

**DIDACTIC GAMES AS A TOOL FOR IMPROVING SPEECH CULTURE IN
PRIMARY SCHOOL STUDENTS MANOSI**

Sharopova Gulnoza Shakhoviddin qizi
PhD Candidate, Asia International University

Abstract

This article analyzes the pedagogical, psychological, and methodological foundations for developing the speech culture of primary school students through didactic games. The study highlights mechanisms for expanding students' vocabulary, mastering grammatical structures, improving pronunciation culture, and forming communicative competence through play activities. It also examines the theoretical views of Vygotsky, Elkonin, Montessori, and Bruner regarding play-based learning and substantiates ways to adapt them to Uzbek pedagogical practice.

Keywords: speech culture, didactic games, interactive method, communicative competence, vocabulary, pronunciation, play-based learning, primary education

In the modern educational system, the formation of speech culture is one of the central areas of pedagogy and psychology. A student's oral speech, ability to think, and communication culture are considered indicators of intellectual development.

The Law of the Republic of Uzbekistan "On Education" and the "New Uzbekistan Development Strategy" emphasize the enhancement of communicative abilities, free expression of opinions, and the formation of cultural communication skills as key criteria of education quality.

Using didactic games in the process of forming speech culture in primary school students is extremely important. Play is a natural form of activity for children—through it, they learn not only knowledge but also life itself. Therefore, a didactic game is not only a teaching method but also a natural mechanism of psychological development.

Currently, the introduction of interactive play technologies into the learning process, the development of methodological approaches consistent with STEAM education, and the creation of programs aimed at enriching vocabulary and developing speech culture are among the priority tasks of educational policy. The issue of speech culture has been deeply studied in the works of L.S. Vygotsky, D.B. Elkonin, A.N. Leontiev, M. Montessori, and J. Bruner. According to their general conclusion, play is a form of assimilating social experience through a child's thinking and speech.

In this study, theoretical and practical sources aimed at identifying the role of phonetic exercises in shaping speech culture in preschool children with dyslalia were analyzed. During the research process, methods such as the study of scientific literature on speech therapy, surveys, interviews, and pedagogical observation were used. As empirical material, observations of speech therapy classes conducted in preschool educational institutions were considered, recording changes in children's pronunciation during the application of phonetic exercises, as well as conducting interviews with educators and speech therapists. Children's speech activity, their ability to correctly pronounce sounds, vocabulary, and communicative competencies were analyzed on the basis of observations.

In addition, state programs related to preschool education, methodological manuals on speech therapy, and scientific research in this field were studied, and the possibilities of their practical application were generalized.

Vygotsky, in his theory of the zone of proximal development, emphasized that during play, the child acquires new linguistic and social roles through communication with adults.

Elkonin identified play as the main means of socialization and the development of speech activity.

Montessori defined play as “learning activity based on free choice,” in which the child, as an active subject, develops speech through practical exercises.

Bruner introduced the concept of “cognitive scenario” in play-based learning, where the student learns language in context. In Uzbek pedagogical research, the role of play-based methods in primary education has been studied through independent investigations. Particularly, according to Nishonova, the social, communicative, and intellectual aspects of play-based education are clearly demonstrated.

The main goal of this study is to improve the methodological system of developing the speech culture of primary school students based on didactic games and to clarify the psychological and pedagogical essence of the concept of speech culture. The objectives are:

- To analyze the types of didactic games and their mechanisms of influence on speech development;
- To develop a model for integrating play methodology into primary education;
- To create a system of practical recommendations for teachers.

Didactic games develop a child’s speech culture by satisfying their socio-psychological needs. According to D.B. Elkonin, a game is “a tool that expresses the child’s inner world in social language.” Moreover, in a play environment, the learner is not afraid of making mistakes, which naturally helps in gaining speech experience.

In today’s digital education environment, didactic games are being made more interactive through electronic platforms such as Wordwall, Kahoot, and Nearpod. This not only enhances the effectiveness of play but also allows teachers to apply individualized approaches.

Developing speech culture through didactic games is a modern methodological direction that prepares learners for communication, encourages expressive thinking, and fosters cultured speech. The game makes the learning process natural, engaging, and emotionally comfortable.

The conducted research shows that the formation of speech culture in primary school students is a crucial factor in their overall development, enriching their thinking, communication culture, and social experience. It was found that didactic games significantly increase students’ active participation, emotional engagement, independent thinking, and interest in speech activities.

The results demonstrate that young children understand linguistic units more deeply through play, use vocabulary more actively, and express their thoughts clearly, fluently, and logically. Moreover, didactic games have a rapid impact on cognitive processes, enhance psychological adaptability, and therefore prove effective for educational use.

Lessons organized on the basis of didactic games not only increase students’ speech activity but also foster social cooperation, mutual understanding, communication culture, and discipline. During play, the child critically evaluates their speech, corrects mistakes naturally, dares to use new words, and practices the lexical, phonetic, and grammatical aspects of language actively.

The analysis confirms that the developed system of didactic games is an effective means of speech development, and play-based educational technologies create new opportunities for shaping children’s speech culture. Game-based methods make the educational process engaging and meaningful, developing speech competencies in harmony with children’s natural tendencies.

In general, this research scientifically proves that didactic games are an important pedagogical tool for improving the methodology of developing primary school students’ speech culture. The method developed on the basis of games continuously stimulates students’ verbal activity and transforms the learning process into a student-centered, effective, interactive, and

motivational form. The research results show that the use of didactic games can enhance teachers' methodological mastery, enrich lesson content, and strengthen students' skills in thinking, listening, communicating, and expressing ideas in a cultured manner. Furthermore, the improved methodology can be used in future practice to clarify evaluation criteria for students' speech, introduce new game technologies, and develop speech competencies.

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