

THE SIGNIFICANCE OF CHILDREN'S SPEECH DEVELOPMENT

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Annotation: Improving the effectiveness of children's speech development through a scientific approach using various methods and techniques.

Keywords: Speech tempo, speed, rhythm, range of sounds, speech clarity, expressiveness of speech, hurried speech, methodological approach.

Аннотация: Повышение эффективности развития речи детей на основе научного подхода с использованием различных методов и приёмов.

Ключевые слова: Темп речи, скорость, ритм, ряд звуков, чёткость речи, выразительность речи, торопливость речи, методический подход.

Modern Understanding of Speech Ontogenesis and Child Speech Development

In the contemporary view of speech ontogenesis, the development of a child's speech is understood, on one hand, as being determined by external influences, and on the other hand, as characterized by sudden occurrences and "self-initiation." Children's acquisition of passive speech and their first utterance of words critically depend on three main aspects: emotional connections, joint activity-based interactions, and communication through sounds. All achievements in a child's mastery of the language system are encompassed by fluent speech, which is considered a meaningful, widespread form of communication. Fluent speech is distinguished by its content richness, logical coherence, and consistency. It serves as an indicator of the child's vocabulary acquisition and reflects the child's intellectual, memory, and emotional development levels. The primary criterion of fluency is the ability to structurally organize the text correctly, using anaphoric devices to link words, sentences, and parts of ideas. Researchers actively work on finding optimal methods to teach children in ways that ensure high levels of intellectual and speech development and promote language abilities. Theoretical and empirical studies of speech teaching problems rest on several foundational positions:

- Education plays a crucial role in developing preschool children's speech, especially under modern challenging speech environment conditions;
- Speech teaching is not a rigid, "from... to..." process but a creative activity determined by age-related speech development laws and the child's individual characteristics;
- A communicative approach should underlie speech development, particularly integrating native language acquisition into speech communication and approximating learning conditions to natural communication environments;
- In teaching situations, the nature of adult-child interaction should be defined by the dominant communication form for the child;
- Work should consider the structure of speech activity on language, including motivational, orientational-research, and execution components;

- Speech teaching should be based on children's independent language learning activities and connected with other types of children's activity.

Currently, research on preschool children's speech development is conducted considering these methodological conditions. Analysis of psychological and pedagogical studies in this field allows the following conclusions:

- Speech development is a complex, multifactorial process central to assimilating social and historical experience within a child's individual mental development;
- Speech development is a creative process requiring qualified pedagogical leadership rather than a spontaneous process;
- A pedagogue managing the child's speech development process should know the laws, mechanisms, and specifics of speech development at various age stages, recognize individual features, and identify the most effective ways to influence the child's speech.

Theoretical Studies on Child Speech Development

Preschool education in Uzbekistan has already been elevated to the level of state policy. Therefore, any issues concerning the initial link of the education system are resolved at the state level. Currently, preschool educators have access to a basic program for preparing children for school, as well as highly rated instructional and methodological materials developed through experimental work.

This program covers various issues including physical development, speech and thinking formation, and familiarization with the environment. Scholars such as Ye.I. Tikhieva, Ye.A. Flerina, O.I. Solovev, A.N. Govzdev, and others have made significant contributions to shaping the methodology of speech development for preschool children as a science. Elizaveta Ivanovna Tikhieva (1866–1944) was a talented educator and prominent public figure who worked on developing a pedagogical theory aimed at raising an exemplary person and ensuring comprehensive development from early childhood to old age. In 1913, her work "Mother Tongue and Ways of Its Development" was published. Tikhieva explored the importance, methods, and means of speech development, connecting it with the overall cultural development of language and fostering love for one's people and homeland.

Tikhieva believed that language teaching should begin in early childhood since proper speech skills are acquired within the family like other skills. She emphasized that preschool institutions should focus on developing all children's abilities, including their capacity to acquire speech. According to Tikhieva, regular speech teaching and systematic methodological development of speech and language form the foundation of preschool education.

The primary task, as proposed by Tikhieva, is to create conditions that accelerate the development of all children's abilities, including speech acquisition. At the same time, speech teaching must form the basis of all educational work in kindergartens. The second task involves working on the form of children's speech and the structure of what they assimilate from their surroundings. The third task, assigned to educators, requires mastering the latest methods of speech development, knowing and applying methodological techniques during interaction with children.

Tikhieva's methodology outlined the content of speech development activities and the types of oral speech development activities. She stressed enriching vocabulary and promoting fluent speech. She considered visual aids and observation essential for speech development. Tikhieva

developed a method for organizing excursions, which, in her view, helped children directly engage with nature and become acquainted with living things through their natural relationships. Among her fundamental requirements for speech development sessions were considering children's interests and experiences, conducting activities actively, and allowing children to move and experiment. Her book "Speech Development of Preschool Children" became very influential in organizing native language teaching in preschool institutions and continues to be used.

Yevgeniya Aleksandrovna Flerina (1889–1952) was the first Doctor of Pedagogical Sciences in preschool education and contributed significantly to the methodology of speech development. Flerina dealt with the problems of artistic reading as part of general aesthetic education. She reflected her experience of working with children and teaching in the manual "Live Word in Preschool Institutions", which became the first textbook for preschool teachers and institutes.

The main sections of this manual covered oral speech, conversation, artistic reading, storytelling, and encouraging children's own storytelling. Flerina paid special attention to artistic works as art and developed various methods of conveying artistic texts to readers, including conducting discussions based on the read material.

Development of the Native Language Teaching System

Thanks to gradual, purposeful work by scientists and practitioners, a system of native language teaching in preschool institutions was formed. Manuals for educators, collections of the best teaching experiences, and articles on native language education began to be published regularly. In 1956, the first textbook for preschool pedagogy institutions titled "Speech Development and Native Language Teaching in Kindergarten" was published, authored by O.I. Soloveva. During the 1950s and 1960s, a new section in speech development methodology emerged, focusing heavily on forming grammatically correct speech. Professor A.N. Govzdev contributed greatly to this field, revealing the laws of early grammar acquisition in his book "Issues of Children's Speech Learning" (1961). Flerina warned about the dangers of narrowly solving preschool education problems and emphasized its unique characteristics: children learn through direct interaction with life, peer and adult examples, lessons, and special activities. She placed great importance on art as a means to develop children's capacities, including artistic and speech activities.

A.P. Usova developed a general theory of teaching in preschool institutions, giving special attention to native language teaching. She believed that considering speech development laws correctly guarantees acceptable speech development for all children. She also highlighted the importance of developing storytelling skills and insisted on conducting sessions with all children in native language acquisition. Usova worked extensively on developing teaching methods.

Contemporary Challenges and Importance of Speech and Language

Researchers have focused on the content and methodology of speech lessons, leading to a narrowing of the concept of "teaching speech" and increasing the importance of specialized speech development lessons. During the 1960s and 1970s, studies on sources of speech development intensified.

Currently, efforts continue to find the optimal forms and content of education that ensure high intellectual and speech development levels and promote language abilities in children. Issues related to these forms and content are being addressed through theoretical and practical research.

The importance of speech and language in a child's life cannot be overstated. Reliable evidence shows that communication and language play a fundamental role as keys to life skills. Effective verbal and nonverbal communication skills learned during early formal education and school years provide a foundation for learning and development, including literacy and numeracy. Difficulties in communication and language development also indicate lifelong challenges.

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