Development of Connected Speech of School Children Based on Plot-Roleplay Games

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Abstract: An important aspect of the formation of the grammatical structure of speech is the mastery of syntactic norms in children whose speech is not fully developed, the formation and improvement of the ability to build sentences in accordance with these norms. The attention paid to the mastery of the sentence in preschool age is explained by the fact that the linguistic structure of the sentence combines the functions of other elements, serves as the main unit of communication and is associated with the formation of logical reasoning.

Keywords: Preschool children, plot-role-playing games, development, children's speech activity.

Introduction: The famous linguist A.N. Gvozdev wrote: "The sentence (sentence) is of great importance in the development of children's speech. It organizes utterances, messages and is an important unit of speech, which is the main device in thinking and communication. The acquisition of the native language occurs mainly through the acquisition of various forms of speech. It is in speech that separate phrases, morphologically expressed grammatical classes are manifested."

The formation of the syntactic component of language skills directly depends on the child's experience, the level of his subject-practical, game activity. The development of subject-practical activity leads to the complexity of the functions of statements, which, in turn, determines the development of their structure. In ontogenesis, the psycholinguistic rules of the structure of statements are formed in the child only because communication helps to satisfy his specific needs (functions) in communication (V.N. Ovchinnikov, A.M.

Shakhnarovich).

Mastering the grammatical structure of speech is understood as the ability to correctly use words, verb forms, pronouns, adjectives, and numerals, to correctly form compound and complex sentences by coordinating nouns with adjectives.

However, L.N. Efimenkova, N.S. Zhukova, R.I. Lalaeva, R.E. Levina, E.M. Mastyukova, Z.A. Repina, T.B. Filicheva, N.V. Serebryakova, L.R. Muminova, Sh.D. Shokirova and others emphasize that in children with incomplete speech development, the rate of development of the grammatical structure of speech is disrupted, which is manifested in a small active and passive vocabulary, problems in using words with a complex morphemic structure, and the inability to select the right word and use it in speech [1].

Role-playing games, which contain great opportunities and provide children with a certain amount of knowledge, help to overcome certain difficulties in speech development in a playful way, help a child with underdeveloped speech develop a sense of the native language, the ability to pronounce words, and correctly and easily master grammatical language norms. In the process of role-playing games, the child accumulates the necessary vocabulary, gradually masters the methods of expressing a certain content in words, and ultimately acquires the ability to correctly and more fully express his thoughts in simple and direct speech, and to use grammatical forms [7].

The content of the plot-role-playing game as a means of developing the grammatical structure of speech in children with incomplete speech development is aimed at the following two directions:

- further enriching the vocabulary of children by clarifying their existing knowledge of words and accumulating new words with different parts of speech, as well as developing the ability to actively use various methods of word formation;

- grammatical development and improvement of connected speech by children's mastery of speech, linking words in speech [7].

Taking into account the above, the main tasks faced by the pedagogue in managing role-playing games are as follows:

1. Development of play as a type of activity;

2. Using play for the education of children's groups and individual children.

The first task is to expand the subject of children's games, deepen their content. During the game activity, children should have positive social experience, so friendship, mutual assistance, respect for other people's work, etc. are instilled in children.

The more the game is organized in a collective way, the higher its educational effect. Signs of a good game: the ability of children to concentrate, purposeful play, taking into account the interests and desires of their peers, amicable resolution of conflicts that arise, helping each other in difficult situations. On the other hand, if some children take the initiative as organizers and take the main roles for themselves, put pressure on the independence of others, and, in addition, reflect the negative aspects of adult life in the game, the game can serve as a source of negative experience. In such situations, teachers who manage children's games should direct them to gaining positive experience in social relationships [9].

V.L. Chernysheva recommends using the following methods to enrich children with knowledge, impressions, and ideas about the life around them: observations; excursions; meetings with people of various professions; conducting conversations and stories using visual material about the work of adults and their relationships in the process; organizing a teacher's story with the demonstration of specially selected photographs, drawings, reproductions of events taking place in the country; children composing stories on certain topics in connection with their observations of life around them; conducting individual conversations with children, which clarify their knowledge, ideas about social life events, and moral categories; conducting moral conversations; expressive reading of fiction; dramatizing literary works using toys and puppet theater characters [10].

At the same time, in order to properly manage games, the teacher should study the interests of children, their favorite games, the educational value of the games available in the group. According to V.L. Chernysheva, modern children prefer plot-role-playing games that reflect modern life: "McDonald's", "3D cinema", "Computer salon", "Supermarket" and others. [9]

As N.M. Aksarina pointed out, summarizing the pedagogical methods of managing a plot-role-playing game, for its emergence and development, it is necessary, firstly, to provide children with game materials that reflect their impressions of the environment, and secondly, to conduct exercises that are appropriate for the game. (Here, the term "exercise" should be understood as, on the one hand, the careful use of direct methods of managing the game, for example, showing game movements, and, on the other hand, the widespread use of indirect verbal instructions from the teacher) [7].

Thus, plot-role-playing speech is an interesting process for preschool children whose speech is not fully developed, and therefore, in working with children of

this group, various types of games are used: plot-reflective, theatrical, dramatic games, inventing games, etc. At the same time, effective management of plot-role-playing games is based on a person-oriented approach, adherence to the principles of partnership, active enrichment of children's knowledge and impressions about the game through plot-role-playing games.

The organization of the process of developing the grammatical structure of speech in preschool children whose speech is not fully developed through game activities includes four main stages: orientation, preparation for conducting a plot-role-playing game, playing the game and its subsequent discussion.

In order to develop the speech of preschool children based on games, we first set ourselves the goal of experimentally studying the specific aspects of their connected speech.

We conducted our research in 3 stages.

At the 1st stage, we interviewed group speech therapists. During the interview, we identified the child's developmental history and studied the child's documents;

At the 2nd stage, we studied the children's coherent speech based on a pre-planned, prepared methodology;

At the 3rd stage, we observed children during various activities (game activities, reading activities).

When analyzing the skills of storytelling, we paid attention to the following criteria:

- understanding of the content seen;

- independence of storytelling;

- accuracy and completeness of the statement;

- sequence of the story;

- lexical and grammatical structure of the story.

We conducted the experimental part of our study in the multidisciplinary preschool educational organization No. 480 of the Yunus-Obod district of Tashkent city. 10 children with incomplete speech development participated in our study.

We have presented the results of checking the connected speech of children whose speech is not fully developed in Table 1 below.

Table 1
Test results of connected speech of children with incompletely developed speech

№	Assignments	Children whose speech is not fully developed			
		3 points	*2 points*	*1 points*	*0 points*
1	Retelling a simple and small fairy tale ("Turnip" fairy tale)	20%	40%	30%	10%
2	Creating a story based on serial pictures.		50%	30%	20 %
3	Creating a story on a topic close to children: "On our field".		30%	60%	10%
4	Completing a ready-made story based on a picture.		50%	50%	

1-task. The task was to retell a simple and short fairy tale in terms of structure for children with incomplete speech development. (The fairy tale "Turnip"). When interpreting the results of the retelling test, we also paid attention to the following criteria: understanding the content of the narration, the ability to tell a story independently (the child needs help from adults in the form of questions, motivation), full conveyance of the content of the text, omission of important details, sequence of narration, fluency of narration, conveying the content without stopping during long pauses, correctness of the location of the narration. Out of 100% of the children tested, only 10% of the children could not complete the task, 20% of the children completed the task correctly and accurately. 40% of

the children composed a story with the help of a speech therapist. In this case, difficulties in composing a story were clearly visible in children (semantic errors, violation of coherence, omission of fragments in the text, etc.). The study showed that the children used a low level of phraseological speech, a poor language skills. 30% of children had agrammatisms in the process of composing a story.

Most children had difficulties at the beginning of the story, in describing the sequence of the appearance of new characters in the story, and especially in describing constructions that require rhythmic repetition. Almost all children's stories had shortcomings in the coherence of the narrative (repeating sentences or their parts several times, omitting nouns, inability to connect

sentences semantically and syntactically).

Task 2 - composing a story based on a series of pictures, which was carried out on the basis of the fairy tale "The Doll". This test made it possible to identify a number of specific features in the monologue speech of children with underdeveloped speech. Despite the fact that the proposed 6 pictures depicted a hypothetical content, even when the content of each picture was explained, not all the children tested could independently compose a connected story. Assistance was required: auxiliary questions, specific details and instructions were given corresponding to the pictures. All the tested children had difficulties in moving from one picture to another, in explaining, and in independently continuing the story. The lack of formation of this type of storytelling skills can be explained by the weakness of the characteristics of attention, perception, memory of this group of children, and the lack of coordination that ensures speech activity.

In many children's stories, the omission of events depicted in the picture, the narrowness of the field of perception of the picture (for example, describing the activities of only one character - a bear), indicated insufficient attention in speech activity. Often, the content of the story did not correspond to the depicted plot. In 50% of children, the story was logically constructed correctly, but the plot was not fully explained. In 30% of children's stories, the story was limited to describing only the simple activities of the characters, and various shortcomings in the children's story-building were clearly manifested. In a number of cases, gross violations were observed in the story, the answers to the questions given did not correspond and lost their coherence. According to the results of the second task, many children had difficulties in fully and accurately describing the plot, and they did not have a semantic generalization of the situations in the plot. Despite the assistance provided, 20% of the children could not complete the task at all.

Task 3 - children were asked to compose a story on a topic familiar to them, in this case we chose the topic "In our playground". This task was mainly aimed at determining the individual level of children's mastery of connected and monologue speech in conveying their life impressions. In order to facilitate the task, the examinee was given a story plan consisting of 5 questions that approximately covered the content of the story. The children were invited to talk about what was on the playground; what children do on the playground; what games they play; tell about your favorite game or activity; tell about what games and activities are held on the playground in winter. After that, the child composed a story based on separate

fragments, each fragment was preceded by questions corresponding to the task. We chose this variant of the study based on the testing of various tasks, since independent storytelling on this topic based on a given plan is not typical for children with underdeveloped speech, and this creates difficulties even for their normally developing peers. The results of the study assessed the content of the story and the speech aspects of the story. Much attention was paid to the analysis of connected speech, composed by children without demonstration and without relying on the text. As the analysis of storytelling showed, only 30% of children with underdeveloped speech responded to all 5 fragments of the story.

In the remaining majority of children, one or more fragments were omitted or replaced with subject-related activities. In the phraseological answers of 60% of children, only 2 fragments were described. The remaining 10% of children could not complete the task at all.

When composing a story, many children used short 2-4-word phrases. In many cases, complex sentences were constructed incorrectly. This indicated that the children did not have an adequate level of use of connected speech, which caused difficulties in conveying connected, extensive information.

When assessing the content of the story, we paid attention to the level of information provided, the coverage of important elements, and the provision of one or another piece of information on the given topic. The identified information elements and their nature (the name of the subject or its movement, or its extensive description) made it possible to understand to what extent the child covered the topic.

The stories of children with speech underdevelopment differ significantly from the stories of normal children in terms of their volume (number of words) and the level of information they provide. It was shown that the average story volume of children with speech underdevelopment consists of 29 words.

Analysis of the stories of children with speech underdevelopment allows us to assume that difficulties in performing this task arise from the lack of formation of various speech activities, namely planning, conveying the content of the story, and control over its execution. The existing difficulties in composing a story were primarily observed in the planning of its content. This is manifested in the selection of the topic, in the process of storytelling, in establishing the sequence of information, the connection between them (for example: "we are running. ... We walked in the field. ... I made toys, houses, etc.). This task was to determine the ability of children to solve the creative task set, the

ability to use the proposed speech and visual materials in composing a story. Performing a creative task caused great difficulties for children with underdeveloped speech. A large part of the children in this group could not complete this task or performed it inappropriately. The main difficulty was how to solve the creative task, how to connect ideas sequentially.

Let us dwell on the results of the fourth task completed by the children: We used the "Finish the story" method in the following version. The child was given a picture depicting the culminating (main) moment of the story (the child climbed a tree, below, under the tree, there are four wolves, one of them is trying to climb the tree, a village is visible in the distance, the story takes place in winter). After discussing the content of the picture, the child was read the unfinished text of the story twice and asked to think of its continuation. When assessing the story composed by the child, its plot resolution, logical sequence, and semantic correspondence to the main content of the story were taken into account. Out of 100% of children with incomplete speech development, 20% of children could not complete this task, only repeating the last part of the proposed text or naming the objects and their activities depicted in the pictures. The remaining 40% of the children in this group were asked to use guiding questions to help them finish the story, and the remaining 40% of the children completed the task with one word or gesture. The average length of the stories of children with incomplete speech development was 20 words. The number of images created served as one of the criteria for evaluating the content of the stories created by children. The concept of image included a person performing a new activity, an activity performed, objects and events that develop the plot. In the stories of 4 children with incomplete speech development, individual images of the story were not connected with the main plot or were omitted in the narration. In most children of the main group, repetition of episodes of the read text was observed in their stories, which leads to a violation of logical thinking. ("Then the wolves were upset and fell from the tree. They surrounded the tree. ... but he was not afraid and climbed up the tree"). All this indicates difficulties in solving creative problems, inability to express one's thoughts in a coherent, coherent manner.

The majority of children composed stories with small variations on the same elementary scheme ("The wolves went - the boy went home" or "The wolves could not catch the boy, - the wolves went - the boy went home". Only in 3 stories can we see separate additional elementary plot images, for example: "A wolf wanted to eat the boy. And the boy climbed up

again. The wolf could not reach him, he fell from the tree". In the individual stories of children in this group, the events were not connected, they were looped. ("He jumped and caught the boy, the hunter, He shoots the wolf"). In the stories of most children with incomplete speech development, it was observed that the moral plots were omitted, the story was not completed, etc. There were also errors indicating the inability to use the elements in the performance of the task, semantic errors or the absence of semantic constructions appropriate to the beginning of the story. ("He climbed up again ... then there are branches on the tree was Then the branches were small... Then the leaves bent, and the wolves could not hold them...").

Children with speech underdevelopment significantly lag behind children with normal development in terms of their level of grammatical speech, which limits their ability to fully structure information. In the conclusion of the story, they mainly used short 1-4-word phrases. During the story telling process, children's speech was characterized by agrammatisms, constructions using conjunctive adverbs, and errors in expressing spatial, temporal, and other relationships. A significant number of errors were associated with the use of verb forms. A relatively large number of errors in sentence construction were mainly manifested in the use of extended and complex sentences. When performing tasks of a creative nature, the number of errors in sentence construction and the use of verb forms, the use of plural forms in the present and past tense, the use of verb adverbs, and others increased. This can be attributed to the lack of skills in the practical use of verb forms in children with speech underdevelopment.

In our opinion, play is of great importance in eliminating such speech defects in children with underdeveloped speech. Because the most important activity of preschool children is play. It has been established that favorable conditions for the development of the main stages of egocentric speech are created precisely in play.

Based on the position put forward by L.S. Vygotsky on the generality of the laws of development of normal and abnormal children, it can be assumed that play speech is as important for the development of speech in preschool children with underdeveloped speech as it is for their peers with normal speech development.

Creating pedagogical conditions for the formation of a plot-role-playing game in children with underdeveloped speech helps to enrich their vocabulary, develop the semantic side of speech, and also to create initiative in the use of speech means.

Based on the analysis of the results of testing the connected speech of children with incomplete speech

development, we recommended the use of role-playing games with plots in the correctional work. We give examples of some of the role-playing games with plots.

The game "One - many"

Goal: to teach children to independently form plural nouns from singular nouns.

Method: The speech therapist shows the child a picture depicting a single object and offers to independently show the picture depicting the same object in the plural from among the pictures.

Pictures: Balloons, houses, buckets, etc.

The speech therapist shows a picture and names it: a balloon.

- What is in your picture? What is depicted?

The child's answer: Balloons are depicted in my picture.

In this way, it is proposed to name all the pictures (5-6 pictures).

The game "Whose clothes are these? Guess!"

The course of the game: Children are shown pictures depicting a grandmother in a scarf, a mother in a dressing gown, a girl in a fur coat, a man in a hat, etc. are also given pictures with separate descriptions of objects, these include: a scarf, a dressing gown, a hat, a fur coat, etc. First, the children look at the pictures. The speech therapist names one of the objects. And the children say to whom it belongs. (This is my grandmother's scarf, this is my mother's robe, this is my little girl's fur coat, etc.)

In this case, you can witness the development of not only the child's vocabulary, but also logical thinking and reasoning at the same time.

The game "Whose tail is this? Guess."

The course of the game: In one row, pictures of animals without tails are placed, in the second - separate pictures of tails. The speech therapist shows the tail of an animal and asks which animal it belongs to. During this game, it can be observed that the child's logical thinking develops along with the development of systematic thinking, which leads to an increase in the speed of completing the task compared to the first task.

"Who needs these things?" Game

Game progress: Children are presented with the following pictures: a teacher without a stick, a painter without a brush, a hairdresser without scissors, a hunter without a rifle, a fisherman without a fishing rod, a seller without scales, etc., as well as pictures of objects that they do not have on separate cards.

Children look at these pictures and say who needs what. (The teacher needs a stick, the fisherman needs a fishing rod, etc.).

Game "Guests"

Game progress: The picture shows a table full of various treats. (apples, fish, carrots, bones, mushrooms). The speech therapist explains: "The bear is waiting for guests. He has put treats on plates for his friends. What do you think these treats are for? Who will we give the carrot to? (carrot-rabbit) etc."

"Tell me what it is!" game

Contents of the game: Objects are taken from the box and named. ("This is a pear."), and the child names its qualities ("It is yellow, soft and sweet." "This is a tomato. – It is red, round, ripe, juicy, juicy." "This is a cucumber. – It is oblong, green, it makes a crunch when eaten").

It is recommended to "play" these games not only once during the lesson, but also during walks, and even at home with parents and family members. We are sure that if both the speech therapist, the educator, and the family members have a goal-oriented attitude towards a child and try to eliminate his speech defect, the path to the expected result will be much shorter. It is very important not to bore the child during the game activity. Therefore, although the type of activity often changes, the main reason for this is the unity of the goal and the variety of games.

The main task of the speech therapist is to take into account the individuality of each child when choosing games and maintaining a healthy psychological state in the group. No matter how interesting the game is offered to the child, if he does not have sufficient skills and abilities to participate in it, this activity will not interest him at all, but on the contrary, will alienate him from the group, make him nervous, and distract him from speech therapy sessions. [9].

Who is this? What is this? Game

The course of the game: we asked the children: "There are many different objects around us, you can ask about each object. I will ask you, and you will answer me with one word," "What is this?" - we showed different objects, for example: a book, a table, etc. How can you ask about these objects? - What is this.

Then: "Now I will ask differently. Who is this?" and showed animate objects: a bird, a fish, a teacher, etc., and the children were asked: "What kind of question can you ask?" (Who is this?) - we told different objects, and the children asked the question "Who?" Thus, we gradually introduced the children to the concepts of "Living and nonliving", "Living and inanimate". Then a girl was called, a doll was placed next to her, and the children were asked, "How is Nadira different from a

doll?" The children answered, and the final conclusion was that the girl is alive, and the doll is inanimate. Then the cow in the picture and the toy cow were compared. Thus, it was determined that the cow in the picture is a picture of a living cow, and the toy cow is inanimate. As a final conclusion, it was said that all inanimate objects should be asked "What" and all animate objects and persons should be asked "Who?" [9].

The results of our systematic evaluation of the effectiveness of the correctional work carried out by the children of the experimental group showed that: games and game tasks aimed at the development of phraseological speech aroused great interest in children, children willingly attended classes and eagerly awaited the games; children studied the tasks and games with interest; they successfully mastered the games "Bathing the baby", "Dressing the baby for a walk", "Walking in the garden", "Tea party in the family"; games on the topics "In the store", "In the hospital", "Family" were successfully mastered by children. The use of these games had a positive effect on the quality of development of phraseological speech. Children's skills in grammatically correct formation of sentences in phraseological speech improved. The analysis of the results of the experimental study proved the effectiveness of the developed and practically applied speech therapy intervention on the development of phrasal speech of preschool children with incomplete speech development based on game technologies, and the importance of further systematic work was identified.

Thus, teaching through story-role-playing games is an interesting phenomenon for preschool children with incomplete speech development, and in this regard, it is recommended to use story-reflective, theatrical, dramatized games, and invented games in work on the development of phrasal speech with children of this group. In this case, if the organization of story-role-playing games is organized on the basis of a person-oriented approach, if the principle of interaction in pairs is observed, and if children's knowledge and impressions about the environment are enriched, then even greater results can be achieved.

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