OPPORTUNITIES TO DEVELOP DIALOGICAL SPEECH OF PRE-SCHOOL CHILDREN USING COMPUTER GAMES

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ABSTRACT

This article highlights the didactic possibilities of using computer games in the development of dialogic speech of preschool children. An analysis of psychological and pedagogical resources dedicated to the problem of computerization of preschool education is presented. Computer games help children to rely on a visual plan while actively incorporating speech. It is noted that this is very important in teaching children who have a delay in the development of speech, as well as deaf, autistic and some mentally retarded children.

Keywords: preschool education, computerization, computer games, dialogic speech, modern educational technologies.

In the history of pedagogy, games have gone from being approved by the most advanced educators and psychologists to fully recognizing their necessity in the process of modernization of preschool education. However, game technology has not yet taken a proper place in all aspects of the educational process of preschool educational organizations. In particular, pedagogical games are not yet fully used to solve the problems of dialogic speech development of preschool children. This also applies to computer games. Their use in education is not uncommon. The arrival of computers in educational institutions raised great dreams and hopes in terms of the emergence of new modern educational technologies.

The computerization of preschool education started much later than the computerization of secondary and higher schools. The history of computerization of preschool education can be conditionally divided into several stages. At the first stage, the idea of the acceptability of computer technologies from preschool age was widely understood in the general public. As the researchers noted, for this stage, on the one hand, caution in recognizing the appropriateness of using computers in preschool educational organizations was characteristic, on the other hand, a certain irresponsibility was observed in the selection of programs and methods of their use[2].

In the second stage of the development of computerization of preschool education, comprehensive development of software and methodological tools, examples of game equipment was organized based on this concept. At the same time, programs for training specialists to work with children have begun to be implemented in pre-school educational organizations. Specialists of the Association "Computer and Childhood" chose the main leitmotif, the orientation of which is as follows: The computer as the leading activity of preschoolers should become a means of child's activity, first of all a game tool (A.N. Leontev, A.V. Zaporozhes, D.B. Elkonin). The viability of this field has been confirmed by the fact that the computer programs,

methodological and certification recommendations developed by the association's experts are now used in the practical work of thousands of preschool educational organizations [9,11,14].

The third stage of computerization of preschool education, according to experts, should lead to a radical change in the content and methods of education and training in kindergarten. Local scientists and experts supporting preschool computerization focused on the data of foreign researches devoted to the study of psychological and pedagogical possibilities of using computer programs in preschool education. These data showed that due to their use, children have acquired mental activity with widespread imagination, the ability to solve various intellectual problems [7].

Using a computer helps the child to develop cognitive skills: categorization, evaluation of important elements of a problem, choosing a mental representation of a problem and finding a solution. Children who learn computer skills develop self-confidence and self-esteem. Microcomputers are successfully used in the formation of concepts of quantity, similarities and differences in children [3].

Domestic and foreign experiences focused on the development of motivation, mental abilities, operational components of activity, etc., on the use of game-developing computer programs, show that they are an integrated means of education and upbringing in the practice of general preschool education. showed that it can be used successfully [8]. In many ways, this applies to computer games.

Computer games make it possible to achieve a real revolution in education: replacement of the reproductive indicator in education (memorization, acquisition of skills, automatism in behavior, conditioned reflexes, etc.) mental development (constructive-dialectical and hypothetico-deductive thinking and encouraging play activities) through [10].

Computer games form the ability to indirectly control various situations on the display with keyboard, "mouse", "joystick" manipulators, etc. According to psychologists, these are generalized skills for controlling the operation of machines and mechanisms.

In the context of computer games, the ability to plan one's actions and predict the outcome is of particular importance. Often, the result of pressing one or another button does not have an immediate effect and manifests itself in a very indirect, complex way, which causes a chain reaction of events on the screen.

A completely new connection is created between the child's hand movements and their results. This moment has a strong influence on the development of the ability to build increasingly complex structures of their activity. This ability, according to Yu.M. Gorvits, can be considered as one of the forms of self-management ability [6, p. 28].

The use of computer games also encourages overcoming existing conflicting relationships between the goal of activity and the conditions for achieving it. Children learn to separate the main goal into auxiliary goals and establish connections between them. A number of existing games are aimed at forming children's ability to independently set goals and achieve them independently. In this process, a very important activity of creative experiment is formed [4].

Mastering a computer has a positive effect on the formation of a child's personality and gives him a high social status. At home, in the yard, he proudly tells his friends about all the "subtleties" of computer games. At the same time, the child's self-esteem, life satisfaction and emotional well-being increase [3].

The analysis of psychological and pedagogical resources dedicated to the problem of computerization of preschool education shows that computer games are becoming an additional pedagogical tool in the field of preschool education, a means of strengthening the child's development. The success of computer games depends on the novelty, color and realism of visual effects created on the display, and the ability of the computer to actively communicate with a person.

It should be noted that modern computer games developed by psychologists and educators are free from the above-mentioned shortcomings. The advantages of using them in the educational process of preschool educational organizations are evidenced by the existence of ongoing research and psychological-pedagogical experience. Modern manufacturers of game computer programs take into account the age characteristics of children, the needs of the educational process and the available capabilities of the computer. Certified computer games used in accordance with existing requirements and recommendations open up ideal opportunities for developing methods and organizational forms of teaching and educating children, enriching children's activities and the pedagogical process.

The game is one of the forms of practical thinking. In the game, the child acts with his knowledge, experience, and impressions, reflects the game methods and signs of the game, which acquire meaning in the content area of the game, and are shown in the social form of the action. The game, having the characteristics of conscious activity and representing a practical form of reflection of awareness of the natural and social reality around the child, allows him, figuratively speaking, to spread the "wings of his abilities". In the process of thinking about the world, the child uses his sign (symbolic) system to reflect reality in the game. The signs of the child's reflection of reality in the game have a hierarchical structure, which reflects the image of reality in external signs - objects, images, symbols, including words.

Research shows that the child develops the ability to have a neutral (at the moment) object in the conscious field of play. This ability is the main psychological basis for introducing the computer as a game tool to a preschool child. The image that appears on the screen can be enriched by the child himself when creating the plot of the game, playing using the artistic and functional capabilities of the computer program [6, 7].

The ability of children to replace the real object in the game with the game object by giving it a real meaning, and to replace the real action with the game action, is based on the ability to meaningfully work with the symbols on the computer screen. Therefore, computer games should be inextricably linked with ordinary games.

If in a simple game the child represents reality with the help of "marking" but very specific objects, he can create a functional "video sequence" based on the image of his imagination using specially developed developmental game software while playing with the computer. .

Experimental confirmation of the appropriateness of this approach was obtained during the use of computer game programs in working with older preschool children (5-7 years old), the structure of which is related to the intellectual structure of the child's game activity. These programs are radically new compared to popular programs and are based on the principle of maze, choice of direction and choice of question-and-answer format. Such programs can be used to demonstrate directorial games and as structural material for "introducing" them to subject plan, plot-role and plot-didactic games.

According to the researchers, a new type of game is being created - creative computer games or computer games, which use computer game software and have a limited number of game components. Only in this case, the use of computer games and toys becomes an integral part of the didactic system of the kindergarten. Computer games do not replace ordinary games, on the contrary, they enrich the pedagogical process with new opportunities [8, p. 24].

In the research of I.E. Ivakina, computer games are classified according to their orientation to the development of creative activity of preschool children.

- reproductive, in which game and didactic tasks and methods of solving them are clearly indicated, specific means of solving game problems are used, external step-by-step control is carried out during the game;

- there is an opportunity to choose step-by-step, game and didactic tasks, the solution of which is carried out through experimentation, generalized methods are used along with specific tools, external final control is carried out;

- creative, in which the initiative in the formation of game and didactic tasks belongs entirely to the players, there are original, non-standard solutions to solve them, generalized tools are used to achieve the goal of the game, self-management is implemented is increased [10].

The most common pedagogical classification in manuals on the use of computer games in preschool education is the classification of Yu.M. Gorvits. In it, game programs are compiled according to the "goals tree" and grouped into three groups.

They help to develop imagination, imagination, goal setting, creative activity, independent achievement of goals, enrich children's arsenal of tools for constructive activities. They also form the ability to imagine objects on a plane and in space.

These programs integrate well with many other children's activities. They are characterized by high variability of methodological methods;

- programs of the "Classifiers" series, which contribute to the development of the principles of categorizing, combining, classifying and systematizing objects according to one or more characteristics in children.

Programs of a diagnostic nature, they are:

- providing results and recommendations on the screen and/or print, providing the possibility of operational diagnosis and training of various attention (supported, selective), memory (operational, long-term), perception and other mental properties ;

- enables a qualitative analysis of the child's creative abilities;

- allows to assess children's readiness to enter kindergarten and study at school [5, p. 15-16].

All computer games for preschool children (educational, developmental, diagnostic) can renew the character of didactic, plot-didactic, directorial, theatrical, recreational games, experimental games.

The possibility of using computer games as a means of developing dialogic speech of preschool children was important for our research. There have been no special studies on the impact of computer technology on the development of speech, including the development of children's dialogic speech, although many authors have noted the stimulating effect of computer games on the speech (dialogic) communication of preschool children [12].

Prospects for the use of computer games in the development of children's dialogic speech are confirmed by summarizing the researchers' observations and experience of using them.

In a kindergarten equipped with computers, children acquire a new direction of communication: they actively discuss their successes and failures in performing new computer games, difficult tasks. As Yu.M. Gorvis noted, computer games have a positive effect on enriching the content of children's communication with each other and educators. At the same time, children's vocabulary is significantly enriched, preschoolers learn new terms easily and with pleasure. It contributes to the development of children's speech [5].

The observations of Yu.M. Gorvits, one of the influential experts in the field of computerization of preschool education, allow us to discuss the prospects of using computers for the development of children's dialogic speech. He noted that the computer, due to its ability to quickly and precisely respond to the actions of the child, is for the child "some kind of anthropomorphic creature, to which the child questions, wonders, angers, amazes ..." [6, p. 13].

According to the researchers, computer games help to develop communication and cooperation between children, open ideal opportunities for socially significant interactions between couples, help to get rid of the "social isolation" of the child. because they provide an objective assessment of the child's capabilities [14].

Taking into account the interaction of children in computer games, researchers seek to save and continue the game when they turn to other children for help, and when children's own knowledge and skills are not sufficient to achieve the goal, the need for cooperation arises in children. they focus on being. In this case, joint activity is effective: the child actively follows the actions of the partner, listens carefully to his explanations and tries to clarify the notes. Different forms of children helping each other are very common, which creates a basis for targeted training of children in socially accepted ways of addressing [5].

The analysis of computer game programs revealed the possibilities of displaying examples of their various dialogic appeals. Bites of virtual interlocutors differ in terms of functional purpose and speech structure, they are polite in terms of emotional content and tolerant in terms of content.

Thus, the analysis of psychological and pedagogical literature showed that the inclusion of computer games in the system of didactic tools of kindergarten can be an additional factor in enriching the child's personality and developing his dialogical speech. The combination of traditional and computer games, with the mandatory introduction of dialogic speech into their composition, undoubtedly allows children to activate the process of acquiring dialogic skills. It is characterized by the use of a complex of traditional and computer games, a high level of motivation, a conscious need to master the training content, and efficiency.

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