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G. Temurova

*Jizzakh State Pedagogical Institute, temurovag@jspi.uz*

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# FORMING NATIONAL PRIDE AND SPEECH ACTIVITY IN PRESCHOOL CHILDREN THROUGH NATIONAL GAMES

**Gulchekhra Temurova Khudoykulovna**

**Jizzakh State Pedagogical Institute**

**Teacher of the Department of Special Pedagogy**

**E-mail address: [temurovag@jspi.uz](mailto:temurovag@jspi.uz)**

**Abstract:** It is much easier to go for a walk at home if the yard of the children's institution has the necessary equipment for games and activities. Of course, each group should have a set of toys to play outdoors. The educator plays different games with the children depending on the season and the weather. In reading, children prefer moving games to avoid freezing, and in the spring and summer they organize various construction games using sand and water in nature. It is possible to organize role-playing games with children or games in which children's physical activity obeys pre-established rules, ie games-competitions. In some cases, instead of giving them a chance to rest after exercise to prevent excitement and fatigue, it is better to hold didactic games for them.

**Keywords:** Game, correction, plot, social behavior, speech therapy, didactic construction, training, speech therapy rhythm, compensation, correction, development.

## INTRODUCTION

Proper physical and mental development of preschool children has a direct impact on their mental development. The full development of speech is important for the full formation and development of the child. Speech is a tool of thinking and a means of communication. Language is a universally recognized criterion for reflecting the nation's thinking, spirituality and culture.

Generations will be able to inherit the rich spiritual heritage left by their ancestors through speech, live a life worthy of themselves, improve it and pass it

on to future generations. That is why in any society, in any country, special attention is paid to the speech education of students.

Especially if we look at the history of the East, especially the history of our country, the rich spiritual sources focus on the issues of child rearing, the role of speech in it, the issues that are carried out by those involved in child rearing and should be considered.

## **MATERIALS AND METHODS**

The birth of a child in need of special assistance in the family is a problem that affects all aspects of life, causing parents and close relatives to experience strong experiences.

A child with special needs is a child with physical, emotional, mental or learning problems. The term is now being phased out of terms such as "child with a disability," "child with a disability," and "child with a developmental disability." It is natural for each person to be unique. With this in mind, new attitudes towards people with disabilities have emerged around the world.

People with special needs need to be approached in terms of their uniqueness. For them to recover and develop, we must rely on their abilities, capabilities, and resources. In the early and preschool period, a child's growth and development rates are very high, determining his or her physical and mental growth and development as a person. The knowledge and skills acquired in the pre-school period will ensure the acquisition of knowledge in various fields in school later.

Preschool is the first stage of a person's development as a person, and the foundations of a person's spirituality based on universal values are formed. Research shows that play activities that lead to preschool age develop a child's social and cognitive activity. During teacher-led games, children learn about different movement patterns, objects, their properties and characteristics. Children understand the relationship of time and space.

Moving games help to develop movements and find direction in space. (L.A. Golovich)

In story-based role-playing games, children's opportunities for all-round development are expanded, they understand and master the importance of interpersonal relationships, coordination of actions, expand their understanding of things around them.

The game helps to develop the imagination, to deepen the knowledge of the reality around, the work of people, to form the social characteristics of the individual.

The effective development of children's play activities depends to some extent on the proper organization of play education. Therefore, the pedagogical staff of special preschool institutions should understand that play activities are an important part of the whole process of correctional and educational work. Just as a special kindergarten agenda includes time for play-based activities, there should also be time for children to play free games. Even when these requirements are met, children do not play enough. For a variety of reasons, there is no time to play the game, and reading the game is more likely to be replaced by watching slides. It is important to understand that such an attitude to the main activities of the child has a negative impact on his development. Only a clear agenda and systematic training will ensure that preschool children with mental disabilities are required to play.

If the yard of the children's institution has the necessary equipment for games and activities, it will be much easier to organize a walk at home. Of course, each group should have a set of toys to play outdoors. The educator plays different games with the children depending on the season and the weather. In reading, children prefer moving games to avoid freezing, and in the spring and summer they organize various construction games using sand and water in nature. It is possible to organize role-playing games with children or games in which children's physical activity obeys pre-established rules, ie games-competitions. In some cases, instead

of giving them a chance to rest after exercise to prevent excitement and fatigue, it is better to hold didactic games for them.

## **RESULTS AND DISCUSSION**

The educator should take into account the individual and age interests of the children when planning outdoor games.

If young children need constant supervision by the educator, special attention in the organization of their games, older children can choose the games according to their wishes and organize them to some extent independently . It is important for the educator to be with the children at all times, because unlike preschoolers, who are developing normally, even an experienced educator will be prone to a variety of unreasonable actions that they cannot foresee. Aggressive attacks are a common occurrence when trying to hurt a teammate who is playing next to him. The educator must carefully monitor his or her students, anticipate and prevent conflicts from escalating.

In the afternoon, the educator conducts role-playing, didactic and action games with the children according to the schedule.

Thus, if the games are planned and conducted systematically, then the necessary conditions will be created for the development of children's play activities,

Having a play area in the group room is very important in teaching children to play. The play area includes a toy shelf and a carpeted carpet with a number of toys.

Equipping a play area in the kindergarten should strictly meet the basic tasks and age requirements of the development of the child's play activities in each year of the educational period. Equipping a play corner in groups for the first year of the study period requires children to have an interest in playing, a desire to play. These are toys with a plot: clothes (removable medium-sized dolls, a clear dress made of as soft a fabric as possible, and colorful animal toys (rabbit, bear, puppy, kitten),

strollers, wheels , cubes, a large number of machines of various constructions, carriages; didactic toys: dolls, pyramids, mosaics. All toys must be in sufficient quantity and in good condition. Game manuals such as "Mosaic", "Colored cubes", "Little ones - lotto" lie on the top shelves.

They are given to children during group didactic games with the tutor. For staging games, you will need a set of game symbols, costumes, models, which should be stored in a separate room, as they are not intended for independent use by children.

In addition, during the first year of school, the group educator keeps a number of story toys that will surprise children. The set of equipment will include a table puppet theater and a screen for theatrical performances.

As mentioned above, there should be a set of potty toys (shovels, shovels) for water and sand for outdoor play with children. Travel toys; a few puppet puppies, a cow, a horse must be separated. Toys chosen for the trip should not be treated with contempt, and children should not be given broken, dirty, unattractive toys. It is important to remember that outdoor play is a key part of the overall work done to shape the play activities of a mentally retarded child.

It is necessary to collect the necessary set of toys for story games: "shop", "hospital", "barber shop". However, some toys can be made with the involvement of students.

The costumes of the participants of the game will help him, even if the participant is not like in a real fairy tale. The group should always have the necessary clothes and attributes in a clean and self-respecting look. You will need a closet or hanger to place these items next to the play area.

But you don't have to give up all the attributes of the game, the toys. As soon as children start playing this or that game, it is necessary to equip a play area to hold it. After a while, it is advisable to update its content, use new toys, manuals. Make sure the toys are in the corner.

Some of them will be on the shelves, and the rest will be distributed on the floor according to the traditions of the game. In the game type, of course, the equipment of the apartment for the dolls should be solid, large and beautiful, comfortable dining room, bedroom, kitchen, bathroom furniture, children can play with the doll table or on it during the game. they can sit and wash in a puppet hand washing machine. Putting only the furniture to revitalize the doll's home environment - including things like the TV, the use of doll dishes that are bigger than the lamp kitchen, hanging doll clothes, making room, etc. It is important that the dollhouse is larger so that children can play with the doll.

A group of children in their first year of school should also have a set of toys to organize outdoor games.

Play is one of the main activities in the development of preschool children, through which the child is formed as an individual. Play determines children's future learning and work activities, and how their attitudes toward people are shaped. Through play, a child's cognitive activity develops, and the better a child plays, the better he or she will learn in school. Psychologists consider play to be a leading activity in kindergarten. In play, all aspects of a child's personality are formed by interacting with each other.

Folk games play an important role in the development of children to be physically strong and mature. The national games, which have lasted for centuries, are bright today and the future is bright and happy. After all, the physically strong and strong maturity of the generation has always been and will remain one of the main issues in every society, that is, the priorities of the state system.

One of the archaic genres of Uzbek folk culture is the art of play. Games are an ancient, but always young, art form of modern Uzbek art that has lived, formed, and developed in each period with its own history. In ancient Turan, including the ancestors and grandmothers of the Uzbek people, the tribes and clans associated with the social life, social aesthetics, ethnic worldview, national characteristics, various ethnographic content - colorful games in the sense of

people related to lifestyle, conscious play is the first roots of action. As a result, they have a long history of processes, ranging from the most basic, simple elements to complex forms. From birth to the grave, man is engaged in games. So games are an integral part of human life. Each game consists not only of simple actions (physical) or mental situations, but also of a certain rhythm, tone, artistic emotional word, a certain plot and compositional complexity. The game also shows the strength, intelligence, ingenuity, ingenuity and dexterity of the performer.

Children, including young and middle-aged children, play a large part in the national game, which has gone through a long and difficult stage of development.

After all, children, like adults, cannot live without games that have a high content of meaning, that give people a lot of fun, and at the same time test them, and they cannot even grow and develop. In fact, every child is formed, matures and matures as a person in the midst of a variety of games. It is these national games that stimulate and develop children's interest in something. It forms the physical, moral, aesthetic, ethnic upbringing, and gradually develops in the heart of these games. In this regard, national games have been an important and necessary educational tool for centuries as an integral part of folk pedagogy. National games are a constant companion of the children's world and are a constant companion today.

Why do kids, even adults, hate games and can't imagine their lives without games? This is due, firstly, to the fact that the game is very interesting and uniquely interesting, secondly, it is extremely emotional, and thirdly, it is aimed at improving the taste, thinking, as well as physical strength, to Fourthly, the perception of the surrounding events has a special effect on the knowledge of the world, spiritual-enlightenment and moral education. Children's games, as well as games in general, are deeply national, uplifting, captivating, and very moving and exciting.



In fact, national games bring joy and happiness to everyone, including children, and lead them to an extraordinarily interesting world of action and intellect, allowing them to forget their identities and give in to the game, to think, to taste. -increases intelligence and intelligence. The environment helps in getting to know people, leads to mental and physical maturity. The Uzbek ingenuity, ingenuity, creativity and militancy of our people are reflected in their thoughts and wisdom. At the same time, the games are a symbolic expression of the people's life, aspirations, struggles, dreams, goals, goals, philosophies, worldviews, ethnic and aesthetic tastes and views.

Uzbek national games have a long history. They are based on the socio-political, economic, cultural and spiritual-enlightenment, life observations, experiences, interactions, spiritual-spiritual relations, dialogues of our people over the centuries and are in practical action, ie has come down to us in living traditions. Yes, children's national games are a unique golden heritage of our people. They were passed down to us by our wise forefathers, wise grandmothers, their children and grandchildren.

There is a wise saying in Uzbekistan: "Look at children's games, look at their height, you can tell who a child is and what he is interested in from the game he plays." It is important to understand that children's behavior, interests, aspirations, goals, habits, and attitudes can be learned from their play.

In any case, Uzbek children are proud of their national games, which have always been a companion to their grandparents since they were born, grew up and reached adulthood. The growth of sprouts is desirable!

The Uzbek national children's games have a wide range of themes and methods of performance. There is no social life, no aspect of human relations, that is not covered by the games. In other words, there should be no sphere of our people's life that has not "moved" to the games and has not found its expression in them. Whether it is the culture of our people in agriculture, animal husbandry, horticulture, horticulture, profession and science, philosophical aesthetics, ethics or

education, ethics are all the subject of national games. In particular, children's national games are full of spiritual, educational and moral concepts. There are countless Uzbek children's national games dedicated to adults and children of the same age. In any case, the games of our people are innumerable.

Depending on the content, logic and direction of the children's national games, which have come down to us through repeated experiments on the historical path of our people for thousands of years, have become integral and perfect, and can be divided into the following types: you can:

1. Seasonal national children's games: national games played in spring, summer and winter.
2. Ceremonial children's national games: rituals, customs, ceremonies, games played on traditional holidays.
3. Labor-related; children's national games: "Planting", "Plum picking", "Pomegranate cut", "Plowing the land", "Strawberry Festival", "Cow milked", "Horse watering" and others.
4. National games of family and household children: "Guest-guest", "Bride unloading", "Mother-child", "Home furnishing", "Puppet game", "Alla-alla", "Cradle Decoration", "Cradle Belt" and more.
5. National games for physically active children: "Chase", "Wise", "Goose-goose", "Chase the ball", "Rabbit-rabbit", "Deft rabbit", "Tuptosh", "Count", "White Bone", "Run", "Zuv-Zuv", "White Poplar-Blue Poplar", "Donkey Ride", "Think", "Don't Listen"; "Take", "Climbing", "Capricorn", "Boy", "Swimming", "Jumping away", "Climbing on a rope", "Horse game", "Girl chased", "Target" "Fencing", "Fast Jumping Underwater", "Rock Climbing", "Compensation Fighting" and more.
6. National games of logical children: quick sayings, puzzle finding games, counting, saying, questions and answers, inventing, restoring memory, challenges, etc.
7. Children's national games related to animals and natural phenomena.

8. Fun children's national games.

9. Music games.

The division of Uzbek children's national games into such types is relative. After all, if some games are played in the winter and spring, they can be active all year round. Another feature of Uzbek children's national games is that they do not choose age.

Each of the Uzbek children's national games is a masterpiece in terms of world purpose, meaning and form. Depending on the content and form of the games, the creative potential, ingenuity and ingenuity of the peoples who created and performed them, as well as the idea that the thinking can be evaluated, based on the national games of Uzbek adults and children, admiring his pedagogical ability, intellect, and human qualities. The Uzbek children's national games are the childhood, adolescence and youth of our people. Education is a school of morality. In children's national games, as well as in other examples of creativity, the spiritual, enlightenment, moral and ethical views of the people, in particular, the Motherland and patriotism, community, friendship, harmony, labor and diligence, science, profession. profession, wisdom, goodness, courage, bravery, vigilance, entrepreneurship, generosity, hospitality, dignity, honor, decency, politeness, - kindness, patience, dexterity, resourcefulness, thought, time and opportunity appreciation, understanding, pride, honor, zeal, justice, strength, language richness and ingenuity, the world of childhood, youth and old age, potential and knowledge, experience, etc. and finds expression in practice. Games are the eternal bell of mental movement, richness of mental alertness and physical freshness, as well as healthy education and morality.

Folk games, including children's national games, have grown from ancient times to the present day, embodying the way of life, dreams, ideals, spiritual-enlightenment, aesthetic worldview of the people. deepened and reached us. Unlike other types of art, the games reflect the spirit of the people, their psychology, their attitude to the upbringing of the younger generation.

In the plot, the idea of the Uzbek children's national games, beauty, joy and happiness, good mood, humanistic characters are expressed, as well as the people's grief, pain, lamentation. , it can be said that the protest was also reflected. This also applies to children's folklore.

In short, the Uzbeks are a people who love the game, who are devoted to it, who can appreciate their language, who can respect it. Yes, the game is for kids yesterday, today, tomorrow. The Uzbek children's national games play an important role in the life and moral and physical education of children, in particular, their spiritual and enlightenment image, philosophical and aesthetic outlook, attitude to labor, profession, the earthly ruler of God, Hazrat Adam. was and still is. The pillars of our independence and sovereignty, the builders of our great future, our children must be highly cultured, their faith, ethics, spirituality and morality must be paramount. In short, it is on the agenda for our generation to be fully integrated, talented, creative, hardworking, patriotic, selfless, knowledgeable, educated, polite, humble, full of all the highest human qualities. At the same time, bringing up our children to be the creators of our great future is one of the endless masterpieces of our spiritual golden heritage in awakening, shaping and perfecting in them the best human feelings, national pride, national conscience and pride. it is a fact that folk games do not require proof that they play an important role. Because, as mentioned above, many national games are played by young children, both school-age and even teenagers. Second, the people; Let this game be played by young children, let it be played by school-age children. " . In the national children's game of each nation we see the image of our wise people, their Uzbekness.

It is natural to take a creative approach to these folk games, including children's national games, and to introduce and play them, taking into account the abilities and interests of children.

## **CONCLUSION**

Based on the above examples, we tried to test the speech of preschool children with mental retardation in special preschools in our city on the basis of game technology, and the results are presented in the table below. The experiment was attended by 10 adults and children from the preparatory group. There are children with different diagnoses among the children. As a result of the highlighting phase of our study, a number of secondary speech defects were identified in mentally retarded children of preschool age. Based on the analysis of the results of the research, it was found that the speech formation of mentally retarded children is lagging behind, as well as the factors that create the need for speech. In particular, the lack of formation of targeting behaviors, lack of interest in others and the development of subject activities. All these important factors serve as a basis for the development of the semantic aspect and grammatical structure of speech. At the same time, imitation of adult speech was observed in children. In most cases, children did not respond to situational instructions, paying attention to the tone and content of the speech.

It was found that the children involved in the study were very agitated and restrained, distracted and low interest, weak aspiration. In children, inattention, poor development of memory and observation during the game, gross impairment of the understanding of cause-and-effect relationships were observed. All this has shown us the need to develop the content of correctional and developmental work aimed at developing the speech of mentally retarded children of preschool age on the basis of didactic games.

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