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THE SIGNIFICANCE OF ACTUAL PLAY IN DEVELOPING THE VOCABULARY OF PRESCHOOL CHILDREN WITH MENTAL IMPAIRMENT

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Muyassar P. Khamidova Tashkent State Pedagogical University Named After Nizomi Associate Professor, Uzbekistan

Ezoza N. Ziyodullayeva Tashkent State Pedagogical University Named After Nizomi Specialty Of Oligophrenopedagogy 2nd Year Graduate Student, Uzbekistan

ABSTRACT

This article provides information on the role of theatrical play in the development of vocabulary in preschool children with mental retardation.

KEYWORDS

Logic, vocabulary, speech, game, plot, vocabulary.

INTRODUCTION

One of the most important qualities of a person is the ability to speak, communicate and think through speech. Meaningful speech is the result of the activity of certain organisms, resulting from the combination of different sounds in a certain order. The delay in cognitive activity and speech development in children with mental retardation is directly related to their thinking. Students with mental retardation use adverbs and conjunctions incorrectly and without understanding in their speech, which indicates that they do not know how to define and generalize



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concepts correctly. Defective development in a child does not provide a complete base of speech and logic.

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Speech disorders of one or another level, all mental speech disorders of the child negatively affect all the mental development of the child, are reflected in his activities and behavior. Severe speech disorders can affect mental development, especially the formation of higher levels of cognitive activity. This is connected with the close connection of speech and thinking, with the limitation of social, including speech communication.

Speech disorder, limited speech behavior can have a negative impact on the formation of a child's personality, cause non-existent mental disorders, specific features of the emotional-will field, and pave the way for the development of negative qualities in his character.

Speech disorders have a negative effect on cognitive activity, children have difficulty communicating with others, the formation of cognitive processes is delayed.

Speech is very important in the game process. Through speech, children exchange ideas and share their emotional experiences. Speech helps to establish friendly relations between children, to treat the events and facts of life around them in the same way. In the game, the image, the action of the game, and the word are interconnected, forming the main basis of the game activity, serving as a means of reflecting existence. Therefore, using the game gives positive results.

The game attracts all aspects of the person: the child moves, speaks, perceives, thinks; during the game, his imagination and other mental processes are activated. Play is a free and independent activity, which occurs on the child's personal initiative, and is characterized by an active creative character and a wealth of high emotional content. The role of the game in the development of the child is of great importance, it depends on the following: behavior in a fake situation frees the child from situational relations, the child learns not only to see the situation in the game, but also to think, know, perceive it. will try

In the analysis of the game, it can be placed in a set of separate abilities (perception, memory, imagination, etc.), and it is necessary to study the relative importance and development of these abilities. But such an analysis cannot help to understand the uniqueness of the nature and quality of the game. It is necessary to distinguish units with common characteristics. This unit is a role. It is the role and the actions organically connected with it that are the unity of the developed form of play. The plot is a sphere of reality, which is reflected by the child during the game. The content is reflected by the child as the central characteristic moment of the behavior and the relationship between children and adults, their work and social life. The content of the developed, expanded form of role-playing is not the object and its use by a person, but the behavior of adults through these objects.

Dramatic games are a type of independent creative play for children, in which children play out a work of art and a story. These games increase children's speech culture, develop their thinking, form positive qualities such as the ability to manage their will, discipline and behavior, and consider the actions of others. Through staging games, your child will be directly involved in the process of the game, and will bring to life positive qualities such as heroism, bravery, kindness, enthusiasm, enthusiasm, which are directly related to the inner life of the characters of stories and fairy tales.

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In this process, his speech is enriched, his vocabulary expands, and his outlook improves. Educators and parents should take into account the age characteristics, interests, and wishes of their children when choosing a work of art and fairy tales for staging.

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One of the important aspects of staged games is that through them the child learns to perceive the artistic image, develops the ability to observe the behavior of the characters. Using music, words, visual images, necessary mental qualities (perception, imagination, attention, thinking), performance skills (the ability to enter a role, the ability to move in an imaginary environment) and senses (muscle and stage exercises are held for emotional) development. In staging simple fragments of works of art, the child is taught certain means of expression (tone, facial movements, gestures) to reflect the image. When playing a role, every child should first of all develop the skills to perceive and understand the emotional state of the hero of the play, to behave in the role with other characters. Performing roles in sequence; show the puppets coming out one after another. During the stage play, the child connects one event with another, tries out ideas, corrects mistakes, makes plans, and its implementation leads to an increase in their vocabulary and mental development.

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