

Methods Of Speech Development In Preschool Children

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Abstract: This article highlights the factors hindering children's speech development, reflections on ways to correct them, as well as methodologies and recommendations for developing children's speech.

Keywords: Speech, coherent speech, vocabulary, grammar, phonetics, methodology, experience, ability, development, "open window," defect, communication.

Introduction: A child's speech develops on the basis of the speech of adults, that is, parents and family members. The correct formation of speech depends on the speech of those around them, speech experience, the correct speech environment and education.

Speech is not considered an innate ability, but is formed in parallel with the physical and mental development of the child throughout life. In order to study and understand speech disorders, it is necessary to know the normative path of development of a child's speech, the specific features of this process, and the conditions that play a major role in the successful formation of speech. To prevent speech defects in a child, it is important, first of all, to know the periods of speech development. This is necessary in order to timely recognize and identify one or another defect in the process of speech development. For example, a 1-year-old 4-month-old child does not speak. If the teacher knows when the first words appear in the normal development of a child, then he can decide whether this child is developing normally or abnormally. Many scientists have observed and conducted experiments on the development of children's speech. Among them, L. Rozengrad-Pupko divides the development of speech in a child into two periods:

- 1) the preparatory period (up to 2 years);
- 2) the period of independent speech formation.

A.N. Leontiev divides the formation of a child's speech into 4 periods;

- 1) the preparatory period - up to 1 year;
- 2) the pre-kindergarten period - up to 3 years;

- 3) the preschool period - up to 7 years;
- 4) the school period.[1].

The period up to 5-6 years is considered an important period in the development of a child's speech. L.S. Vygotsky expressed this period with the concept of a "window", that is, he compared the period in the child's development to an open window. In this case, the child develops in all directions, learns, and receives all the positive and negative influences from the environment. As we know, when working with children with speech disorders, certain difficulties arise in eliminating this defect after the age of 5. In this situation, it is more important for teachers and speech therapists to prevent it than to eliminate it. Teachers and parents must work together to develop a child's speech and work with methods. According to interesting information about children in the world, preschool children ask about 900 questions a day. Each question of the child must be answered. Because every unanswered question creates a gap in the child's speech development. Currently, there are modern methods and techniques for developing a child's speech.

One of the important recommendations for the full development of a child's speech is to communicate with adults. From the very beginning of a child's life, loving, caring, and warm communication with adults is the basis for his physical and mental development. Communication with a child in the family from the first week of life, listening to him sing songs, telling stories, folklore, and listening to proverbs and sayings in a playful way, has a positive effect on his emotional

development and calms him down. The early years of a child are a time of play, and the child imagines the world around him through play, learns, develops, and grows. It depends on how well adults organize the game and how well this game meets the child's needs. The use of speech therapy methods is important in order to know the order of the game. This section is recommended primarily for mothers and children.[2].

Another important stage in the speech development of a child is play. The leading activity of preschool children is play, which is divided into three stages:

1. Subject games.
2. Plot-role-playing games.
3. Rules-based games.

According to A.P. Usanova, the play activity of 3-4 year old children lasts 10-15 minutes, the play activity of 4-5 year old children lasts 40-50 minutes, and the play activity of older preschool children can last up to several hours. In this case, the development of the child's vocabulary, grammar, phonetics and connected speech through games increases by a factor of one.[3].

It is also important to have a conversation with the child, have a question-and-answer conversation, and play games with children such as word chains. In addition, telling children stories, memorizing poems, and asking questions through pictures such as "what is this?" "what is it doing?". Many cartoons today have a small vocabulary and many "bumbling" sounds without fluency, which is why speech development lags in children. In this case, by showing the child properly selected cartoons that have speech fluency in the process of speech and do not promote whimsicality in terms of upbringing, good results can be achieved in the speech development of children.

In modern methods, speech development is understood as the process of children mastering speech as a means of communication and culture, expanding their vocabulary, getting acquainted with books, developing phonemic hearing, and other processes. The list of its main tasks is as follows:

1. Formation of vocabulary. Children should not only know, but also understand and use a variety of words in communication. It is also important to be able to explain their meaning and correct use.
2. Development of grammatical skills. Children master them already in preschool age. They gradually learn to correctly compose applications, taking into account tense, intonation, and other things.
3. Development of speech skills. Here we are talking about the correct pronunciation of sounds, the formation of words from them, the combination of words into phrases, etc.

4. Acquisition of communication skills. Children need to listen, perceive, understand what others say, and actively participate in dialogues.

Other tasks of the methodology for developing speech in preschool children at this stage are to familiarize themselves with book culture, the ability to understand texts through listening, and the development of the sound and intonation culture of speech.

Dialogue-conversation is the most vivid manifestation of the communicative functions of the language. According to scientists, this is the primary natural form of communication. Modern technologies for the development of speech in preschool children help children master a number of dialogical skills:

- the ability to start, continue and end a conversation, speak at the right pace, with the right intonation, etc.;
- the ability to use speech etiquette;
- the ability to discuss the situation around you, plan joint actions with the children around you and achieve results;
- non-verbal skills.

If we turn to the monologue, modern concepts of speech development also help to form certain skills and abilities. For example,

- understanding the topic, explaining it;
- selecting the necessary information, eliminating unnecessary information;
- placing the information obtained in the correct sequence;
- arbitrarily and intentionally constructing speech.

As it turned out, modern approaches to the cognitive and speech development of preschool children should teach children to monologue and include it in dialogue. As a result, it is necessary to have a natural, coherent conversation with emotions, a certain intonation, etc.

CONCLUSION

In conclusion, we should note that speech plays a large role in the formation of children as personalities. Speech underdevelopment causes a number of problems. In order to prevent these defects, to prevent these defects from occurring, and to ensure that speech development in children proceeds correctly and well, we need to pay special attention to speech therapy correctional classes.

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