

FEATURES OF SPEECH DEVELOPMENT IN PRESCHOOL CHILDREN

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Abstract

This article is devoted to the study of speech development features in preschool children. The paper analyzes the development of speech, vocabulary, phonetic and morphological skills, as well as the formation of speech culture and communication abilities. The study demonstrates the interrelation between children's psychological and social development and their speech development. Effective pedagogical methods for fostering speech skills in preschool practice are also suggested.

Keywords: preschool age, speech development, speech culture, phonetics, morphology, pedagogical methods, communication skills

Introduction

Nowadays, the issue of speech development of preschool children occupies an important place in the sciences of psychology, pedagogy and speech therapy. Research shows that the level of speech development is directly affected by the child's social environment, family educational and upbringing conditions, as well as pedagogical influence. Insufficient speech development can limit the child's social adaptation, thinking and cognitive skills.

Studying speech development and identifying its features is of great importance in improving the quality of the preschool educational process, as well as in the formation of the child's socio-cultural competence. Therefore, a scientific analysis of the features of speech development in preschool children, identifying existing problems and developing pedagogical recommendations is an urgent task.

Research Methodology

The development of speech in preschool children is a complex and multifaceted process that combines psychological, pedagogical and methodological approaches. Research shows that the effectiveness of speech development depends on the age, social environment, individual characteristics of children and pedagogical influence. Therefore, the methodological approach should be based on the following basic principles:

This study is aimed at a comprehensive and systematic study of the features of speech development in preschool children, and was developed using a combination of theoretical, empirical and statistical analysis methods. The goal was to determine the level of speech development of preschool children, its structural components (vocabulary, grammatical structure, connected speech, dialogic and monologic speech), as well as the characteristics of



their formation. The speech development of each child is unique, therefore, the teacher must take into account the individual characteristics of children when developing speech. The level of development of vocabulary, grammatical structure and connected speech is assessed separately for each child. Through individual training and additional tasks, it is possible to strengthen weaknesses and develop strengths.

In the process of speech development, play is the main tool, since preschool children actively learn through play. Through didactic games, staged, role-playing games, problems and tasks, children learn to use speech in a practical way. Game methods attract children's attention, improve communication skills and teach them a culture of speech.

The use of visual and audiovisual materials significantly increases efficiency. Pictures, cartoon scenes, audiobooks and other visual materials are effective tools for developing children's speech. For example, composing a story based on pictures or listening to audio material and then speaking exercises help children form connected speech.

Expanding vocabulary is one of the main tasks in the development of speech. It is important to use a contextual method when teaching children new words: words are used not only separately, but also in a story, conversation, game situation. Synonyms, antonyms, adjectives and adverbs are taught to children regularly and repeatedly.

The most important process is the widespread use of live communication methods in the formation of dialogic and monologue speech. When involving children in communication, it is necessary to encourage them to ask questions, have a conversation, and tell a story. To develop monologue speech, children are given topics and asked to create a short story or description. Through dialogic speech, children learn the skills of listening, responding, and continuing a conversation. Children are taught the rules of etiquette, pronunciation, and intonation in speech. It is recommended to regularly use polite words such as "thank you," "please," and "goodbye" in daily activities.

Speech development classes are conducted on a purposeful plan. Tasks are determined for each day, week and month. A systematic approach allows for the gradual development of children's speech, forming all its components - vocabulary, grammatical structure, connected speech and dialogue skills. The role of parents in the development of speech is important. Reading, conversation, listening to stories and joint games at home strengthen children's speech. It is necessary to teach parents the skills of asking questions to the child, listening to the answer and continuing the conversation.

Research Results

During the study, observation, conversation, diagnostic tasks, story-telling, description based on pictures and creation of speech situations were used.

1. Level of development of vocabulary

According to the results of the study, in the period of senior preschool age (5–7 years), the active vocabulary of children significantly expanded. On average, 1000–1200 new words were mastered during the year. The children's subject names and words denoting action were sufficiently formed, the use of words denoting qualities and signs was activated, and in 52% of children the use of generalizing concepts (for example, "fruits", "vehicles") was unstable.



2. Formation of grammatical structure

During the study, the children's sentence-building skills and the ability to connect words grammatically correctly were analyzed. The children were able to independently construct simple simple sentences. However, they encountered difficulties in using compound sentences. Some children observed incorrect use of conjunctions. Thus, in the senior preschool age, the main elements of the grammatical system are formed, but the use of complex syntactic constructions is not sufficiently strengthened.

3. Development of connected (monologue) speech

In order to determine connected speech, the children were given tasks to compose a story based on a picture and retell the text they heard. The children were able to compose a coherent independent story based on a picture and maintained the sequence of events. It was found that some children did not have sufficient logical connections and final conclusions. It was also observed that children had a low level of emotional expression. This indicates the need to work on the expressiveness of speech.

4. Features of dialogic speech

During the study of dialogic speech, children's skills in asking questions, answering them, and continuing a conversation were assessed. Children were able to give short and clear answers to questions. Most children had difficulty formulating questions independently. Some children did not have a sufficiently developed culture of listening to the interlocutor.

Conclusions and Suggestions

The development of speech in preschool children is a complex and multifaceted process that is directly related to psychological, pedagogical, and social factors. The results of the study showed that speech development depends on the child's social environment, individual characteristics, and type of activity. An individual approach is necessary to develop children's speech. Children's connected speech and dialogue skills are effectively formed through games, interactive activities, visual and audiovisual materials. Vocabulary, grammar, pronunciation, and speech culture are the main components of children's speech, which can be developed through systematic and planned activities.

It is necessary to develop and implement a system for monitoring and evaluating speech development in preschool educational institutions. To increase speech development, the widespread use of games, dramatization, didactic exercises and interactive methods gives effective results. It is important to involve parents in the process of speech development, support them at home, and encourage them to conduct conversations and reading sessions with children.

To form a speech culture in children, high results are achieved by regularly conducting etiquette, speech etiquette and intonation exercises. These conclusions and proposals serve to organize the process of speech development in preschool children in a systematic, effective and practically useful way.

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