

DEVELOPMENT OF SPEECH IN PRESCHOOL CHILDREN

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Annotation: This article is devoted to studying the process of speech development in preschool children. Speech plays a vital role in a child’s social and intellectual development, and its correct formation is a key factor in the success of future educational processes. The stages of speech development, as well as the roles of the family, environment, and educators in forming a child’s speech skills, are analyzed. The article also provides recommendations for addressing and preventing speech development problems. Methods aimed at supporting children’s speech abilities and ensuring their socio-cultural integration are discussed. This work is expected to serve as a useful practical guide for preschool education specialists, teachers, and parents to ensure proper speech development in children.

Keywords: Preschool age, speech development, child speech, speech disorders, language learning, communication skills, speech formation, stages of speech development, psychological development, pedagogical diagnostics, methods of speech improvement, speech difficulties in children, social communication, holistic personal development.

Introduction

Preschool age is an important period in the formation of a child’s personality. In this stage, speech development forms the foundation of communication skills. Through speech, the child communicates with others, expresses thoughts and emotions, socializes, and explores the surrounding environment. Therefore, proper and full speech development is essential for the child’s mental, linguistic, and cognitive growth.

However, today, slow speech development and increasing speech disorders among preschool children have become pressing issues. These problems negatively affect not only the child but also the family, educational institutions, and society. Speech difficulties may hinder learning, slow down adaptation to the social environment, and lead to future academic failure.

Therefore, diagnosing the state of speech development in preschool children, identifying causes of delay, and implementing corrective measures are of great importance. Given its relevance and significance in preschool education, this topic has attracted the attention of many researchers and educators.

Speech is one of the most essential means of communication and plays a major role in personal and social development. Particularly during the preschool period, speech formation enhances children’s thinking, communication, and environmental understanding. Correct and effective acquisition of speech skills during this stage becomes a strong foundation for learning and social adaptation later in life.

Speech development is a complex, gradual process that involves linguistic activity, auditory and pronunciation abilities, logical thinking, and communication culture. The role of parents and educators is crucial—they must stimulate speech, create supportive environments, and prevent speech disorders.

Prominent Researchers in Preschool Speech Development

Lev Vygotsky – Developed theories on children’s language and speech development and the role of the social environment in language learning.

Nikolay Zaporozhets – Studied speech and psychological development.

Elena Yakovleva – Authored numerous textbooks and methodological guides on preschool speech development.

M.R. Jasko – Conducted research on preschool speech acquisition.

Mavluda Qosimova – Worked on methodological approaches to native language learning in preschool children.

Gulbahor Davronova – Studied pedagogical technologies and speech development in preschool education in Uzbekistan.

Shahnoza Isroilova – Researched linguistic development and native language skills among Uzbek preschoolers.

Nodira Tursunova – Focused on methods of teaching speech in pedagogy and preschool education.

Methodology

A comprehensive approach was used to study speech development in preschool children, combining qualitative and quantitative methods. Observation, interviews, tests, and diagnostic tools were applied to analyze stages of speech development and the formation of speech skills.

The observation method involved recording children's daily speech activities, pronunciation, and communication abilities. Interviews with teachers and parents were conducted to identify speech development problems and their causes. Standardized speech development tests were used to measure phonetic, lexical, and grammatical aspects.

The study included children aged 3 to 6 years, as this is the most active stage of speech development. Children's speech abilities were analyzed in connection with their family and social environments. Statistical analysis and comparative methods were applied to identify main factors and pedagogical influences affecting speech development.

This methodology provided a systematic and accurate understanding of preschool children's speech development.

Speech Development Process in Preschool Children

Goal: To identify and implement effective methodological approaches to develop preschool children's speech; to expand vocabulary, improve fluency and clarity, strengthen the ability to express thoughts, enhance listening comprehension, and promote social communication and creativity.

Objectives:

1. Study the theoretical foundations of speech development in preschool children.
2. Analyze major factors influencing children's speech growth.
3. Identify developmental stages and their relation to age characteristics.
4. Develop and test a system of practical exercises and speech games.

Methods:

Theoretical analysis (review of literature and scientific sources);

Observation (direct monitoring of speech in pedagogical settings);

Interview (collecting children's and educators' opinions);

Experimental lessons (testing speech-improving activities);

Diagnostic tests (assessing speech condition).

Findings and Discussion

A child is not born with speech ability—it develops under the influence of the adults' language in their environment. The language spoken at home becomes the child's speech language. Although this process is complex, the child masters it quickly.

Newborns lack developed speech, but they can produce basic sounds—mainly crying, as a response to internal or external stimuli. By two to three weeks, infants begin to react to sounds, and by two to three months, they associate sound with its source. Around six months, babies start combining sounds like “mama,” “dada,” or “ana,” repeating them frequently.

Children’s comprehension of words at this stage depends more on tone and intonation than on precise sound recognition. For instance, when adults clap and say “clap, clap,” the baby learns to imitate the action.

In bilingual families (Uzbek and Russian), both languages influence the child’s speech. However, it is advisable to establish a strong foundation in the native language first, before introducing the second language.

By age two, children begin using verbs and simple adverbs; by age three, they understand spatial words like up, down, behind. At this stage, children’s vocabulary reaches around 1,000 words, and by age seven, it grows to 3,000–4,000.

As their vocabulary expands, pronunciation improves—preschoolers can distinguish and correctly pronounce most sounds. They also start to internalize grammatical structures through imitation and play, even though they cannot consciously explain grammatical rules.

As research shows, the most frequent words in preschoolers’ vocabulary are nouns, followed by verbs and adjectives. Younger children often confuse verb tenses, while older ones begin using correct temporal forms. Properly guided speech exercises significantly improve sentence formation and logical thinking.

Teachers and parents should remember that some preschoolers cannot fully control their speech organs, leading to articulation errors (known as “lispings”). This is not a defect but should be corrected through consistent and proper pronunciation practices, not by imitating a child’s mispronunciations.

Corrective pedagogical and speech therapy techniques can successfully eliminate such problems before the child begins school.

By the end of the preschool stage, children confidently use all types of oral speech and are ready for literacy education at school.

Conclusion

Speech, as the main means of communication, plays a vital role in the development of a child’s psyche. Properly organized preschool education and family support, especially through native language learning activities, help ensure accurate and fluent speech. By the final preschool stage, children can use oral speech freely, and their further language development continues during school education.

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