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## **FORMATION OF VOCABULARY IN CHILDREN OF ELDERLY PRESCHOOL AGE BY MEANS OF DIDACTIC GAMES AND TASKS**

**Abstract.** This article is devoted to the study of the formation and development of vocabulary in a child of senior preschool age using didactic games and tasks. Modern approaches to the use of didactic games and tasks were considered. Analysis of theoretical sources has shown that lexical development is a multidimensional formation associated with the assimilation of word meanings, the ability to select linguistic units according to the situation, classify objects and phenomena, establish semantic connections, and build coherent statements.

**Keywords:** didactic games, formation and development of vocabulary, children of senior preschool age.

**Introduction.** The development of vocabulary in children of senior preschool age is a process of active assimilation of words, clarification of their meanings and formation of the ability to use vocabulary in various types of speech activity. A child of this age gradually moves from imitating words to a conscious selection of language units, which reflects the growth of its lexical experience and cognitive capabilities. In such a process, an important role is played by the expansion of semantic fields, the ability to compose sentences and establish semantic connections, which is the basis for the formation of generalizations and the construction of complex statements. This process can be carried out due to the use of didactic games,

Thus, the article is devoted to the study of the formation and development of vocabulary in a child of senior preschool age using didactic games and tasks

**Results.** The concept of lexical development includes not only the enrichment of the dictionary, but also the formation of the functional ability to use the active dictionary in appropriate situations. Children of senior preschool age are able to choose language means in accordance with semantic intentions, which indicates the development of speech reflection. A significant criterion is the ability to use words of different parts of speech in coherent statements, creating descriptive, explanatory and narrative constructions. Such speech changes are clearly traced in the study of N. Trofaila [3], which emphasizes the role of speech and game situations in the formation of children's ability to combine words and create semantic connections.

Psychological and pedagogical features of vocabulary formation in children of senior preschool age include the interaction of emotional, cognitive and social development, which in their entirety determine the pace and quality of speech changes. A child of this age is able to move from situational use of words to their meaningful use in extended statements, which reflects the development of internal speech operations.

A significant factor is the gradual growth of children's ability to control the content of their own statements and select lexical units in accordance with intentions. In the studies of Yu. Krolivets [1] it is noted that the formation of the ability to build narrative statements becomes an indicator of the transition to a new level of speech self-regulation. Such changes provide the basis for further speech development in younger school age.

In the study of T. Mykhasiuk [2] it is shown that family relationships create a solid foundation for the formation of speech expressiveness and lexical activity of children. Emotional communication contributes to the assimilation of complex speech structures.

In the process of vocabulary formation, a significant role is played by game activity, in which the child has the opportunity to experiment with words and create new speech combinations. It is the game that provides the natural need for self-expression, since its structure requires communication between participants.

The development of vocabulary also depends on the characteristics of the child's mental state, in particular on the level of emotional stability and sense of security. In situations of stress or psychological tension, speech may slow down, and vocabulary may become less active. At the same time, positive emotions stimulate the use of new words and contribute to the formation of stable associative connections.

Didactic games and educational tasks provide children with the conditions for the natural formation of vocabulary, since it is the game that creates a semantic field for the child, in which the word ceases to be an isolated unit and acquires the function of a means of interaction.

In the process of game, a preschooler realizes the need to select accurate names, describe properties, and match words with actions or objects, which forms lexical flexibility and expressiveness. This is especially evident in the conditions when game tasks are associated with a change of social roles or speech intentions, and such mechanisms are clearly traced in the works of L. Chernichenko [4], who describes the speech difficulties of children in unstable social situations and emphasizes the role of game action in overcoming lexical barriers, which reinforces the importance of the didactic approach in the formation of vocabulary.

Didactic games stimulate speech activity in children by creating a situation where the word is necessary to achieve the goal. When the child has to describe an object, name an object, explain a rule or sequence of actions, it uses vocabulary actively, not passively. Such a combination of practice and language analysis forms the ability to use words in different structural models of utterance, which is noted by N. Trofaia [3], describing the speech-game activity of children and its influence on the expansion of the dictionary.

It is this approach that allows the child to flexibly use words in accordance with the content of the game (O.Voznyuk) [8].

Story and role-playing games create conditions for the child to master communicative strategies, in particular, explanations, clarifications, questions and arguments, which expands the vocabulary. Vocabulary is not learned mechanically, but through participation in meaningful speech interactions in which the child adapts words to the situation and context. Such activities stimulate the development of word creation,

understanding of figurative meanings and mastering the structure of speech. This is clearly seen in the research of N. Levinets [6], which demonstrates how digital didactic materials activate word use in game environments, creating new ways of involving children in speech activity. The development of vocabulary through game is also based on the child's need to work with adult speech samples, which forms the skills of imitation, variation and reformulation.

In didactic tasks, the teacher acts as a partner who models the correct speech constructions, and the child reproduces them in accordance with the game role or situation. The more speech options are offered, the wider the vocabulary becomes and the faster the child learns to select words taking into account the semantics.

An example of such a pedagogical approach is given in the works of O. Sytnyk [7], where the formation of lexical competence through multimedia games is analyzed, and it is interactivity that creates the conditions for consolidating the vocabulary. Thus, in lexical development, an important role is played by the sensitivity of preschoolers to language models and word structure, which is actively formed during games for the analysis and synthesis of word forms.

Tasks with the division of words into parts, the search for common roots or the composition of new words contribute to the awareness of morphological relationships that express the systematic assimilation of vocabulary. In the midst of such activities, the child masters the dependence between form and content. This pattern is described in detail by M. Yakymets [5] in the context of corrective games for children with speech difficulties, which emphasizes the universality of the didactic approach.

**Conclusions.** Analysis of theoretical sources has shown that lexical development is a multidimensional formation associated with the assimilation of word meanings, the ability to select linguistic units according to the situation, classify objects and phenomena, establish semantic connections, and build coherent statements.

Thus, in the structure of the speech activity of a senior preschooler, the vocabulary takes on a leading role, as it becomes the basis of developed dialogical and monological speech, being a support for the formation of a grammatical system, a prerequisite for intellectual growth and readiness for schooling.

Theoretical analysis has shown that game, as a special form of child's activity, is an optimal environment for the development of vocabulary, because it combines natural motivation for a preschooler, emotional reinforcement, an activity component and the possibility of active speech expression.

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