

**THE ROLE OF DIDACTIC GAMES IN THE FORMATION OF SPEECH  
CULTURE OF CHILDREN IN THE PRESCHOOL PREPARATORY GROUP**

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**Abstract:** This article analyzes the role and importance of didactic games in the formation of speech culture of children in the preparatory group for preschool education. The study examines the theoretical foundations of didactic games, their effectiveness in developing various components of speech culture, and the methodology for integrating them into the educational process. The special role of didactic games in increasing children's lexical wealth, strengthening grammatical skills, improving pronunciation culture, and developing coherent speech is emphasized, as well as their positive impact on their socialization and cognitive development. The article presents a methodological approach to the effective use of didactic games. Recommendations and methods for evaluating their pedagogical effectiveness are also put forward.

**Keywords:** Didactic games, speech culture, preschool education, lexical richness, grammatical correctness, pronunciation, connected speech, pedagogical effectiveness

**Introduction**

Speech culture is one of the main factors determining a person's ability to enter into social communication, to express their thoughts clearly, fluently and correctly. The preschool age, in particular, is the most favorable and important stage for the development of speech in children of the preparatory group. During this period, the child's vocabulary grows rapidly, grammatical structures are mastered, pronunciation skills are formed, and coherent speech develops. Therefore, the purposeful formation of speech culture in children of this age creates the foundation for their successful study and active participation in social life in the future.

Modern pedagogy and psychology recognize the extremely important role of play in the education and upbringing of preschool children. Play is a natural and interesting activity for children, through which they learn the world around them, try out social roles, and develop their cognitive skills. In particular, didactic games, combining game elements with educational tasks, allow children to actively acquire knowledge, form skills, and develop their mental abilities. In this regard, a comprehensive study and practical application of the role and effectiveness of

didactic games in the formation of the speech culture of children in the preschool preparatory group is of particular relevance.

The purpose of this study is to comprehensively analyze the pedagogical potential of didactic games in the formation of speech culture in preschool children, develop effective methods for integrating them into the educational process, and determine criteria for assessing their effectiveness.

### **Analysis of literature on the topic**

The problem of forming a speech culture has been widely studied in the fields of pedagogy, psycholinguistics and defectology. Many researchers emphasize the importance of the sensory period of speech development in preschool children. During this period, children's speech apparatus is formed, auditory perception is improved, and speaking skills are intensively developed. Speech culture consists not only of correct pronunciation and a rich vocabulary, but also includes the ability to construct grammatically correct sentences, express one's thoughts in a logical manner, and also includes communication ethics, such as respectful attitude to the listener.

Didactic games have long been used in pedagogical practice as a means of facilitating and making learning material more interesting. Like Ya.A. Komensky, the Czech pedagogue emphasized the role of play in developing children's mental abilities, broadening their worldview, and improving social interaction [1]. Play is considered a psychological activity of fundamental importance in shaping a child's personality and creating the basis for higher cognitive stages.

Sherboyeva Nodira emphasizes the importance of didactic games in improving students' knowledge, skills and competencies, especially in primary education [1]. In her opinion, didactic games are very important in increasing motivation, facilitating learning, as well as developing important social and personal qualities. Didactic games model events through human activity, this process is structured by the logic of the game, rules that regulate actions and behavior, ensuring fairness. As a result, intellectual satisfaction is created, which serves as an indicator of learning [1].

Didactic games are divided into types, including verbal, physical, or movement games, and are based on rules [1]. Rules serve to implement the content of the game, build discipline, and encourage creativity. Games develop in the following stages: initial engagement, rule-based learning and character development, and independent creative exploration. [1]. These stages ensure that the child gradually masters speech tasks through didactic games. For example, in the first stage, children are interested in the general idea of the game, in the second they learn to apply speech rules, and in the third they demonstrate their speech creativity.

The role of didactic games in the formation of speech culture is associated with a number of aspects, such as increasing lexical wealth, mastering grammatical structures, ensuring correct pronunciation, and developing coherent speech. Didactic word games ("Who can find the most words?", "What object is similar to?") expand the child's vocabulary, enrich his imagination about objects and phenomena in the environment. Grammatical didactic games ("One and many", "How does which word change?") form the skills of correctly changing words and constructing sentences in accordance with grammatical rules. Didactic pronunciation games ("Fast sayings", "World of sounds") help to practice pronouncing sounds clearly and correctly. Finally, plot-based role-playing didactic games ("Shop", "Hospital", "School") develop children's communication skills, dialogic and monologic speech, and teach them to express their thoughts coherently and logically.

Didactic games are presented as an effective way to develop independent thinking and sustained cognitive interest, which mainly relies on the organizational experience of the teacher [1]. This increases the demands on the teacher's skills, especially in conditions where it is difficult to maintain the attention of preschool children for a long time. The teacher must properly organize the game, encourage children to actively participate, present speech tasks in an interesting way, and take into account the individual developmental characteristics of each child.

### **Research methodology**

The integration of didactic games into the educational process in the formation of speech culture of children in the preschool preparatory group requires a comprehensive and systematic approach. This research methodology includes a practical approach to the use of didactic games aimed at the formation of the most important components in the field of speech development - lexicon, grammar, pronunciation and coherent speech.

**Selection and planning of didactic games:** When planning the pedagogical process, targeted didactic games are selected for each speech component. For example, naming games such as "Whose name is it?", "What color is which object?" to increase lexical wealth; games such as "One, many", "What action does it perform?", "Finish the sentence" to develop grammar; phonetic games such as "Let's distinguish sounds", "Quick sayings" to improve pronunciation; plot-role-playing games such as "Make a story based on pictures", "Speaking in roles" are used to develop connected speech. Games should correspond to the age characteristics, interests and current level of speech development of children.

**Integrating games into the educational process:** Didactic games should be included not only as a separate activity, but also in various parts of the daily routine (for example, during a walk, during independent activities, while waiting). This will help to make the game activity continuous and arouse constant interest in children. Before starting the games, the teacher should clearly explain the rules and objectives of the game, encourage children to actively participate. During the game, the teacher should carefully observe the children's speech, show them correct speech patterns, and help if necessary.

**The role and organizational skills of the educator:** The effectiveness of didactic games largely depends on the organizational skills, creativity and interaction of the educator with children. The educator should use various methods and tools to make the game interesting, increase the motivation of children and involve them in speech activity. It is important to encourage children during the game and recognize their achievements.

**Effectiveness assessment methodology:** The effectiveness of didactic games in forming a culture of speech is assessed based on the following criteria: Lexical richness: The number of words in the child's active and passive vocabulary and the level of their correct use. This is determined through word tests, naming exercises, and observation.

**Grammatical accuracy:** The ability to construct sentences correctly, to change words correctly for agreement, number, person, and tense. It is assessed through speech analysis and sentence construction tasks.

**Pronunciation culture:** Correct pronunciation of sounds, compliance with speech rate and intonation. Monitored through speech apparatus diagnostics, individual pronunciation tests, and sound games.

Connected Speech: Expressing one's thoughts coherently, logically, and completely, answering questions in full, creating a story, and actively participating in dialogue. Assessed by creating a story based on plot-based pictures, observing activity in questions and answers, and role-playing games.

Communication skills: Participating in a conversation, treating the listener with respect, observing speech etiquette. Determined through role-playing and observing group communication.

The assessment process should be ongoing, recording each child's individual achievements and planning further learning activities based on the results obtained.

### **Results and discussion**

Didactic games are not only effective, but also a unique pedagogical tool in the formation of speech culture in preschool children. Research shows that didactic games help to increase children's motivation to learn, to deepen their knowledge, skills and abilities. They not only expand the child's lexical wealth and strengthen grammatical skills, but also ensure correct pronunciation, develop coherent speech and form a culture of communication. Through didactic games, children gain confidence in speech, enjoy demonstrating their speech abilities and master social roles.

The pedagogical effectiveness of didactic games depends on their systematic and purposeful integration into the educational process, as well as on the high organizational skills of the teacher. The correct selection of games by the teacher, their adaptation to the age and individual characteristics of children, as well as an active and creative approach to the game process, allow achieving the expected results in the formation of a speech culture. It is important that the criteria for evaluating games are clear and changes in the development of children's speech are regularly monitored.

### **Conclusion**

Organize regular advanced training courses and trainings for pedagogical personnel to improve their theoretical and practical skills in the use of didactic games.

Provide preschool educational institutions with the necessary methodological manuals, didactic materials and toys for didactic games that develop speech.

Deeper integration of didactic games into preschool educational programs, constantly updating their content in accordance with the age characteristics of children and modern requirements.

To inform parents about the importance of didactic games and encourage them to use such games at home to develop their children's speech culture.

To conduct additional fundamental and applied research on the long-term impact of didactic games in the formation of speech culture.

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