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### TECHNOLOGY FOR GROWING CHILDREN'S SPEECH THROUGH PLAY SESSIONS

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#### Abstract

This article covers the pedagogical, psychological and methodological significance of educational games in the process of developing children's speech in preschool educational institutions. The role of educational games in the cultivation of children's speech, their impact on mental, moral and Social Development, has been scientifically-theoretically analyzed. The article reveals on the basis of examples the content, tasks and methodology of their organization of educational games intended for different age groups. It is also based on the importance in the development of speech of planning, repetition of training, an individual approach, the creation of an emotional environment and the observance of the principles of exhibitionism. The results of the study show that educational games are an effective tool for enriching children's vocabulary, increasing speech activity and forming independent thinking skills.

**Keywords:** Speech, oral speech, educational game, vocabulary enrichment, speech activity, mental development, educator activity, mind.

#### Introduction

One of the forms of education when raising children's speech in preschool educational institutions is educational play. The game form of education is the main method in the early age. In the process of everyday life, in moments of daily routine, as well as on a walk, as a result of communicating with the child in games, they can be taught a lot.



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The development of speech of preschool children is an important factor in their general psychic and mental development. In particular, activities organized through educational games serve to increase vocabulary in children, form linked speech, and enhance speech activity [5].

But educational games and training, specially organized by the educator, are considered one of the active forms of Education. The educator develops the perception of children through this form of training, they provide age-appropriate information, form certain important qualities and qualifications. The organizational character of the training gives the educator a chance to think over the content of the training in advance, choose a children's game, influence all children in the minutes of the daily routine for them. The educator plans educational games and activities on the basis of a pre-school education program in muas-sasasi. If the educator clearly imagines what tasks will be solved in the process of organizing educational game training, then good results can be expected from the game at that time. Educational play training is a process that is important for the mental education of children. During training, the qualities necessary for the mental development of children are formed, that is, the qualification of concentration of attention in one place, the desire to repeat the indicated actions, said words arises. The educator lays the foundation for the activity of curiosity, which is one of the main qualities of mental development by attracting the attention, interest of children. Out of curiosity, the little one attends the training with John-dili, eagerly waiting for him, happy with him. A child who has learned to listen to adults, to look closely at the subject being shown, will have a certain volume of knowledge. He learns a lot of information about various things-objects, that is, what they are intended for, their appearance, characteristics, shape, color, large-small, size, weight-gini, qualities of the material. His perception develops and improves.

Through educational play sessions, children are able to master well the information about objects, phenomena around them. Also, educational game



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training has a certain importance in raising children from the moral side. In them, skills of activity, influence are formed between slow-onset and peers. First he learns to do something next to other children without interfering with them, without pulling his toys, without being distracted by other things himself. Then he learns to work together (in collaboration) with other children: see toys, pictures, animals together, dance together, walk. It is important to remember well that training should create a good mood in children.

Educational games and training should be interesting, and in the successful implementation of tasks related to the development and development of speech, the educator should follow the educational requirements below:

1. Good results are achieved if educational games and activities are organized according to the plan. The educator pre-studied the department, which concerns the development of speech from the educational program in a preschool educational institution, well and distributes the material by training. When distributing educational material, the educational principle of succession and going from simple to complex is followed. It also goes from simple to complex when introducing certain items and toys. During the completion of this task, children will be used to simultaneously find out the objects, name them, perform various actions with them. In this way, children slowly develop thinking, speech, their knowledge of the tevarak-environment becomes richer.

2. In the successful implementation of work tasks and content in the program, repetition of training is required. It is necessary that all children in the group take over the tasks of the specified program. But one activity-day this cannot be achieved. Because in the group there are children with different mental characteristics and abilities. Some children quickly say the name of things in one activity, or they have a desire to do something. Some children, on the other hand, learn the name of what is said or the work-Action for a long time. The knowledge and skills generated in training should be sufficiently solid that children can use it in their games, at the time of completing the minutes of daily routine. Such



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results are achieved by repeating the exercises. Training can be repeated 2 to 4 times a day. Repetition is done in different views, with the content of the program saved. For example, in the educational game “*Wonderful backpack*”, large and small balls can be used in one activity to teach children to find out the size of things, large small. In the second iteration session, larger and smaller puppets are chosen.

3. Working one-on-one with children who are struggling even after repetition. This method will save everyone in the group from excessive repetition with children and prevent boredom. After training, in free time, adults are engaged in one-on-one activities with children who have difficulty mastering the material during training. For example, picking cubes upside down, demolishing a built house, rebuilding it, as well as repeating some word or combination of sounds while playing, etc.

4. Conducting training in an emotional way, impressively. Even after generating solid knowledge and skills in all children in the group through repetition of training, it is necessary to maintain an interest in training in them. Whatever adults demand from them, it is not necessary to quench the desire to fulfill all this willingly. In preschool children, volitional, volitional power will not yet be well developed, in other words, it will not be able to force itself to do what is not of interest. That is why, taking into account these characteristics in children, the caregiver should use items-something that attracts the attention of children in training, arouses interest in them, is attractive in appearance. In particular, the pictures should be colored, the toys should be whole, not broken, the bricks, balloons, cubes should be clean, beautiful, painted in different colors.

5. One of the fundamental principles of instruction is the verbal correspondence of instruction. As we know, preschoolers see what surrounds them-take the items in their hands, if possible-play with the items. The educator widely uses the method of exhibitionism in training, taking into account these characteristics of children. Speech training, organized through educational games in scientific



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research, emphasizes the formation of the skill of independent thinking, communication access and consistent statement of thought in children. Taking into account the age and personal characteristics of children is also of great importance in the correct Organization of training and educational games [4].

Educational games are one of the main methods of activating children's vocabulary. Educational play is a practical activity of children, since in it children use the knowledge gained in training. Strengthens the mental activities of Children, provides an opportunity for them to use the knowledge gained in different ways. Educational play helps to strengthen children's knowledge about the environment, social life, teaches them to be able to put into practice the knowledge gained in their personal experiences and training, develops thinking skills, creative forces, regulates the knowledge gained [6].

Educational games, their educational function, content, types, taking into account the specific mental and physiological characteristics of each age group, the role and function of these games, the methods of meaningful conduct are defined. For example, the main goal of educational games with children from 3 to 4 years old is to teach children to distinguish colors from each other and name them, to know the forms of different sizes (large, small), to see and hear perception, to help grow attention, small movements, to enrich their vocabulary, to activate games.

The purpose of educational games held in the middle Gurah is to learn the names of various objects and materials used to make them (wood, iron, porcelain, plastic) and their properties, compare them with each other depending on the appearance of things, teach them to divide into groups. For example, "*who's what item?* ", "*Let's move to a new home* ", "*what's changed, top?* ", etc. In the larger group, however, educational games educate children's skills to be able to observe, scrutinize things, compare them with each other, tell small differences in their characters (color, shape, large-small, material).

It is held with the aim of cultivating the qualification of being able to find their name when asked about any animal, plant, transport, developing the ability to



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divide into groups according to the common signs of the items, activating and replenishing vocabulary. For example, "choose according to shape", "who needs what?", "Seasons of the year", "to whom how many?", "Name things red, yellow, blue", "find by Image", "shop for shopping", "answer fast", etc.

In the preparatory group for school, educational games are intended for the purpose of teaching children to distinguish between observability, elegance, independent resolution of mental tasks, categorization of things, colors and subtle subtractions in them. For example, "the Sea is rippling", "black and white", "which thing did you mind", "choose bowls on saucers", etc. As a result of the implementation of the program content and tasks of educational games in all the above groups, the children's dictionary is activated and replenished. In conducting educational play in a purposeful way, the educator takes the main place. He must organize the game process live, be able to interest children in it.

To do this, he determines in advance who to ask about what, introduces new options for the game, puts a strong and weak child in pairs on the development of his speech, uses jokes in training, active actions of children. The pace of the game is average. Because it is a teaching game, and children's knowledge and dictionaries are niustahkam. The educator directs attention to the accuracy of the children's response, in order to achieve the activation of predetermined words. Active participation of all children in the educational game can provide. For dictionary work, these educational games can be used "Top, what has changed?" game. There are several options for this game. This will depend on the complexity of the assignment.

In a simple type of game with preschoolers, new items are added to items standing opposite the children; in another type, one of the items is taken away; in a much more complex type, one of the items is replaced with a new item, or the place is replaced. In this game, the addition of horse, number, quality, rave is activated. For example, the pencils were in the box, now over the box; there were two long straps, now one long and one short, with a rabbit sitting on the right, now the doll



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was sitting; the doll was in a handkerchief, now in a doppelgänger. The main task of this game is to choose specific words for the answer given by children. Therefore, the educator uses a limited number of toys in this game and makes few changes.

**Great backpack game.** This common game is an excellent methodology for activating children's vocabulary (especially for small groups of children or poorly speaking children). In some form of this game, the child takes the toy from inside the backpack, shows it to the children, and the children all together say its name. In this game, the backpack serves as a play item. The main rule of the game "wonderful backpack": an item held hand in hand in a backpack, until the name of the thing is said, the bag garden will not open. For this game, items from a certain gurih must be selected. For example, a few of the vegetables can be placed in the bag; items that are contrasting in shape and material in small groups (such items are easy to find by hand by hand); for large groups of children, several of the real ones of household items (yarn crochet, reel thread, toothbrush, pencil, etc.) can be used. In this game, it is mainly activated to say the names of the items. Say, what are you holding in your hand?. The vocabulary of a small group of children can be much more activated in the process of this game. What kind of balloon are you holding in your hand, big or small? A large group of children in this game should not be limited to saying only the names of the items, but to indicate the item from the inside of the bag, its signs (round, bulging came out); what material it is made of (from rubber, wood, metal, clay, fabric, etc.); say the quality of its top (smooth, Thunder, cold, slippery, etc.). Items that are placed in the bag are thoroughly examined by children before the start of the game, the names are said. A large group of children can include in their answers the image of the item, riddles and poems.

The effective use of educational games is also directly related to the professional skills and methodological training of the educator, in the process of which it is



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important to use special gaming technologies aimed at the development of speech [4].

In conclusion, the importance of educational games is very great in the formation of mental abilities of preschool children and the development of their oral speech and the enrichment of their vocabulary. In particular, participation in drammed games, puppet and tabletop theaters, early ones, various holidays, children's concerts will help to activate their dictionaries.

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