so on, and the pictures of the objects they lack are shown on separate cards. The children look at these pictures and say who needs what: (the teacher needs a stick, the fisherman needs a fishing rod, and so on).

Game "Guests"

The picture shows a table full of various delicacies: (apple, fish, carrot, bone, mushrooms). The speech therapist explains: "The bear is waiting for guests." He put treats on plates for his friends. Which guests do you think this treat is for? Who will we give the carrot to? (carrot-rabbit) and so on".

"Help animals find their home".

Two rows of pictures are offered: one depicts animals, and the other - their nests. The speech therapist asks the children to help the animals find their home, remember who lives where. Answering questions, they put up pictures of animals in front of their houses.

"Small and large".

Objective of the game: to develop children's ability to name nouns using word-forming complements.

Necessary equipment: pictures of large and small objects.

Progress of the game: Red circles - large and small. The speech therapist asks to name them: this is a large circle, this is a small circle. Now she asks him to name the pictures without using the words "large" and "small".

This one? - Points to a small circle.

Child's answer: small circle.

How about this one? - Points to a large circle.

Child's answer: circle.

Speech therapist: Help me sort out the pictures.

Place the pictures of small objects under the small circle, and the pictures of large objects under the large circle.

The speech therapist places mixed pictures of small and large objects on a tray and places them in front of the child. He also watches how the child does the exercise.

Under the small circle, he places pictures of a small Christmas tree, a ball, and a small ball.

Under the large circle, he places pictures of a large Christmas tree, a large ball, and a large ball.

The speech therapist suggests first naming the pictures of large objects, and then the pictures of small objects.

"Whose voice?"

Objective of the game: to teach children to distinguish animals and their children by sounds and compare their names.

Necessary equipment: mouse and small mouse, duck and duckling, frog and froglet, cow and calf, cat and kitten.

Progress of the game: Animals came to visit the boy's home. The child must recognize them by their voice.

Meow meow. Who is meowing? (Cat). Who is meowing softly? (Kitten). A mother cat has a baby. How does it meow? (meow meow).

Moo-oo-oo - who does this? (A cow) Who is her baby? (A calf). How does it sound? (Soft, thin). Now listen carefully again: Whose voice is it - the cow's or the calf's?

Croak-croak - whose rough voice is this? (the frog). Who croaks in a quiet voice? (the froglet). The frog is big, it has a rough voice, and the froglet croaks quietly. Who is the frog's child?

The other toys are played with in a similar way. You can also ask the child to name the toy correctly, and then you can play with it. ("Come to me, little frog?", "Play with me, little duck!")

In this game, children learn to distinguish between the voices of animals and their children. (A cow moos loudly, while a calf has a thin, soft voice; a frog croaks sharply, while a froglet croaks thinly), and their vocabulary related to nominal and verbal groups of words is activated.

Similar games can be played with different animals. For example, a child is shown a picture. It describes a picture of a bird. - This is a bird. It lives in the forest. Its song is cuckoo, cuckoo. Guess what kind of bird this is? (Cuckoo... – invites the child to give the correct answer.) - Who is this? (Rooster). What do we affectionately call it? (Rooster). How my rooster crows (Cock-a-doodle-doo).

The main goal is to increase the child's vocabulary based on knowledge and imagination of the environment. In speech, the activation of different groups of words increases, not only nouns, but also verbs, adjectives, adverbs.

It is necessary to introduce the child to the fact that the properties and actions of each object have their own names. To do this, teach children to separate objects from their important parts, name them correctly, determine their characteristic features and qualities (what?), and also separate and distinguish actions related to toys, animal behavior and their situations. For example, possible human activity in games such as (what does it do?, how can it be used?). Such learning - "What is this object?", "Tell me what it is?", "Who can do what?"

"Recognize the toy!"

Objective: to increase the number of subject words and adjectives in the child's vocabulary, to develop skills in recognizing an object by its features and characteristics.

Game content: The speech therapist shows the child 3-4 toys and names them. First of all, it is necessary to teach them to name them correctly. "This is... (rabbit, fox, duck)." Gives the child information about each toy. "This is a soft toy, it is gray. The tail is short, and the ears are long. He likes carrots. He jumps quickly and dexterously." The remaining toys are described similarly. Then the child names them. The child is asked to describe one of the toys.

"Name a part of the whole!"

Objective: to be able to distinguish parts of objects and items and learn to name them correctly.

This can be done in two ways: based on a picture or based on imagination.

Game content: The adult pronounces the word and asks the child to show this object (or animal) and name its parts. For example: cat - body, head, paws, claws, tail, nose, ears, eyes, whiskers.

House – ..., tree – ..., cow – ..., etc.

"Recognize an object by its parts!"

Objective: To develop the ability to identify and name an object by its parts.

Game content: Children are offered the following speech material:

Trunk, stem, branches, leaves, bark, roots – tree.

Hooves, horns, udder, head, legs, body-carcass – cow.

Compartment (cabin), wings, engine, tail – airplane, etc.

"Who am I talking about?"

Objective: development of observation skills, learning to focus on the depicted object or object based on its main features.

Game content: The mother describes the daughter sitting in front of her, naming her clothes and details of her appearance one by one, for example: "This is a girl, she is wearing a skirt and a blouse. She has blond hair and wears a red ribbon. She likes to play with her doll named Tanya. "Who is this?" the children recognize who the mother is describing.

"Tell me how!"

Objective: Learn to distinguish the characteristics of an object and name them.

Game content: Objects are taken from a box and named. ("This is a pear"), and the child describes its qualities. ("It is yellow, soft and sweet." "This is a tomato. It is red, round, ripe, juicy, tasty." "This is a cucumber. It is long, green, and crunchy when eaten".

It is recommended to "play" these games not only once during training, but also during a walk, even at home with parents and family members. We are sure that if a speech therapist, teacher, family members will treat the child purposefully and try to eliminate his speech defect, the path to the expected result will be much shorter. It is very important not to let the child get bored during the game. Therefore, although the type of activity often changes, the main reason for this is the unity of purpose and variety of games.

In conclusion, it can be said that the main task of a speech therapist is to take into account the individuality of each child in order to achieve a healthy mental state in the group when choosing games. No matter how interesting a game you offer to a child, if he does not have enough skills and abilities to participate in it, this activity will not interest him at all, but will exclude him from the group, make him nervous, make him bored. with speech therapy training.

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