

THE DEVELOPMENT OF PRESCHOOLERS' SPEECH CULTURE THROUGH DIDACTIC GAMES

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Resume: This article explores the development of speech culture in preschool children through the use of didactic games. It emphasizes the importance of early childhood as a critical stage for language acquisition and communication skills. The article highlights how didactic games serve as effective tools not only for enriching vocabulary and improving pronunciation, but also for fostering coherent speech, logical thinking, and social interaction among children. Attention is given to the role of educators in organizing and guiding such games, creating a supportive environment where children can develop their speech abilities in a natural and engaging way. Furthermore, the article outlines practical examples of didactic games that can be applied in preschool education to stimulate interest, encourage creativity, and form the foundations of a strong speech culture.

Keywords: Preschool education, speech, young children, physical education, mental education, moral education, aesthetic education, innovative education.

Preschool educational organizations set themselves the goal of educating children in all aspects, that is, physically, mentally, morally, aesthetically. This goal is realized in the process of teaching children their native language. As a result of developing oral speech in preschool educational organizations, children develop intellectually and their general cultural level increases. They understand the events around them, the laws of nature and society. The development of speech in children also helps them improve spiritually.

A child has the ability to perceive the outside world through mental processes such as memory, imagination, fantasy, and thinking, as well as through speech. However, intelligence in children, that is, mental processes (memory, imagination, fantasy, thinking, etc.), does not arise simply with the growth and development of the child's organism, but also with the development of speech.

If a child is taught to speak correctly from a young age, then such a child will develop normally, that is, first the ability to imagine, then the ability to think, to imagine, and this ability will improve at each age stage. In children, mental processes such as willpower also improve in parallel with intelligence.

Many experiments have shown that a child whose speech is not developed does not develop as a full-fledged person.

In all educational and educational work of preschool educational organizations, children's speech is developed by teaching their native language. In particular, in speech development classes, work is planned to develop the speech of each child. The content of all classes is absorbed by children only through their native language. "The native language," K.D. Ushinsky emphasized, "is the basis of any development, the treasury of all knowledge. Any understanding begins with it, passes through it and returns to it."

Vocabulary allows the child to quickly and thoroughly master the knowledge given in all classes and to express this knowledge and concepts through speech. This, in turn, opens up a wide path for the child's development. It also teaches to thoroughly master knowledge and gradually apply it to life. The native language is also a source and means of intellectual education.

According to K.D. Ushinsky, the value of language in educating and raising a child is initially determined by the deep national character of the social phenomenon, its national character. He describes it as "a language that contains many deeply meaningful philosophical thoughts, truly refined feelings, extremely accurate, beautiful taste, traces of labor that has been done with great care to collect thoughts in one place, an extraordinary keen perception of natural phenomena and their most subtle nuances, observation, and excellent logic...".

K. D. Ushinsky in his article "Words of the Mother Tongue" raised the issue of educating a child through his native language, through words in his native language. Because nationalism finds its expression primarily in the mother tongue. The child's personality, knowledge, skills, and spiritual image are formed under the influence of this language. As the poetess Zulfiya noted: "A person who has perfectly learned his native language will be lucky enough to fully study the history of his native land." The mother tongue serves as a powerful tool for cultivating patriotic and international feelings in children, and for increasing the cultural level of children. Therefore, the mother tongue is a means of moral education of children.

A child learns about the world and existence through observation and speech: he learns to name the surrounding objects and objects, events and phenomena, their names, qualities and signs, characteristics, similarities and differences. Through their native language, children learn about the history, culture, values, and traditions of their ancestors, and become acquainted with folk oral creativity, literature, and art.

Thus, the native language serves as the main tool for raising the spiritual maturity and cultural level of preschool children, understanding the phenomena surrounding them, the laws of nature and society, creating the basis for successful study at school, teaching them a creative approach to labor activity, and implementing them in life. intellectual and moral education, understanding the world and existence, and studying the cultural heritage of our people.

In short, preschool education organizations are important culture and the effectiveness of the educational process. V.D. Sukhomlinsky argues out by "Every word in each courtyard of the educational institution trained by the teacher-pedagogue should be carefully thoughtful and rich in mind." According to the scholar, each word teacher should also be spoken not only on his readers, but also in their hearts. In general, the progressive teachers believe and specification believe that only in the contact process based on teachers and students. Teacher's properly organized ties improves the function of understanding who children are. In this regard, the task of teachers will understand children, to understand their thoughts with the courage and freely, help them know their views and self-esteem.

In the pedagogical activity carried out in educational institutions, the educator's inappropriate behavior during communication, rudeness, thoughtless incorrect thoughts, and excessive gestures can lead to a breakdown in live communication with the students and the emergence of irreparable situations. As a result, the culture of communication, communication etiquette, and good manners give way to conflict situations. In order to prevent these negative situations, it is necessary to form a culture of communication in pedagogical interaction, in which the

relationship with children should be built on the basis of respect and trust. In conclusion, it is worth noting that it is very important to form a culture of communication in younger and middle school children through communicative games and use it in today's technologies, which is also important in that it serves us as an education.

At this point, we must understand that the skills of educators and the use of the teachings of Eastern thinkers in forming a culture of communication in the educational process serve as a guiding star for us in raising children. Communication is an integral part of human life and should be carried out from a young age.

The development of preschoolers' speech culture is one of the most important tasks of early education, since speech not only reflects a child's thinking but also shapes intellectual, moral, and cultural growth. Didactic games create favorable conditions for enriching vocabulary, improving pronunciation, and fostering logical, coherent communication in children. They also enhance social interaction and creativity, while strengthening the bond between teacher and child. By teaching children their native language through purposeful play, educators lay the foundation for successful schooling, cultural awareness, and spiritual maturity. Ultimately, the formation of speech culture in preschool education ensures a well-rounded personality and prepares children to become active, thoughtful, and responsible members of society.

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