



The Importance of Working with Didactic Games in Preparatory Children's Independent Thinking and Speech

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ABSTRACT

The game is the leading type of activity, and the game activity is the most interesting activity accessible to the child. It is through the game joint activity of children and the teacher that it is possible to expand and activate the vocabulary of children, to form the grammatical structure of speech.

Keywords:

didactic games, speech development, training, conduct, analysis

Today, the issue of speech development of preschoolers is particularly acute. This is probably due to the fact that children, and adults, too, have begun to communicate more with computers and other means of technological progress than with each other.

A child - a preschooler spends most of his time in kindergarten, communicates with the teacher, learns a lot from him, including the culture of speech. Therefore, the teacher should pay special attention to his speech, it should be clear and intelligible.

Reasons for the low level of speech development:

- The educator knows the methodology, but not the technology. Does not know the level of development of speech.
- Speech development is considered as an isolated psychological process, in isolation from thinking and emotions, imagination.
- Teaching takes place in a linguistic form, ignoring communication skills, hence the lack of a culture of speech and a culture of communication.
- Comfortable stay in the garden contributes to the successful development

What should be remembered for the successful speech development of a preschool child?

The following must be remembered:

- the goal of learning should be emotionally significant for him - having achieved the goal, the child is waiting for the praise or surprise of an adult;
- the material is better preserved, the one that struck and captivated the child;
- children are very fond of competition and play;
- In many ways, the attention of a preschooler depends on the ingenuity of adults, their fantasies. In a preschool institution, conditions should be created for the development of children's speech in communication with adults and peers;
- ensure the development of the sound culture of speech on the part of children in accordance with age characteristics;
- provide conditions for enriching their vocabulary in accordance with age characteristics;
- create conditions for children to master the grammatical structure of speech;
- develop coherent speech, taking into account their age characteristics;

- pay special attention to the development of children's understanding of speech (exercising in the implementation of verbal instructions);
- introduce children to the culture of reading thin. literature;

By the age of three, as a rule, the child is intensively gaining vocabulary, begins to speak in phrases. Simultaneously with the development of speech, thinking and imagination, attention, memory, thinking develop - the foundations on which speech is built. Preschool age is most favorable for the development of speech. But this is a very difficult and responsible work, requiring the selection of the most effective means and method of teaching. One of these means is the game, which is the leading activity in preschool age.

As A.S. Makarenko said, the game must be present in the children's team. A children's team that does not play will not be a children's team ...

Imagination develops only in a team that always plays. In the process of implementing the Federal State Educational Standard in preschool educational institutions, play activities, as a form of organizing children's activities, play a special role. The game is the leading activity of the child, through which he organically develops, learns.

Thus, the game acts as the most important activity through which teachers solve all educational tasks, including learning.

Didactic games

What are didactic games?

The didactic game is a multifaceted, complex pedagogical phenomenon: it is both a game method of teaching preschool children, and a form of learning, and an independent game activity, and a means of comprehensive education of the child's personality.

The characteristic features of didactic games are that they are created by adults for the purpose of teaching and educating children. However, created for didactic purposes, they remain games. The child in these games is attracted by the game situation, and while playing, he imperceptibly solves the didactic task.

Didactic games play an important role in the development of children's speech: the vocabulary is replenished and activated, the correct sound pronunciation is formed, coherent speech develops, the ability to correctly express one's thoughts. The didactic tasks of many games are designed in such a way as to teach children to compose independent stories about objects, phenomena in nature and in public life. Some games require children to actively use generic, specific concepts, for example, "name in one word" or "name three objects".

In the process of many games, the development of thinking and speech is carried out inextricably linked. Speech is activated when children communicate in the game, the solution of controversial issues. The game develops the ability to argue their statements, arguments.

In preschool pedagogy, all didactic games can be divided into 3 main types: games with objects (toys), desktop-printed and word games.

The structure of the didactic game are:

- Didactic task (you need to know the level of preparedness of pupils, because they must operate with existing knowledge and ideas).
- Game rules (goal: to organize actions, behavior of children. They can allow, prohibit, prescribe, making the game entertaining, tense).
- Game actions or the course of the game (they direct, control the implementation of the rules).

The methodology for organizing didactic games has three areas: Preparation, conduct, analysis.

"Training"

- game selection in accordance with the tasks of education and training: deepening and generalization of knowledge, development of sensory abilities, activation of mental processes (memory, attention, thinking, speech, etc.);
- establishing the compliance of the selected game with the program requirements for the upbringing and education of children of a certain age group;
- determination of the most convenient time for conducting a didactic game (in the process of organized learning in the classroom or in free time from classes and other regime processes);

- choosing a place to play where children can play safely without disturbing others;
- determining the number of players (whole group, small subgroups, individually);
- preparation of the necessary didactic material for the chosen game (toys, various objects, pictures...);
- preparation for the game of the educator himself: he must study and comprehend the entire course of the game, his place in the game, methods of managing the game;
- preparation for the game of children: enriching them with knowledge, ideas about the objects and phenomena of the surrounding life, necessary for solving the game problem.

"Conduct"

- familiarization of children with the content of the game, with the didactic material that will be used in the game (showing objects, pictures, a short conversation, during which the knowledge and ideas of children about them are clarified);
- explanation of the course and rules of the game. At the same time, the teacher draws attention to the behavior of children in accordance with the rules of the game, to the precise implementation of the rules;
- showing game actions, during which the teacher teaches children to perform the action correctly, proving that otherwise the game will not lead to the desired result (for example, if one of the children is peeping when you need to close your eyes);
- definition of the role of the educator in the game, his participation as a player, fan or referee. The degree of direct participation of the educator in the game is determined by the age of the children, their level of preparation, the complexity of the didactic task, and the game rules. Participating in the game, the teacher directs the actions of the players (advice, question, reminder);
- Summing up the results of the game is a crucial moment in its management, because, according to the results that children achieve in the game, one can judge its effectiveness, whether it will be used with interest in the children's independent play activities. When summing up the results, the educator emphasizes that the

path to victory is possible only through overcoming difficulties, attention and discipline.

- At the end of the game, the teacher asks the children if they liked the game and promises that next time they can play a new game, it will also be interesting.

Children usually look forward to this day.

"Analysis"

The analysis of the conducted game is aimed at identifying the methods of its preparation and conduct: what methods were effective in achieving the goal, what did not work and why. This will help to improve both the preparation and the process of playing the game itself, and avoid mistakes later. In addition, the analysis will make it possible to identify individual characteristics in the behavior and character of children and, therefore, to properly organize individual work with them. Self-critical analysis of the use of the game in accordance with the goal helps to vary the game, enrich it with new material in subsequent work.

In the process of many games, the development of thinking and speech is carried out inextricably linked, for example, in my work I use such games as "Call it affectionately", "What is missing"; "Let's treat the animals"

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