

# Methodological And Linguadidactic Bases Of Children's Speech Development In Preschool Education

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**Abstract:** The module of theory and technology of speech education of children serves to enrich a person's knowledge, skills, and ideas about the profession of preschool - pedagogical education of speech. The main task of preschool education is to prepare children for school. Children of preschool education should gain not only specific knowledge, but also thinking skills, understand the speech of peers and adults, freely exchange ideas with them, and carry out activities on the basis of cooperation. It is necessary that children think logically in their native language, correctly express their ideas through speech, control themselves, have such mental training as observation, hearing, memorization, generalization, comparison. In performing this task the importance of the science of speech development in the native language certainly plays a great role. Because language is a means of communication between people and a social phenomenon, it serves all people equally and changes, updates in the development of society are reflected in language.

**Keywords:** Speech, child, profession, service, methodology, linguistic didactics, basis, language, preschool education, pedagogical impact.

**Introduction:** Developing children's speech based on methodological approaches, equipping future preschool education teachers with modern methodological knowledge, theoretical and practical foundations, and professional skills in preschool pedagogy, as well as organizing the educational process effectively in accordance with the requirements set in the Law of the Republic of Uzbekistan "On Education" (23.09.2020), is of great importance.

The effective use of linguistic-pedagogical and linguodidactic approaches in preschool practice, fostering high pedagogical culture and technical competence in teachers, and teaching children to express themselves correctly are all essential tasks.

The President of the Republic of Uzbekistan, Sh. M. Mirziyoyev, emphasized that creating conditions for the comprehensive development, prosperity, and self-realization of individuals, as well as updating outdated thinking and social behavior, are among the key objectives of ongoing pedagogical reforms. According to him, the main goal of modern pedagogical education reforms is to train highly competitive and qualified specialists. He stressed that strengthening intellectual

heritage and universal human values, along with achievements in modern culture, economics, science, and technology, should become the basis for preparing preschool education specialists.

Improving the preschool education system in Uzbekistan is one of the most important conditions in shaping the spiritual renewal of society. Updating the preschool education process in line with international standards, creating mechanisms that ensure its development, building a democratic legal state, and training pedagogical staff in preschool education are considered priority tasks of national significance.

The main mission of preschool education is to prepare children for school by developing their speech. In other words, preschool education should ensure that children acquire clear, age-appropriate knowledge, develop thinking and communication skills, understand their peers and adults, and freely express their ideas.

The formation of a child's personality begins within the social environment they live in. From the earliest stages of development, the child learns from adults and society, and gradually becomes an active participant in the social environment. Education is carried out under

the influence of various types of pedagogical, psychological, social, and cultural factors. External conditions shape the child's worldview, attitude, and behavioral norms.

A child's interaction with close relatives, neighbors, peers, and educators plays an important role in shaping their morality and value system. The formation of moral qualities ensures the development of the child's emotional world, their feelings of kindness, empathy, responsibility, and fairness.

Family, preschool institutions, schools, and the community must cooperate in helping the child acquire moral norms. A healthy society raises a harmonious and morally mature young generation. Therefore, strengthening moral upbringing is one of the main tasks of educational institutions.

Preschool education institutions create strong conditions for shaping socially active, independent, and well-behaved children. Through daily interactions, communication, and developmental activities, children learn the norms of behavior, communication culture, and how to express their thoughts correctly. Emotional and moral development is one of the key directions of early childhood education. Properly organized pedagogical activities accelerate the child's cognitive, communicative, and ethical development. At this stage, the educator should take into account the child's needs, interests, and individual characteristics.

During upbringing, the educator must be a role model—showing respect, care, discipline, and a positive attitude. A caring and supportive environment enables the child to acquire moral qualities more quickly. Therefore, teachers should create an environment where children feel safe, valued, and confident.

Moral education teaches children to understand what is "good" and "bad," to distinguish between acceptable and unacceptable behavior, and to develop empathy for others. A child with strong moral education becomes responsible, honest, polite, and tolerant.

Language units form speech, that is, each person expresses his thoughts to others through language, through language units, and others acquire and understand their thoughts through language. Speech is the conveying of thoughts and opinions about surrounding events to others. Therefore, language and speech are of great importance in human life. Teaching children in preschool education about the theory and technologies of developing speech, knowledge of speech development methods, allows for the correct solution of the tasks of developing children's speech in each age group, and ensures the fulfillment of the task of preparing children for school. From the above

considerations, it can be concluded that the Uzbek language, as an ancient language, has developed and serves members of society at all stages of social development.

It can be said that the formation of a well-rounded person involves acquiring a suitable profession, living a life that is valuable to the development of society, and thereby expressing one's identity in society, that is, the maturation of the individual. The pursuit of perfection is a complex process that occurs in tandem with the professional development of a person and lasts almost a lifetime. In this article, in the broad sense, the development of specialists in the pedagogical field of preschool education is understood as the process of a person's mental abilities, physical capabilities, abilities in one or another field, interests and aspirations, as well as values and worldviews, receiving pedagogical education in the pedagogical profession, subsequently entering this field, adapting to it, and finally becoming a mature and qualified pedagogical specialist over the years.

In our Republic, which is boldly moving along the path of independent development and striving to build a legal democratic society, a society is being built that ensures the free and prosperous life of every person, and all opportunities are being created for young people to be educated and enlightened. In particular, the implementation of the law on education clearly demonstrates that the mother tongue is the main subject of study at all stages of the education system, and that in order to master subjects, it is necessary, first of all, to think correctly, expressively, systematically and creatively in the mother tongue.

### **Methodological foundations of speech development in preschool education.**

The methodological foundations of speech development refer to the structured system of pedagogical principles, methods, and techniques used to organize educational activities aimed at developing language and communication skills.

#### **1. Principles of Speech Development Methodology**

The following pedagogical principles are fundamental in preschool speech education:

- Principle of systematicity and consistency: Speech development should be organized in a sequence from simple to complex.
- Principle of accessibility: Educational material must correspond to the age and individual capabilities of children.
- Principle of activity and creativity: Children should be actively involved in speech activities.
- Principle of individualization: Each child's

linguistic potential and developmental level must be considered.

- Principle of integration: Speech development should be integrated with other educational areas such as cognitive, social, and artistic development.

## **2. Methods of Speech Development**

Various teaching methods are used in preschool speech education, including:

**Visual methods:** Pictures, toys, illustrations, and multimedia tools stimulate children's speech activity.

**Verbal methods:** Storytelling, conversations, explanations, and question-answer techniques.

**Practical methods:** Role-playing games, dramatization, and situational exercises.

**Game-Based methods:** Didactic games, language games, and interactive activities enhance children's motivation and communicative engagement.

Linguodidactics focuses on the theoretical and practical aspects of language teaching. In preschool education, it provides scientific guidelines for developing children's speech based on linguistic principles.

The linguodidactic approach includes the development of the following components:

**Phonetic development:** Correct pronunciation of sounds.

**Lexical development:** Vocabulary enrichment.

**Grammatical development:** Mastery of grammatical structures.

**Dialogic and monologic speech:** Development of communication and storytelling skills.

Each component is developed systematically and in close interrelation with others.

Speech development in preschool education is implemented through the following stages:

1. Perception and imitation of speech
2. Formation of active vocabulary
3. Development of grammatical speech
4. Formation of coherent speech
5. Development of communicative competence

At each stage, specific linguodidactic tasks and teaching methods are applied.

### **Role of the preschool teacher in speech development.**

The preschool teacher plays a decisive role in organizing and guiding children's speech development. Professional competence, pedagogical creativity, and linguistic culture of the teacher directly influence the quality of children's speech.

### **Teachers must:**

- Create a language-rich environment;
- Encourage active communication;
- Use correct and expressive speech;
- Apply innovative teaching technologies;
- Monitor individual progress of each child.

The speech environment in preschool institutions consists of verbal interaction, educational materials, and communicative situations. A rich speech environment stimulates children's interest in language and enhances their speaking skills.

The environment should include:

- Storybooks and fairy tales;
- Thematic picture sets;
- Role-play corners;
- Audio and digital language resources.

In the first seven years of a child's life, it is necessary to pay special attention to the process of the emergence and development of speech as a means of communication with people around them. Fluent speech is of great importance in the life of every person, it performs three main functions: interpersonal, intra-individual and universal. The function of speech reflects the stage of its actual development process in ontogenesis, each of which has its own characteristics:

1st function - interpersonal - is a means of communication between people. In this case, speech appears as oral speech - a monologue, dialogue, a conversation between several people.

2nd function - intra-individual - here speech serves as a means of implementing many psychological processes (thinking, attention, memory, imagination, etc.) to a clear level of understanding and allows the individual to regulate and control psychological processes.

The third function is universal - in this case, speech allows an individual to obtain information from the treasury of universal socio-historical experience.

In this case, it is written speech materialized in graphic symbols and signs.

In the formation of speech and in the child's use of it, factors of a communicative nature that change in children at different periods of the preschool stage are of decisive importance. Factors of a communicative nature are understood as factors that affect the establishment of communication, the emergence of a need for communication. In the first seven years, 4 stages of development of the child's need for communication with adults occur. Stage I - situational-personal communication (in the first half of the child's life) - the need for attention and good treatment from

adults; Stage II - situational-practical communication (from 6 months to 2 years and 6 months) - the need for cooperation with adults and their participation;

Stage III - situational-cognitive communication (from 2 years and 6 months to 4 years) - the need for respectful treatment from adults. It arises within the framework of the child's cognitive activity aimed at identifying imperceptible interconnections in the physical world. During this period, the child strives for a kind of "theoretical" cooperation with adults, which is expressed in a joint discussion of phenomena and events of the objective world. Stage IV - situational-personal communication (from 4 to 7 years old) - the need for mutual understanding with adults and the care of adults. This need arises due to the child's interest in the world of human relations and is associated with the child's assimilation of the rules and norms of relationships.

The child strives to achieve commonality of views with adults, which allows him to use them as a guide in his behavior. Thus, the process of speech development should be viewed as a means of communication, that is, as a communicative activity. Its emergence and development depend on the child's needs for communication and general life activity. Approaching speech from the analytical function it performs leads to the understanding that speech arises primarily as a means of communication between the child and the people around him.

By itself, if the child's communication gives life to speech, the pace and duration of its development are related to how communicative activity is organized in children at different age stages, the emergence and development of these tasks depend on how quickly the child reaches a high level of consciousness and freedom, how long the child can master written speech, which allows him to develop and improve his knowledge in various areas. The formation of fluent speech arising from the text, the change in its tasks is a consequence of the increasing complexity of the child's activity, which depends on the content, conditions and forms of the child's communication with the people around him.

## **CONCLUSION**

Speech development in preschool education is a multifaceted pedagogical process based on solid methodological and linguodidactic foundations. Effective organization of this process requires the integration of theoretical knowledge, practical teaching methods, and a supportive language environment. The application of innovative pedagogical technologies and the professional competence of educators play a crucial role in fostering

children's communicative competence.

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