



SPEECH DEVELOPMENT IN PRIMARY SCHOOL STUDENTS THROUGH MUSICAL AND DIDACTIC GAMES

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Abstract

This article examines the pedagogical potential of musical and educational games for speech development in primary school children. Particular attention is paid to the relationship between musical activity and the development of phonemic awareness, rhythmic and intonational expressiveness, and vocabulary in elementary school children. Classifications of musical and educational games are presented: rhythmic, intonational and rhythmic, narrative and musical, as well as games for developing memory and attention. The principles of organizing lessons are described, including game-based motivation, the combination of speech and movement, the gradual increase in difficulty of tasks, and the repetition of exercises. It is emphasized that the regular use of musical and educational methods contributes to the development of not only speech skills but also the cognitive, social, and emotional competencies of students. This article is intended for primary school teachers, speech therapists, and specialists in musical development of children and can serve as a basis for the implementation of innovative speech teaching methods in the educational process.

Keywords: Speech development, primary school, younger schoolchildren, musical and educational games, game technologies, speech development, phonemic awareness, coherent speech, communication skills, creative thinking.

Speech development is a key aspect in elementary school, as it is directly linked to the development of thought processes, reading, writing, and social communication skills. One effective way to develop speech in young schoolchildren is through musical and educational games, which combine musical and educational elements.





Musical and educational games are games in which children complete tasks related to music, rhythm, singing, sounds, and movement, while simultaneously developing cognitive and speech skills.

Music appeared in ancient times. This is confirmed by numerous found objects depicting musical instruments and performers, although the musical works themselves of these distant times have not reached us.

Music has long been recognized as an important and indispensable means of forming a person's personality and spirituality. In ancient Greece, there was even a doctrine that substantiated the influence of music on human emotions. It was argued that some melodies strengthen courage and fortitude, while others, on the contrary, weaken.

The study analyzed psychological and pedagogical literature on speech development and music education, and summarized practical experience in working with children. A classification of musical and educational games aimed at developing specific speech skills is presented. Examples of games and methodological recommendations for their implementation are given.

Objective:To develop speech skills in primary school students through the integration of musical and game-based teaching methods.

Objectives:

1. To develop auditory attention and phonemic awareness.
2. To develop vocabulary and grammatical structure of speech.
3. To improve intonation expressiveness.
4. To develop coherent speech through stories and dialogues.
5. To strengthen memory and concentration through musical tasks.

The results of the study show that the systematic use of musical and educational games has a positive effect on the development of children's speech, increases their verbal activity, helps to develop communication skills, and creates a positive emotional atmosphere in the learning process.

Music can also depict specific phenomena of reality - the sound of waves, the howling of the wind, the splashing of the stream, the singing of birds - through onomatopoeia.





There is the so-called program music, in which the composer indicates the name of the work, that is, implies or writes about the presence of some general program

Music based on a specific literary text. Program music often contains various figurative elements, but it should be noted that even vivid figurative works always have an emotional component: the chirping of a bird can be pleasant and cheerful or alarming; the sound of the waves can be calm or threatening.

Therefore, expressiveness always plays an innate and auxiliary role in music, and imagery is an important element. Not every musical work is figurative, but even vividly figurative music always expresses mood, emotional and psychological states.

Music and speech have many common features. Musical sounds, like speech, are perceived by the ear. The voice expresses a person's emotional states: laughter, crying, anxiety, joy, affection, etc. Intonation in speech is expressed through the timbre, pitch and volume of the voice, the pace of speech, accents and pauses. Musical intonation also has the same expressive potential.

Contrast is associated with another principle of formative development. If the theme itself consists of two (or more) contrasting elements, or if a part of the form consists of several themes, this creates a conflict, the possibility of their collision and development. This principle has a variation called variational development, which originated in folk improvisations.

These three principles of creating a form often occur together. With the help of the same principles, more complex musical forms are formed.

Let's describe some types of music, musical genres. In general, music can be divided into vocal and instrumental music. Vocal music is associated with words and poetic texts. Its types include solo, ensemble and choral music. Instrumental music expresses the content more generally. Its types include solo, ensemble and orchestral music. But the division of music into vocal and instrumental is made quite arbitrary. There are different genres of folk and classical music. The word "genre" itself comes from the Latin genus and the French genre, meaning "kind, type, custom, taste or custom". A genre is a type of artistic expression associated with the historical reality that gave rise to it, life and everyday life.

In its early stages, music was closely connected with human labor. It was here that labor songs appeared. Military campaigns gave rise to march music. Allas, round





dances, wedding songs, calendar songs, ceremonial songs, etc. were also performed. These main genres associated with everyday life have a practical nature.

Music in our time? Music appears that reflects life and plays a cognitive role, affects a person, develops his feelings, forms his taste. He finds in music an echo of what he himself experienced and felt. Music with a wide range of meanings enriches the emotional world of the listener.

Their successful solution depends on the content of musical education, primarily on the quality of the repertoire used, teaching methods and techniques, and the level of work with children.

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Questions and tasks

1. How does music differ from other types of art?
2. Name the signs of similarity between musical and speech intonations.
3. What are the possibilities of music in human education?

Children become acquainted with the art of music by acquiring certain knowledge, skills and abilities about music. In the process of musical education, it is important to ensure that the acquisition of these knowledge, skills and abilities is not an end in itself, but contributes to the formation of children's preferences, interests, needs and tastes, that is, elements of musical and aesthetic consciousness.

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5. To strengthen memory and concentration through musical tasks.

Only by developing a child's feelings, interests and tastes can they be introduced to musical culture and laid the foundation for it. Preschool children are very important for later mastering musical culture. If musical activity develops musical and aesthetic awareness, this will have a profound effect on their further development and overall spiritual growth.

When engaging in musical education, it is important to keep in mind the overall development of children.

Preschool children have little experience in understanding the emotions that exist in real life. Music, which expresses the full range of emotions and their subtleties, can expand these concepts. In addition to the moral aspect, musical education is very important for the development of children's aesthetic feelings. By engaging in cultural musical heritage, children learn about the standards of beauty and absorb the valuable cultural experience of generations. Repeated acquaintance with works of art gradually leads a person to identify important thoughts, feelings and moods expressed in artistic images and meaningful content.

The main goals of music education are:

- developing the musical and creative abilities of children, taking into account the capabilities of each child through various types of musical activities;
- forming the foundations of musical culture, contributing to the formation of a general spiritual culture.

Conclusion. Musical and educational games are a powerful tool for the comprehensive development of speech in young schoolchildren. They combine learning, creativity, and movement, making the process of language acquisition natural, engaging, and effective. Using such games helps develop not only speech skills but also social, emotional, and cognitive competencies.

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