



Effective Methods of Developing Speech in Kindergarten Children with Hearing Impairments Through Stage Plays

OPEN ACCESS

SUBMITTED 23 February 2025

ACCEPTED 20 March 2025

PUBLISHED 22 April 2025

VOLUME Vol.05 7ssue04 2025

COPYRIGHT

© 2025 Original content from this work may be used under the terms of the creative commons attributes 4.0 License.

M.Kodirov

Associate Professor, Department of Clinical Fundamentals of Surdopedagogy and Special Pedagogy, Faculty of Special Pedagogy and Inclusive Education, Tashkent State Pedagogical University named after Nizami, PhD, Uzbekistan

Abstract: This article will cover the content of speech development in preschool-aged children with weak hearing in a theorized means of play. In the theorized play tool reveals the development of speech in children with impaired hearing in preschool age.

Keywords: Theatrical game, weak-minded preschool children, speech, development, activity, personality.

Introduction: Staged activities of preschool children are a new pedagogical concept, and researcher N.A. Vetlugina emphasizes that the aesthetic and artistic nature of staged games develops children's creative imagination. L.V. Artemeva, L.V. Voroshnina, L.S. Vygotsky, R.I. Zhukovskaya, N.S. Karpinskaya, A.N. Leontyev and other scientists have determined that staged activities have a significant impact on the development of such qualities of a person as initiative, independence of imagination, and the ability to identify specific phenomena in events and phenomena. The importance and uniqueness of staged games is associated with the perception, understanding of the artistic image and its impact on the individual. Theater is one of the types of art that children can master, and helps to solve the current problems in pedagogy and psychology related to:

- artistic education and upbringing of children;
- the formation of aesthetic taste;
- moral education;
- development of communicative qualities of the individual;
- education of will, development of memory,

imagination, initiative, fantasy and speech;

- creation of a positive emotional environment, relief of pressure, resolution of conflict situations through play.

The educational potential of staged activities is very wide. It allows to reveal the creative activity of the child, to educate the personality in a creative direction. Children learn to identify interesting ideas in the world around them, to apply them to their own artistic images, to create their own artistic images, developing in them creative imagination, associative thinking, the ability to see unusual and original things. Staged play is one of the bright emotional means of forming the artistic taste of children. Collective staged activities are aimed at fully influencing the child's personality, supporting him, encouraging independent creativity, and developing leading psychological processes. They help the individual to understand and express himself, create conditions for socialization and social adaptation, develop communication skills, and help him experience feelings of satisfaction, joy, and success.

Through staged games, it is possible to provide moral and aesthetic education to preschool children. Staged activities are one of the most effective means of involving preschool children in works of art or folk oral art, and through their performance, children acquire a number of positive moral and aesthetic qualities.

In staged games, children's emotional development takes place: children get acquainted with the inner experiences and moods of the heroes of the work, master their reflection, and understand the reasons for this or that mood. The importance of staged games in the development of speech (dialogical and monological speech, improving the expressiveness of speech) is very great. Also, staged games are a means of self-expression and self-expression of the child.

Participating in staged games, children with hearing impairments get acquainted with the surrounding world and the colorfulness of sounds through images, skillfully posed problems teach children to think, reason, analyze, draw conclusions and generalize. Speech is inextricably linked with mental development. In the process of staged games, the child's vocabulary is imperceptibly activated, defects in the pronunciation of sounds are eliminated, the pronunciation of sounds is improved, and the melodiousness of speech increases. The role played by children, the speech uttered, imposes on the child the need to express it fluently, clearly, and clearly. This improves the child's dialogical speech, its grammatical structure. Staged activities are a source of development of the child's feelings and inner experiences. Staged games develop

the child's emotional sphere, leading him to empathize with the characters. Dramatized games also serve to form social skills in behavior, because any work of art or fairy tale for preschoolers always has a moral direction. Favorite heroes serve as models for children to imitate. It is precisely the child's imitation of this favorite hero in relation to the image that has a positive effect on the formation of personal qualities in him. In addition, dramatized activities allow the child to solve many problems directly with the help of a character. This helps to eliminate timidity, lack of self-confidence, shyness.

Collaborative Staging Game Activity is an ancient type of collaboration. In it, everyone is equal: the child, the teacher, mothers, fathers, grandparents. Playing with adults, children acquire valuable communication skills. Staging activities are not included in the organizational system of teaching children in kindergarten. Educators mainly use them to organize holiday matinees and to increase the creative activity of children. In everyday life, they are organized unsystematically, briefly, in a group according to their own wishes to do something interesting. Some educators do not use staging games at all. Nevertheless, this type of activity is capable of solving a number of educational, speech, social, aesthetic problems, and developing children's cognitive activities. In the development of the cognitive sphere:

- Develops ideas about reality in all its aspects
- Observes the movements of animals, natural phenomena
- Ensures the connection of construction activities with staged games, ensures the development of spatial imagination, creative activity, intellectual initiative;
- Develops memory, rich imagination, teaches to plan one's activities to achieve the desired result.

In the field of social development:

- Forms positive emotional relationships when working with children;
- Cultivates an understanding of culture in adults and children
- Develops the skills of communicating in accordance with the moral laws and rules existing in society
- Develops feelings

In the development of the speech sphere:

- Develops monological and dialogical speech
- Enriches vocabulary: figurative expressions, comparisons, synonyms, antonyms.
- mastering the means of communication

In the development of the aesthetic sphere:

- communicating with fiction
- developing the forms of imagination underlying the

description of an artistic image;

- mastering their design activities in modeling elements of costumes, decorations, attributes
- creating an expressive artistic image
- developing spatial imagination based on projective imagination, creative logic, and the ability to foresee the result.
- organizing teamwork in creating multi-figure plot compositions.
- teaching them to independently find methods and means of depiction.

In the development of the motor sphere:

- coordination of movements and accompanying speech.
- development of the ability to instill mood, character and image in creative movements
- support in etudes, expressive performance of the main types of movements with musical movement improvisations.

The content of staged activities includes the following:

- Watching puppet theaters and talking on this basis;
- Dramatized games;
- Exercises for the development of the social-emotional sphere of children;
- Correctional-developing games; exercises for working on diction (articulatory gymnastics);
- Tasks for the development of the melodiousness of speech;
- Games of becoming something ("learning to control your body"), figurative exercises;
- Exercises for the development of children's plasticity;
- Rhythmic moments (logorhythmic);
- Finger game trainings that develop the necessary hand motor skills for free control of puppets;
- Exercises that develop elements of expressive mimicry, pantomime art;
- Staged etudes;
- Separate exercises on culture during dramatization;
- Preparation (rehearsals) for the performance of various fairy tales and scenes and their performance;
- Acquaintance not only with the text of the fairy tale, but also with the means of its dramatization - gestures, mimicry, movements, costumes, stage decorations (decorations), etc.

Tasks of staged activities for the development of speech

Middle group.

Enrich and activate the vocabulary of children. Teach to identify and say the location of stage characters, objects, decorations, describe the mood and emotional state of stage characters. Strengthen the correct pronunciation of vowels and consonants.

Improving the correct pronunciation of words and word combinations. Forming the expressiveness and intonation of speech. Developing children's dialogical speech in the process of staged game activities.

Senior group.

Continue to enrich and activate children's vocabulary, use nouns, adjectives, verbs, adverbs, numerals, pronouns in speech, strengthen the correct pronunciation of all sounds. Improve the intonational expressiveness of speech. Continue to teach children to use direct and instrumental speech in the staging of fairy tales. Develop dialogic and monologic speech and speech forms. Improve the skills of coherent and expressive retelling of fairy tales without the help of adults.

Preparatory group.

Continue to activate and clarify children's vocabulary. Expand vocabulary with the names of objects, actions, signs. To strengthen the correct pronunciation of all sounds, continue to work on diction and intonational expressiveness of speech.

Improving dialogic and monologic forms of speech. Cultivating a culture of speech communication. One of the main conditions for the successful mastery of staged games by children, improving speech, is the cooperation of parents and educators. The development of speech is inextricably linked with the formation of the child's thinking and imagination. The gradually formed ability to compose simple, but interesting stories in content, to correctly construct sentences grammatically and phonetically serves to master monologic speech and, at the same time, is of great importance for the full preparation of the child for school education. Also, in preschool age, children's vocabulary gradually expands, but for its quality, the direct participation of adults is required.

Accordingly, it can be concluded that staged games can be used as a powerful, but optional, pedagogical tool in the development of speech, because the child feels independent and free during the game.

REFERENCES

- Акулова О. Театрализованные игры // Дошкольное воспитание, 2005. – №4.
- Антипина Е.А. Театрализованная деятельность в детском саду. – М., 2003.
- Артемова Л.В. Театрализованные игры

дошкольников. – М., 1990.

Вечканова И.Г. Театрализованные игры в реабилитации дошкольников с интеллектуальной недостаточностью. – СПб.: КАРО, 2006.

Маханева М. Театрализованная деятельность дошкольников // Дошкольное воспитание. – 1999. – №11.

Мигунова Е.В. Театральная педагогика в детском саду – ТЦ Сфера, 2009 год.