



Journal Website:
<http://usajournalshub.com/index.php/tajssei>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

Improving The Ways Of Developing The Vocabulary Stock Of Children Through Play

Saida Ahmedzhan Kizi Latibova

Department Of Educational Technologies, Faculty Of Pedagogical Sciences, Khoja Akhmet Yassawi International Kazakh-Turkish University, Kazakhstan

Aygul Ayazbayevna Zhumadullaeva

Associate Professor, Candidate Of Pedagogical Sciences, Khoja Akhmet Yassawi International Kazakh-Turkish University, Kazakhstan

ABSTRACT

A child is born without being able to speak, in the process of his development he must master the language spoken by the adults around him, learn to use first oral and then written speech. This is a very difficult task. In a few years, a child has to master all the richness of the language that has been created by the people over the millennia. In its development, children's speech goes through a number of stages that are qualitatively different from each other.

KEYWORDS

Research process, role-playing game, speech development of children, preschool age, final diagnostics, presentation of results, methodology, lexico-grammatical means, vocabulary volume.

INTRODUCTION

Speech is not an innate ability, but develops in the process of ontogenesis (the individual development of the organism from the

moment of its inception to the end of life) in parallel with the physical and mental development of the child and serves as an

indicator of his general development. A child's assimilation of his native language occurs with a strict regularity and is characterized by a number of features common to all children.

The main direction in the development of a child's speech in the fifth year of life is the development of a coherent monologue speech. At this time, noticeable changes take place in the formation of the grammatical structure of speech, in the development of word formation methods, an explosion of verbal creativity occurs. 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. That is why the development of the vocabulary of preschool children is a very important direction in preschool education and upbringing. Experts have calculated that at the age of one and a half years, the vocabulary of young children can be no more than 50 words, and by the age of five, children are already free to operate 2,000-2,500 words. However, not only a quantitative indicator (how many words the child uses) is important, but also a qualitative one - how much he understands the meanings of the words he uses, whether he uses the necessary word forms correctly. The speech of children of the middle group is characterized by mobility and instability. Children can be guided by the semantic side of the word, but the explanation of the meaning of the word is difficult for many. Most children do not possess sufficient skill to construct description and storytelling. They violate the structure and sequence of presentation, cannot connect sentences and parts of a statement. Role-playing game is the main type of the preschool child's game.

MATERIALS AND METHODS

According to S. L. Rubinstein, play is a spontaneous manifestation of a child and at the same time it is based on the interaction of a child with adults. The plot-based role-playing game has the main features of the game: children's enthusiasm, emotional saturation, independence, creativity, activity. In the process of role-playing games, 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 role-playing game brings joy and pleasure to every child by its very process. The content of the role-playing game is embodied by the child with the help of the role that he takes on. Role is a means of plotting and the main component of a plot-based role-playing game. Is it possible to promote the development of the speech of children of middle preschool age with the help of a role-playing game? We tried to answer this question in the course of our research. The purpose of the study is to identify the influence of role-playing games on the development of speech in children of middle preschool age. The study was carried out in December-March 2016 in the ANO DO "Planet of childhood" Lada "kindergarten No. 107" Yagodka "in Togliatti in the middle group" Sun ". The experimental work program included 3 stages: The first stage - diagnostic (identification of the initial level of speech development in children of middle preschool age). The second stage is the introduction of selected role-playing games and testing their effectiveness. The third stage is the final diagnostics, registration of the research results. In order to identify the level of speech development of preschool children, the methodology "Lexical and grammatical means" was used.

RESULT AND DISCUSSION

The purpose of this technique is to study the volume of the vocabulary, the skills of inflection and word formation, and the use of grammatical categories. According to the results of the diagnosis, the volume of the vocabulary, the skills of inflection and word formation and the use of grammatical categories in children is 55%, which corresponds to the average level. The second method used, "Connected Speech", was aimed at studying the level of proficiency in the skills of a consistent, logical, coherent storytelling. According to diagnostics, the level of proficiency in the skills of logical, coherent, coherent storytelling is 69%, which corresponds to the average level. Based on our assumption that, with systematic, purposeful, systematic use, the role-playing game will act as an effective means of speech development for children of middle preschool age, we proceeded to the next stage of the experiment - the development of speech of preschoolers through role-playing games. 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 conducted with children for 3 months in accordance with the cyclogram of educational activities of the preschool organization and the daily routine of this age group. After the expiration of the period for the implementation of the cycle of role-playing games, the children were re-diagnosed using all the methods used earlier at the first stage. Repeated diagnostics using the "Lexico-grammatical means" method showed that after carrying out role-playing games, the average indicator of the volume of the

vocabulary, the skills of inflection and word formation and the use of grammatical categories in children is 76%. Thus, the indicator of the volume of the vocabulary, the skills of inflection and word formation, the use of grammatical categories in children of the middle group according to this method increased by 21%.

CONCLUSION

Repeated diagnostics showed that after carrying out role-playing games, the average indicator of the level of proficiency in sequential, logical, coherent storytelling in children is 89%. Thus, the average level of proficiency in sequential, logical, coherent storytelling among children increased by 20%. Consequently, the planned, purposeful, systematic organization of the plot-role-playing game makes it possible to ensure the full speech development of children of middle preschool age. The practical application of role-playing games contributes to an increase in the volume of the vocabulary, the skills of inflection and word formation in children of the middle group.

REFERENCES

1. Volkov, B. S. Children's psychology in questions and answers / B. S. Volkov. N.V. Volkova. - M.: Sfera, 2006. -- 256 p.
2. Vygotsky, LS Game and its role in the mental development of a child [Text] / LS Vygotsky. - SPb.: Karo, 2008. -- 327 p.
3. Darvish, OB Age psychology [Text]: Textbook for higher education. study. institutions / O.B Darvish. - M.: Vldos - Press, 2009. -- 264 p.

-
4. Dyachenko, O M. Psychologist in a preschool institution [Text] / OM Dyachenko. - M.: New school, 2012.-- 258 p.
 5. Krasnoshchekova, N.V. Role-playing games for preschool children / N.V. Krasnoshchekova. - Ed. 2nd. - Rostov n / a.: Phoenix, 2007.-- 251s.
 6. Obratsova, T N. Role-playing games for children [Text] / TN Obratsova. - M.: ETROL, 2009.-- 192 p.
 7. Rubinstein, L S. Speech and thinking [Text] / Rubinstein LS - M.: Education, 2009. - 432 p.
 8. Elkonin D.B. Game and mental development of a preschool child [Text] / DB Elkonin. - M.: Education, 2011.-- 112 p.