

**THE ROLE OF EDUCATIONAL GAMES IN THE DEVELOPMENT OF
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Abstract: This article highlights the issues of developing and activating the vocabulary of preschool children, educational games and their significance in preschool educational organizations, types of educational games that contribute to the enrichment of children's vocabulary, the choice, conduct, analysis of educational games in enriching children's vocabulary, the importance and role of play activities in the formation of a culture of speech communication.

Keywords: vocabulary, vocabulary, vocabulary, dialect vocabulary, educational game, method, vocabulary acquisition.

The main task of vocabulary work is to enrich, expand and activate the vocabulary. The basis for enriching children's vocabulary is the inclusion of subject words, synonymous series, antonymic pairs, and polysemous words into the child's linguistic consciousness. Work on antonyms (words with opposite meanings) should be carried out with children in the dictionary and sentence structure. A teacher should teach children to find antonyms in proverbs and sayings. Polysemous words finding antonyms expands children's ideas about the word, helps to determine its content. By choosing phrases consisting of words with opposite meanings, children understand the ambiguity of words more deeply (an old shirt is torn, an old friend is a distant friend). The preschooler shows the ambiguity of words to children in words in which a specific object that is well known to them has meaning (pen, needle, zipper, back of the trunk, leg). Work on polysemous words can be carried out in the following areas. Pronouncing words involves choosing characters and actions, vocabulary, then building sentences and eventually using polysemous words in a fluent text.

In the process of vocabulary work (and in the process of solving other logical tasks), the teacher needs to achieve the realization of such speech qualities in children as accuracy, correctness, fluency, expressiveness. Special attention should be paid to the formation of

children's ability to select lexical means for thought that accurately reflect the intention of the speaker.

When organizing vocabulary work with children, the educator should take into account:

- the subject-oriented principle of vocabulary organization;
- semantic aspect (familiarization of the child with the content of the word);
- an associative method of combining words.

It is advisable to carry out all types of lexical work in the form of verbal games, exercises, creative tasks in conjunction with other speech tasks. Games and exercises of lexical content are a necessary condition for the development of the meaningful side of speech. In them, it is important to compare different objects and objects, to distinguish between different common properties and functions. In it, you can compare both real objects (toys, paintings, clothes, furniture) and imaginary situations (movements of a cheerful and sad fox, the weather in early and late autumn). Vocabulary exercises before storytelling help enrich children's fluent speech with clear and imaginative words and phrases. When carrying out vocabulary work, the educator influences the general speech culture of the child, informs him of generally accepted literary words and expressions, expresses them in the correct sound and grammatical form, eliminating (prohibiting) dialect vocabulary found in children, replacing it with literary norms. The term "mastering a dictionary" means not only mastering a word, understanding it, but also its application, use in speech activity. One can speak about the high speech culture of a person, the richness of his vocabulary only if it is "audible", adorns the living speech of a person. The key aspect in vocabulary work is not only to introduce children to a new word, but also to include them in active speech. Vocabulary work in kindergarten consists in systematically enriching the active vocabulary of children with unfamiliar or difficult words for them.

The dictionary improves the understanding of the meaningful aspects of the word, enriches the speech of children with antonyms, synonyms, polysemous words, generalizing names, activate figurative words, comparisons, comparisons, specific verbs. Grammatical structure of speech. Assistance in the assimilation of complex cases in inflection (in the main and imperative cases of a noun in the plural, variable imperative moods, verb forms forming complete and incomplete verb forms). The vocabulary of preschool children can be developed through the following game. The course of the game: The children stand in a circle, the teacher picks up the ball and starts the game. Children should pronounce the word spoken by the teacher with the syllable: to-Wook, Jo-zha, mu-Shuk, ech-ki, bag-hand, som-SA, etc. The game continues this way. Guys, now we're going to play a game called "change the word." The teacher calls three children. These will be words. The 1st child met a chicken, the 2nd child met a puppy, the 3rd

child met how the sentence was formed. (Children's answers) a new sentence is formed if you put another one instead of the 1st word. For example, what word should I put instead of the word "chicken"? The children's response: how is the sentence "mu-Shuk" formed? The children's response: The cat met the puppy - Chu. Now swap two consecutive words. The chick saw a cat (the children go to the side in place of the previous word, other children come out in their place).

Enrich and activate vocabulary. With the development of the dictionary, its qualitative improvement comes to the fore. This refers to the understanding of phenomena such as antonymy (sharp-impenetrable, bittersweet), synonymy (sharp-pointed, pointed) ambiguity (sharp knife, hot pepper, sharp tongue) and their active use in speech. Children, seeing things, natural phenomena, and people's actions, learn to identify diversity and community in them, as well as reflect their meaning in speech using words that are opposite or close to each other, comparisons, specific verbs, allusions (epithets). The methods of selecting synonyms or antonyms for the dictionary explain to children that words have many meanings. On the basis of comparing the functions of things, generalizing names are formed (animals, dishes, transport).

The development of vocabulary is inextricably linked with the education of the sound culture of speech, the formation of grammatical correctness, the formation of fluent speech, mastering the techniques of the speech surface (bundles of sentences using bundles, lexical repetitions, synonyms, the structure of description, utterance, reasoning). All sides of speech, developing on the basis of dialogic communication associated with the performance of various functions, will directly depend on the formation of linguistic consciousness, and for this they will need communication between a child and an adult in one form or another, or rather, communication aimed not only at knowing the outside world and another person, but also at comprehending the language itself, its structure and functioning. The implementation of vocabulary programs is carried out through a system of classes. This system consists of three different types of training.

Vocabulary work classes based on deepening knowledge about objects and phenomena of the surrounding world (familiarity with adjectives, signs, features);

Learning, during which the decisive task of vocabulary work in the process of generalization is the formation of concepts, the unity of speech and vocabulary development with the development of cognitive processes (perception, imagination, thinking). The organization of speech and cognitive activity with a specific purpose, the presence of visibility as the basis for the organization of cognitive activity.

Instead of a conclusion, it should be said that preschool children, along with playing activities, participate in educational activities. The main content of educational activities in

preschool age consists in familiarizing the child with the main features of objects and phenomena of the environment, mastering the vocabulary of oral speech, correct pronunciation of sounds, teaching correct speech from the grammatical side, the formation of coherent speech. The development and activation of the vocabulary of preschool children, educational games and their significance in preschool educational organizations contribute to the enrichment of children's vocabulary. When enriching children's vocabulary, it is very important to select and analyze educational games. A preschooler should have such a vocabulary that it allows the child to communicate with peers and adults, study successfully at school, understand literature, television and radio broadcasts. Therefore, preschool pedagogy considers the development of vocabulary as one of the most important tasks of speech development. By organizing vocabulary work with children, the educator should introduce the child to the content of the word.

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