The Significance of Didactic Games in the Development of Connected Speech

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ANNOTATION: Didactic games are the most powerful tool for the development of speech in children, therefore they can be recommended for use by parents at home. The article considers the functions of games in the learning process, the structural components of a didactic game, the classification of a didactic game.

KEY WORDS: didactic games, structural components of a didactic game, classification of a didactic game.

Didactic games are a type of training sessions organized in the form of training games that implement a number of principles of gaming, active learning and are distinguished by the presence of rules, a fixed structure of gaming activities and an assessment system.

Didactic game has two functions in the learning process (A.P. Usova, V.N. Avanesova):

The first function is the improvement and consolidation of knowledge. At the same time, the child does not simply reproduce knowledge in the form in which it was learned, but transforms, transforms it, learns to operate with it depending on the game situation.

The essence of the second function of the didactic game is that children learn new knowledge and skills of different content.

Structural components of the didactic game:

➢ didactic task (goal, consisting of game and learning;

➢ game content

➢ game rules;

➢ game actions;

➢ the end of the game, summing up.

Didactic games have their own classification.

According to the content, didactic games can be divided into:

➢ mathematical

➢ touch

➢ speech

➢ musical

➢ natural history

➢ to get to know the environment

➢ for fine arts

According to the didactic material, educational games are divided into:

➢ verbal

➢ desktop printed

➢ with objects and toys

➢ with pictures

➢ computer didactic games

Sorokina proposed a classification of didactic games according to the nature of game actions:

➢ travel games

➢ guessing games

➢ mission games

➢ puzzle games

➢ conversation games

➢ mobile and didactic games

Didactic games can also be classified according to the number of participants in them:

➢ collective

➢ group

➢ individual

Conducting didactic games includes:

1. Familiarization of children with the content of the game, the use of didactic material in it (showing objects, pictures, a short conversation, during which the knowledge and ideas of children are clarified).

2. Explanation of the course and rules of the game, with a clear implementation of these rules.

3. Display of game actions.

4. Determination of the role of an adult in the game, his participation as a player, fan or arbiter (the teacher directs the actions of the players with advice, a question, a reminder).

5. Summing up the results of the game is a crucial moment in managing it. Based on the results of the game, one can judge its effectiveness, whether it will be used by children in independent play activities.

Analysis of the game allows you to identify individual abilities in the behavior and character of children. And that means properly organizing individual work with them.

Speech games contribute to the development of speech in children. Their content is varied

and depends on the goals set by the teacher. The importance of didactic games in the upbringing of children cannot be exaggerated, since only game activities can attract a child, and therefore teach.

The development of children's speech through didactic games.

The use of didactic games contributes to:

➢ Teaching the child the perception of speech as a means of communication;

➢ Replenishment of his vocabulary;

➢ Development of phonemic hearing;

➢ Development of speech creativity;

➢ Perception of intonation and sound culture of speech;

➢ Statement of coherent speech;

➢ Statement of dialogical speech;

➢ The ability to competently use speech turns, prepositions.

The teacher in preschool institutions should choose games aimed at a certain side of the development of speech, depending on the age of the children and their level of speech development. The game should interest children, stimulate them to solve problems.

To do this, it is necessary to achieve several points at the same time:

➢ Children should clearly understand what is required of them. You need to simply and clearly state the conditions of the game and be able to correctly set goals and objectives. If necessary, you can adjust them as the game progresses.

➢ Show your interest. Both parents and educators should be fully involved in the game process. This will help children understand the process and play the game honestly and according to the rules, under the supervision of adults.

➢ Encourage the child. Each completed task should be marked by a parent or caregiver. The usual praise indicating the merits that he is doing well, a pat on the shoulder will morally support any child and give him self-confidence.

➢ The game should be fun. It is difficult to please several children at once, but it is important that everyone is interested. The game should not last too long, otherwise the children will get tired and lose interest in the game. If the children quarrel over the choice of didactic play, help find a compromise. Didactic games have a beneficial effect on children's ability to self-organize.

Games aimed at the development of speech can be completely different and captivate not only children, but also adults. For example, games to search for synonyms, antonyms or words starting with a certain letter (the well-known game of "words", where you need to name a word starting with the last letter of the previous word). There are many variations on the game with words, so the most important task of parents and teachers is constancy and regularity when playing games.

Undoubtedly, didactic games are the most powerful tool for the development of speech in children, therefore they can be recommended for use by parents at home. Conducting didactic

games does not require special knowledge in the field of pedagogical sciences and high costs in preparing the game.

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