

Play As A Leading Activity Is Of Particular Importance For The Development Of Speech In Older Preschool Children With Intellectual Disabilities

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Abstract: This article describes the role and importance of play activities, especially didactic games, in the speech development of preschool children. The author analyzes the formation of dialogic and monologic speech in children during the game, the increase in vocabulary, the development of correct pronunciation and grammatical structure. Also, the corrective value of didactic games for children with intellectual disabilities, the possibilities of developing children's attention, memory, imagination, social relations and personal qualities are shown. The effectiveness of teaching through games and its role in increasing the child's personal activity are scientifically and theoretically substantiated in the article.

Keywords: Didactic play, cognitive action, correction, mental processes, speech.

Introduction: Preschool age is a unique and crucial period in a child's development, when the foundations of personality emerge, willpower and voluntary behavior develop, and mental processes and speech, creativity, and general initiative actively develop. However, all of these crucial qualities are formed not in classroom settings, but in the preschooler's primary and most important activity – play.

During preschool age, play plays a crucial role in children's speech development. Its nature determines speech functions, content, and means of communication. All types of play activities are used for speech development.

Creative role-playing improves dialogic speech, and the need for coherent monologues arises. A teacher's participation in children's games, discussion of the game's concept and progress, drawing their attention to words, providing a model of concise and precise speech, and discussions about past and future games all have a positive effect on children's speech.

Experiencing the world around them is a crucial means of developing a child's speech: expanding and enhancing vocabulary, developing coherent speech, and developing pronunciation. "Sensations and perceptions are the first step in understanding the

world; developing speech is based on sensory representations... Sensory and speech development occur in close integration, and work on speech development cannot be separated from work on developing the senses and perceptions." Young children are first introduced to objects that directly surround them. Therefore, the content of speech development activities is closely linked to the child's living environment.

Educational games occupy a special place in the educational process. Educational games are used to address all speech development needs. Vocabulary is expanded and strengthened, correct pronunciation is developed, and coherent speech develops.

Verbal games are aimed at developing speech, fostering correct pronunciation, clarifying, reinforcing, and strengthening vocabulary. For example, the game "Who Lives in the House?" reinforces children's knowledge of animals and the ability to pronounce sounds correctly. Games like "Ladushki" and "The Horned Goat" teach children to listen to the teacher, match actions with nursery rhymes, answer questions, and complete phrases.

One way to activate a child's speech is the game "Assignments." For example, ask the child to bring a

doll or put a pyramid on a shelf. Give the big doll a red ball. Give the little doll a blue block. After completing the task, ask, "What did you bring? Where did you put it?" In educational games such as "Dress the Doll for a Walk," "Put the Doll to Bed," and "Feed the Doll Lunch," children become familiar with the world around them, which contributes to their general and speech development. They then transfer the skills acquired in educational games to role-playing games with the doll. Educational games such as "Guess Who's Talking," "Guess What's in the Bag," "Guess What I'm Doing," "Name the Blue (Red, Yellow) Objects," "Tell Me What Sounds," "How a Rooster Crows," "How a Bell Rings," and "Guess and Say Who and How It Crows" are aimed at developing phonemic awareness, clarifying children's knowledge of color and shape, and practicing onomatopoeia.

Games that require coordination and precision of finger movements are especially important for non-verbal children. These include stringing beads, hammering pegs, mosaic games, and finger games (e.g., "Ladushki," "Magpie," "Guli-Gulenki," and "Palchik-Malchik").

Didactic games should model speech behavior, foster attention to speech, and also reinforce children's existing verbal skills. It's important to create conditions that encourage children to express themselves voluntarily, on their own initiative, and be captivated by an interesting toy or game. Initially, these will include various emotional exclamations, onomatopoeias, and then individual words, phrases, and so on.

The use of didactic games by educators promotes the development of children's speech activity.

One of the key factors in successful speech development during active games is the children's interest in them. Therefore, all games organized by the educator should be conducted in an emotional, lively, and relaxed manner.

Young children typically perceive the world around them emotionally and imaginatively. For corrective purposes, it's useful to use games with onomatopoeia, such as "Sparrows and a Car." The teacher should evoke onomatopoeia: "pee-pee-pee" is the call of the sparrows, "beep-beep-beep" is the honking of the car.

Didactic games are characterized by specific content and rules. The goal of educational games is to organize children's activities and interactions in the desired direction. During play, the child not only enriches their speech but also corrects it. It's not the speech disorder itself that is corrected, but rather speech activity is nurtured within and in connection with the structure of play activities. Speech activity, as the combined

processes of speaking and understanding, is a fundamental communicative and social activity, encompassing all forms of mediated human interaction – verbal expression, gestures, facial expressions, pantomime movements, vocal responses, and more.

Didactic games, which have the underlying pedagogical goal of developing children's correct speech, simultaneously impart specific knowledge, enrich their vocabulary, and refine their grammatical structure and mental processes, especially cognitive ones.

Games develop ingenuity and develop perception of color, size, and shape. In picture games, children classify objects and phenomena, which develops related mental processes, generalization, and comparison.

Through educational games, children with intellectual disabilities develop a leisurely rhythm of speech, its sonority, and expressiveness, and their pronunciation is improved. Educational games promote the development of the ability to consistently and logically express their thoughts and desires, as well as the ability to properly conduct themselves during conversation. During games, children with intellectual disabilities learn to ask and correctly answer questions, describe the game conditions, act as moderators, and evaluate the results of the game, thereby developing their speech.

We provide education and training for children who, due to their underdevelopment or cognitive impairment, cannot be enrolled in a regular kindergarten.

Difficulties in learning educational material for children with intellectual disabilities often lead to a decrease in their interest in classes. To successfully master the curriculum and educate children with intellectual disabilities, it is essential to awaken their interest in learning activities from the very first years of their preschool education, engage them, mobilize their attention, and stimulate their activity. To this end, a variety of teaching methods and techniques are used, including colorful didactic and visual aids, thereby engaging children in the practical process of mastering subjects. One effective means of awakening a lively interest in learning, along with other methods and techniques, is didactic play, which utilizes a variety of teaching materials.

Children with intellectual disabilities play during classes, using teaching materials as toys, without understanding their educational value. This behavioral characteristic of children with intellectual disabilities is also noted by educators at mainstream kindergartens

when describing children sent to specialized preschools.

The desire and need for play in preschoolers with intellectual disabilities must be utilized and channeled to achieve specific correctional and educational goals. Ignoring these needs in the correctional and educational process would be tantamount to ignoring the developmental characteristics of a child with intellectual disabilities.

Play attracts the attention of children with intellectual disabilities to subjects that normally don't interest them and on which they find it difficult to focus. Educational play enables the solution of various pedagogical problems in a playful format, which is the most accessible and engaging for this category of children. Educational games help establish continuity between a child's upbringing at home and in kindergarten, where play played a predominant role in their activities, and their upbringing and education at school. The primary form of instruction is the lesson. Incorporating educational play into the lesson, which meets the requirements of teaching and upbringing objectives and is educational in nature, brings the child's new activity closer to their usual one and makes it less noticeable to children with intellectual disabilities. Teaching children to play and count, solve, build, and construct through play fosters the necessary skills needed for learning. Interest in play and engaging activities, voluntary attention, purposefulness of activity, and the desire to achieve goals gradually shift to schoolwork. Initially, these activities contain some elements of familiar games, but as the child gets older, these elements diminish. The teacher introduces new means to awaken, maintain, and expand cognitive interests, which is impossible without teaching children with intellectual disabilities how to use educational games at the initial stages of learning. Initially, the child becomes interested in the game, and then in the materials necessary for participation. The child develops an interest in the subject matter.

The value of educational games in the learning process lies in their creation for educational purposes, serving the learning, education, and development of children. By using educational games in the classroom, it is possible to develop stronger and more conscious knowledge, skills, and abilities. In games, children unwittingly complete a large number of tasks. The child's attention is focused on the game and on achieving the game's goals, while simultaneously overcoming difficulties and transferring existing knowledge to a new environment. This is especially important in situations where it is very difficult to teach children to use existing knowledge in a changing environment, where it is difficult to engage

preschoolers' attention for long periods of time during monotonous work, to generate their interest, active participation, willpower, and persistence in achieving goals. Educational games will spark children's imagination and create an elevated mood, as they are most relatable to children.

The positive emotions that arise during play stimulate their activity, enabling them to solve problems related to the development of voluntary attention, memory, associative activity, and the development of the ability to compare, contrast, draw conclusions, and generalize. This demonstrates the corrective role of educational games. Educational games allow for individualization of classroom work, assigning tasks that are feasible for each child, taking into account their mental and psychophysical capabilities, and maximizing the development of each preschooler's abilities. Games, especially group games, also shape children's personalities. They learn to consider the interests of their peers and control their desires. Preschoolers develop a sense of responsibility, willpower, and character.

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