



## CONTENT OF WORK ON THE DEVELOPMENT OF SPEECH OF PRESCHOOL CHILDREN

Adilboyeva Dilnoza Adilbay qizi

First-year student of the Nukus Innovation Institute

<https://doi.org/10.5281/zenodo.14900513>

### ABSTRACT

This scientific work focuses on the issues related to the development of speech in the cognitive process of the child's mental development, where the main attention is paid to the issue of raising a healthy child in our country.

**Keywords:** intuition, perception, attention, memory, speech, tendency, imagination and thinking.

Conversations on pre-prepared topics, theatrical methods, staging games, and question-answer activities play a crucial role in developing the speech of preschool children. It is important to emphasize that for a child, an adult serves as the primary source of answers to questions and a provider of fascinating impressions. As children engage in dialogue with adults and strive to possess objects and toys, they feel the need to use words to achieve these goals. Sometimes, they even take the initiative to express their thoughts. During conversations with children, adults help correct their linguistic shortcomings by transforming their one-word responses into grammatically complete phrases. As a result, children actively assimilate what they have learned and incorporate it into their speech. Therefore, parents, siblings, and educators play a significant role in the speech development of preschool-aged children.

### Methods and Innovative Technologies

The development of preschool children's speech is an essential part of the competency-based approach in teaching, as outlined in the "First Steps" State Educational Program. When children acquire new knowledge through games and didactic tools, the effectiveness of learning increases significantly. Instead of merely reading literary works to children, applying innovative educational technologies in practice ensures, accelerates, and enhances the process of speech development for each child while improving the overall quality of education. To achieve this, it is necessary to develop and actively implement new technologies aimed at improving the speech of preschool children. The formation of speech in preschool-aged children is a crucial yet challenging task. Successfully addressing this issue is essential not only for preparing children for school but also for enabling them to communicate effectively with others.

### Innovative Technologies in Speech Development

Innovative technologies refer to new methods and techniques in pedagogical activities that ensure effective interaction between educators and children, leading to successful learning outcomes. This educational environment is designed to achieve positive results by incorporating teaching methods, strategies, and tools that align with the dynamic changes in a child's personal development in modern conditions.

Recognizing the invaluable role of literary works in speech development within preschool educational institutions, we have observed that teaching literary pieces through

new technologies significantly enhances effectiveness. The development of preschool children's speech largely depends on addressing the following aspects:

- The consistent inclusion of didactic materials aimed at speech development, such as guided speech from educators and parents, as well as the regular reading or recitation of fairy tales, poems, songs, and stories to children.
- The modern organization of education using didactic materials effectively.
- Ensuring children's active verbal interaction during educational games.
- Challenges in Developing Children's Speech
- Currently, preschool educators face several challenges in shaping children's speech abilities, including:
  - Identifying and developing each child's individual abilities accordingly.
  - Encouraging children's active participation in collaborative learning interactions.
  - Creating special play-based situations tailored for children with latent speech abilities to help them express themselves more confidently.

### **Conducted Experiment**

Thus, we classify the practical advantages of introducing literary works in an innovative format rather than simply reading them aloud in a traditional manner. In conventional educational activities for preschool children, the educator narrates or reads a story and has the children memorize it through repetition. However, experience has shown that children often repeat the educator's story with minor modifications, using a limited vocabulary in their retellings.

For this reason, instead of asking children to retell the story after it has been read, we implemented the "Find the Correct Order of Pictures" game, where children arrange mixed illustrations on a magnetic board according to the sequence of events in the story. This approach actively engages children in speech situations. While searching for the correct picture sequence, they not only improve their speech skills but also enhance their attention, observation, and logical thinking.

By following the story composition they create themselves, children become more engaged and attempt to describe events using new words. This method prevents boredom and ensures that all children participate in the process, even when it is not possible to have each child retell the entire story individually.

A particularly effective strategy is shifting the teacher's role from being the main performer to that of an observer, allowing children greater freedom in speech expression. When the educator encourages and supports the children's verbal efforts rather than taking the lead, it significantly enhances their speech activity.

### **Key Considerations in Selecting Innovative Technologies**

When implementing innovative educational technologies, the following principles should be considered:

- The approach should not focus solely on reading aloud but rather on developing children's communication skills and cultivating a culture of speech.
- Active speech practice should be organized for each child, considering their age and individual characteristics through various types of activities.

### **Current Challenges in Preschool Speech Development**

Modern preschool education faces a number of pressing issues related to speech development. Recently, there has been a significant increase in the number of children with speech disorders, accompanied by both quantitative and qualitative changes in their language development.

According to reports from teachers and speech therapists in schools and kindergartens, 58% of preschool children and 56% of first-grade students experience difficulties in speech development.

Additionally, it should be noted that proper, structured speech is gradually losing its importance, as modern children are increasingly exposed to alternative speech models through sources such as television commercials, contemporary animated films, and communication on social media.

### Conclusion

The components of speech in preschool-aged children encompass both linguistic elements and cognitive functions, which are particularly vulnerable in the new school environment that demands their maximum activation. At the present stage, traditional learning methods have proven to be ineffective and do not meet the modern requirements of the state and society.

The use of modern educational technologies is opening new opportunities for preschool education and speech development. In fact, innovative technologies are fundamentally built on a competency-based approach, focusing on achieving long-term learning outcomes that contribute to the child's future success.

### References:

1. Nishonova Z., Alimova G. Bolalar psixologiyasini va uni o`qitish metodikasi. Toshkent "O`zbekiston Yozuvchilari uyushmasi Adabiyot jamg`armasi" 2006-B.68.
2. Babayeva D.R. Nutq o`stirish nazaryasi va metodikasi. Toshkent-2018
3. Yusupova, Z., Saminov, A., & Sayramov, F. (2022). SALVIA-L MARMARAK TURKUMI VAKILLARINING O`ZBEKISTONDA TARQALISHI, HAYOTIY SHAKLLARI VA ISHLATILISHI. *Science and innovation*, 1(D6), 13-19.
4. Haydarov, M., Yusupova, Z., Sayramov, F., & Rahmonova, O. (2022). LAMIACEAE OILA VAKILLARINING BIZ BILGAN VA BILMAGAN DORIVORLIK XUSUSIYATLARI. *Science and innovation*, 1(D7), 89-94.
5. Baratjon o'gli, S. F. (2022). REPRESENTATIVES OF THE LAMIACEAE FAMILY PRODUCE ESSENTIAL OILS AND MEDICINAL AND HERBAL REMEDIES CONTAINING MONOCYCLIC MONOTERPENES. *IJODKOR O'QITUVCHI*, 2(23), 267-271.
6. Дурсунов, С. А., & Косимова, Н. Х. (2023). РОЛЬ ВОСПИТАНИЕ ДЕТЕЙ В СЕМЬЕ. *Scientific Impulse*, 1(8), 725-727
7. Пирог, Г. В. (2021). Психологические особенности жизненных перспектив современной молодежи. *Ўзбекистонда психологияни ривожлантириш муаммолари: назария ва амалиёт уйғунлиги*, 4-6
8. Narmetova, Y. K. (2016). Organization of the psychological support in the cardiology clinics. *Theoretical & Applied Science*, (7), 28-31.

9. Нарметова, Ю. К. (2022). Особенности психокоррекционного подхода при психосоматических заболеваниях (на примере ишемической болезни сердца). *Gospodarka i Innowacje*, 21, 258-261.
10. Нарметова, Ю. (2015). Психосоматик беморларда эмоционал холат бузилишлари ва уларга психологик ёрдам кўрсатишнинг ўзига хослиги. *ЎзМУ хабарлари*.
11. Nasirovna, M. R. (2022). THE ROLE OF PSYCHOLOGICAL DIAGNOSIS IN CLINICAL PRACTICE. *Conferencea*, 4-6.
12. Narmetova, Y., Melibayeva, R., Akhmedova, M., Askarova, N., & Nurmatov, A. (2022). PSYCHODIAGNOSTICS
13. ATTITUDE OF THE PSYCHOSOMATIC PATIENTS' DISEASE.
14. Мелибаева, Р. Н. (2022). КЛИНИК АМАЛИЁТДА КОГНИТИВ ФУНКЦИЯЛАР ВА УЛАРНИНГ БУЗИЛИШЛАРИ ПСИХОДИАГНОСТИКАСИ. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(Special Issue 4-2), 928-932.
15. Мелибаева, Р., & Абдиназарова, И. (2020). Тиббий психодиагностика: муаммо, мулоҳаза ва ечимлар..