

The Effectiveness of Developing Cognitive Processes in Preschool Children Aged 4-5 Years Through Games

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Received: 28 February 2026; **Accepted:** 25 March 2026; **Published:** 17 April 2026

Abstract: This article discusses the effectiveness of the education system in developing children's speech by studying the theoretical and practical recommendations of Western and Eastern speakers and conveying their ideas and recommendations on speech to young people. This study also emphasizes that play-based learning serves as a fundamental pedagogical tool for enhancing cognitive processes in preschool children aged 4–5. At this developmental stage, children actively engage with their environment, and games provide a natural and motivating context for learning. Through structured and unstructured play activities, children develop attention, memory, perception, thinking, and speech in an integrated manner. The research highlights that didactic, role-playing, and interactive games significantly contribute to the formation of early cognitive skills and communicative competence. Moreover, play creates a supportive emotional environment that encourages children to express themselves freely, thereby fostering creativity and independent thinking. The findings suggest that systematic implementation of game-based technologies in preschool education not only improves learning outcomes but also supports the holistic development of the child's personality.

Keywords: Rhetoric, mother's school, mind and speech, strategy.

Introduction: The attention paid to the field of education and science deserves special recognition. Over the past five years, a number of presidential decrees and resolutions have been adopted to radically improve all types of educational levels. These adopted documents are distinguished by their practical relevance to life.

Since communicative competencies are the product of speech activity associated with thorough mastery of the subject of study, engagement in social relations, achieving critical and non-standard thinking, and expressing one's thoughts clearly and intelligibly, great attention should be paid to the formation and development of these competencies in students from the preschool period and the initial stages of general education schools, and this is also one of the most important conditions for the formation of personal competencies in students.

Language is closely related to consciousness and thinking. These two concepts require each other and one cannot exist without the other. The process of thinking takes place in our minds when language elements appear. Words and other language elements appear in the mind as concepts as a means of thinking. This process cannot take place without language elements. Therefore, language is closely related to consciousness and thinking.

One of the most important qualities of a person is his ability to speak and communicate with each other through speech. Meaningful speech, which is formed by the combination of various sounds in a certain order, is formed as a result of the activity of certain organisms. The actions of parents and the timely and qualified assistance of specialists accelerate and ensure the child's confident step into life. Of course, it is a difficult task for such children to go to kindergarten like their peers, and later to acquire literacy - to please their

parents with their first gifts and poems they read - but this is not an impossible task. Identifying the problem in time, along with correctly prescribed medical treatment for the child, and as a result of speech therapy, the child's attendance at school can conquer the peaks of knowledge.

The issue of the formation and development of children's speech has long been one of the main problems of pedagogy. Indeed, the formation of children's speech depends on a number of factors, and their analysis provides the right approach to solving this problem. These factors include the environment in the family and educational institution, the child's spiritual state, capabilities, physical health, activity, moral and aesthetic qualities. The scientific and theoretical substantiation of the role of folklore samples in the development of children's speech, as well as the possibilities of the spiritual and physiological impact of a number of genres of folk oral creativity, is one of the current issues of such disciplines as linguistics, literary studies, folklore studies, psychology, and pedagogy. The fact that the topic is located at the intersection of several disciplines indicates that it is a broad scientific problem.

Analysis and description of the conducted scientific work and research allows us to determine the scientific foundations of improving the speech of children of preschool age and the level of research.

D.R. Babaeva's research studies examined such issues as the scientific and pedagogical conditions, theoretical, organizational, pedagogical and methodological aspects of the development of children's speech, the role of the family in the development of children's speech, planning and organizing this problem in the educational process, methods of improving children's speech in the process of getting acquainted with the environment, and the technology of developing speech in connection with the process of children's knowledge of the environment.

Language, speech and thinking are of great importance in the process of human development. In this regard, we consider it appropriate to briefly dwell on the linguistic analysis of these concepts.

Speech is a phenomenon associated with language, and its perfection depends on the ability of a person to quickly recall lexical units in the language and use them

in the speech process. It is impossible to develop a person's speech abilities without increasing his vocabulary. Also, the methodological specificity of lexical units and their inherent semantic nuances, based on experience and natural intuition, increase a person's ability to effectively use the word. These are linguistic and psychological skills that are formed through attention to the word, artistic reading, and various social relationships, and can be influenced by internal and external factors.

The development of speech in children of primary school age is based on practical work carried out in this direction in preschool educational institutions. Therefore, it is advisable to ensure the integration of work on the formation and development of speech in preschool and primary education, to reconsider the issues of coherence and continuity in programs. In this regard, it is advisable to pay attention to the development of speech in preschool education: the ability to express thoughts, coherent speech skills, and in primary education - to the issue of its development; in primary education, it is also useful to draw up a story based on pictures, retell a literary text, and pay attention to the grammatical nature of language elements. Theoretical and practical research on the formation and development of children's speech is leading to increased interest in improving speech activity. Effective communication process is established when speech activity becomes integral with speech movements. This approach occupies a central place in the theoretical views of Russian researchers on the development of children's speech activity. They have proven that the effective and efficient use of verbal and nonverbal forms of communication increases the effectiveness of speech.

The main stage of speech acquisition falls on the period of primary education, and subsequently it has the character of continuous development. Therefore, currently, much attention is paid to the separate study of the stages of speech development. Researchers of children's speech of primary school age E.I. Tikheeva, E.A. Flerina, A.M. Leushina, L.A. Penyevskaya and others studied the specific features of the development of children's oral speech and the development of storytelling skills, the interrelationship, differences and similarities in the expressiveness of dialogical speech and monologue speech, and factors that form fluent

speech. These researchers also described practical aspects of the development of children's speech, in particular, the classification of children's stories, the role of the process of reading (listening) to stories in the formation of speech, describing surrounding objects, telling stories about literary works, telling stories based on pictures, giving examples from personal and collective experience, and creative storytelling.

The preschool age period, especially the age range of 4–5 years, is characterized by the rapid development of cognitive processes in children. During this period, the child actively studies the environment, begins to understand the connections between objects and phenomena, and elements of independent thinking are formed. Cognitive processes - attention, perception, memory, thinking and speech - develop inextricably, and game activity plays a leading role in this process.

Psychological and pedagogical research shows that play is a natural need of children, through which they easily and effectively acquire knowledge. In the game process, the child participates as an active subject, which activates his cognitive activity. In particular, role-playing games, didactic games and action games have a complex effect on the cognitive development of children. In role-playing games, the child learns social roles, enters into communication and develops speech activity. Didactic games serve to form knowledge, skills and competencies in a targeted manner.

In children aged 4–5, the voluntary form of attention is just beginning to develop. Therefore, through game activities, it is possible to form skills in concentrating and controlling attention. For example, games aimed at finding, distinguishing or sorting objects increase the stability of children's attention. Memory processes also actively develop during the game. Especially figurative and emotionally rich games strengthen children's ability to remember.

Games with problem situations are of great importance in the development of the thinking process. Such games encourage children to make independent decisions, look for ways to solve the problem. As a result, logical operations such as analysis, comparison, generalization are formed. At the same time, speech activity is also activated during the game. The child learns to express his opinion, ask questions and give answers, which develops his communicative competence.

The effectiveness of the use of game technologies in the modern preschool education system is increasing. When planning games, teachers should pay special attention to their goal-orientedness, compliance with the age and individual characteristics of children, and their developmental nature. It is also important to create a positive psychological environment during the game process, to motivate children and support their activity. In general, the issue of children's speech development as a broad and multifaceted pedagogical problem has long attracted the attention of the scientific community. They have studied the problem from various aspects. In particular, the contribution of Russian pedagogical scientists in this regard is great, and there are many studies that still need to be carried out by domestic researchers. Undoubtedly, the study of the issue of children's speech development from various angles has not only scientific, but also practical significance.

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