



METHODOLOGY FOR DEVELOPING CHILDREN'S SPEECH IN PRESCHOOL EDUCATION (KINDERGARTEN)

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Abstract Speech development is one of the central areas of preschool education because children's ability to communicate influences their cognitive, social, emotional, and later academic development. This article examines methodological approaches to developing oral speech among preschool children in kindergarten settings. Particular attention is given to dialogic interaction, storytelling, play-based learning, picture-based activities, reading and discussion of children's literature, vocabulary enrichment, phonological awareness, and individualized teacher support. The article presents a methodological framework that combines child-centered pedagogy, purposeful teacher-child communication, repeated language practice, and formative observation. It also discusses the role of the preschool teacher in creating a linguistically rich environment and providing meaningful opportunities for children to speak. The proposed approach can be adapted to different age groups and classroom contexts. The article is methodological in nature and is intended to provide a practical and theoretically grounded framework for preschool educators.

Keywords: preschool education, speech development, oral language, communication skills, vocabulary, storytelling, play-based learning, dialogic interaction, preschool children.

Аннотация. Развитие речи является одним из ключевых направлений дошкольного образования, поскольку коммуникативные способности детей влияют на их когнитивное, социальное и эмоциональное развитие, а в дальнейшем — и на успехи в обучении. В данной статье рассматриваются методические подходы к развитию устной речи у детей дошкольного

возраста в условиях детского сада. Особое внимание уделяется диалогическому взаимодействию, рассказыванию историй, игровым методам обучения, занятиям с использованием иллюстраций, чтению и обсуждению детской литературы, обогащению словарного запаса, развитию фонематического слуха и индивидуальной поддержке со стороны педагога. В статье представлена методическая модель, объединяющая личностно-ориентированный подход, целенаправленное общение педагога с ребенком, регулярную речевую практику и формирующее наблюдение. Также обсуждается роль педагога в создании насыщенной языковой среды и обеспечении условий для полноценной речевой активности детей. Предложенный подход может быть адаптирован для различных возрастных групп и условий образовательного процесса. Статья носит методический характер и призвана обеспечить педагогов дошкольного образования практическими рекомендациями, опирающимися на теоретическую базу.

Ключевые слова: *дошкольное образование, развитие речи, устная речь, коммуникативные навыки, словарный запас, рассказывание историй, игровое обучение, диалогическое взаимодействие, дети дошкольного возраста.*

Annotatsiya *Nutqni rivojlantirish maktabgacha ta'limning markaziy yo'nalishlaridan biridir, chunki bolalarning muloqot qilish qobiliyati ularning kognitiv, ijtimoiy, hissiy va keyingi akademik rivojlanishiga ta'sir qiladi. Ushbu maqolada bolalar bog'chasi sharoitida maktabgacha yoshdagi bolalar orasida og'zaki nutqni rivojlantirishning metodologik yondashuvlari ko'rib chiqiladi. Alohida e'tibor dialogik muloqot, hikoya qilish, o'yin asosida o'rganish, rasm asosidagi mashg'ulotlar, bolalar adabiyotini o'qish va muhokama qilish, so'z boyligini boyitish, fonologik xabardorlik va individual o'qituvchi yordamiga qaratilgan. Maqolada bolaga yo'naltirilgan pedagogika, maqsadli o'qituvchi bola muloqoti, takroriy til amaliyoti va shakllantiruvchi kuzatuvni birlashtirgan metodologik asos taqdim etiladi. Shuningdek, unda maktabgacha ta'lim o'qituvchisining lingvistik jihatdan boy muhit yaratish va bolalarga gapirish uchun*

mazmunli imkoniyatlar yaratishdagi roli muhokama qilinadi. Taklif etilgan yondashuv turli yosh guruhlari va sinf sharoitlariga moslashtirilishi mumkin. Maqola uslubiy xususiyatga ega va maktabgacha ta'lim o'qituvchilari uchun amaliy va nazariy jihatdan asoslangan asos yaratishga mo'ljallangan.

***Kalit so'zlar:** maktabgacha ta'lim, nutqni rivojlantirish, og'zaki til, muloqot qobiliyatlari, so'z boyligi, hikoya qilish, o'yin asosida o'rganish, dialogik muloqot, maktabgacha yoshdagi bolalar*

Introduction The development of speech during the preschool period is closely connected with children's overall development. At this age, children rapidly expand their vocabulary, learn to construct increasingly complex utterances, acquire conversational rules, and use language to express needs, ideas, emotions, and experiences. For this reason, speech development should not be treated as an isolated lesson objective; it should be integrated into everyday communication, play, creative activities, reading, and classroom routines.

Modern preschool pedagogy emphasizes learning environments in which children are active participants rather than passive recipients of information. From this perspective, the teacher's task is to create situations that encourage children to listen, understand, ask questions, answer, describe, explain, retell, and communicate with peers. High-quality adult-child interaction is particularly important because children develop language through meaningful and repeated social use of language.

The purpose of this article is to present a systematic methodology for developing preschool children's speech in kindergarten and to identify practical methods that teachers can use to support vocabulary, grammatical expression, coherent speech, listening, and conversational competence.

Theoretical Foundations of Preschool Speech Development

Language development is strongly influenced by social interaction. Sociocultural perspectives emphasize that children acquire language through communication with more knowledgeable adults and peers. Guided interaction

allows the teacher to introduce new words, model sentence structures, ask productive questions, and gradually transfer responsibility for communication to the child.

A second important principle is the relationship between language and cognitive development. When children describe objects, compare phenomena, classify materials, predict events, or explain their choices, they simultaneously practice language and higher-order thinking. Therefore, speech-development activities should contain meaningful cognitive tasks rather than mechanical repetition alone.

Play is another essential context for language development. Pretend play, role-play, construction activities, board games, and collaborative tasks create authentic reasons for children to negotiate, name objects, express intentions, and use social language. The teacher can enrich play by introducing new vocabulary and modeling more advanced forms of expression without interrupting children's initiative unnecessarily.

Objectives of the Methodology

The methodology proposed in this article aims to develop the following competencies:

1. active and passive vocabulary;
2. correct and understandable pronunciation;
3. ability to construct grammatically meaningful sentences;
4. coherent monologic speech;
5. dialogic and conversational skills;
6. listening and comprehension;
7. ability to describe, compare, classify, and explain;
8. confidence in communicating with adults and peers; and
9. interest and motivation to use language in everyday situations.

These objectives should be adjusted according to children's age, individual development, linguistic background, and educational context. The teacher should

focus not only on correctness but also on communicative meaning and children's willingness to participate.

Methodological Principles

A child-centered approach should be the foundation of speech-development work. Activities need to reflect children's interests, experiences, developmental level, and opportunities for choice. The teacher should avoid excessive correction that may reduce children's confidence. Instead, errors can often be addressed through positive reformulation. For example, if a child produces an incomplete expression, the teacher can repeat the intended meaning using a correct and slightly richer sentence.

The principle of systematicity requires regular language practice. Short, frequent opportunities for speaking are generally more useful than occasional intensive exercises. Speech development should therefore occur during morning routines, meals, outdoor activities, creative work, free play, reading sessions, and planned educational activities.

The principle of meaningful communication means that children should speak for a real purpose. Questions should not be limited to questions with one predetermined answer. Open-ended prompts such as "What do you think happened?", "Why do you think the character did that?", or "How could we solve this problem?" encourage children to produce longer and more complex responses.

The principle of individualization requires teachers to recognize differences in vocabulary, pronunciation, confidence, attention, and prior language experience. Some children may need visual support and additional modeling, while others may benefit from more challenging storytelling and reasoning tasks.

Core Methods for Developing Speech

5.1. Dialogic interaction. The teacher can organize short conversations around familiar topics such as family, food, toys, weather, animals, transportation, and daily routines. Effective dialogue involves turn-taking, follow-up questions, clarification,

and expansion. Rather than asking a sequence of unrelated questions, the teacher should build a conversation from children's responses.

5.2. Storytelling and retelling. Storytelling develops vocabulary, sentence construction, sequencing, memory, and coherent speech. A practical procedure is to introduce a short story, discuss key events, identify characters and actions, and then ask children to retell the story with picture support. Gradually, visual prompts can be reduced so that children construct the narrative independently.

5.3. Picture-based activities. Pictures provide concrete visual stimuli for speaking. Children can name objects, describe people, identify actions, compare two scenes, predict what may happen next, or create a story from a sequence of pictures. The teacher can introduce target vocabulary before the activity and encourage children to use the words during description.

5.4. Play-based language learning. Role-play situations such as a shop, hospital, family, restaurant, travel station, or classroom create natural communication. Teachers can prepare simple props and model useful expressions, but children should retain substantial freedom to develop the scenario themselves.

5.5. Vocabulary enrichment. New vocabulary is most effectively learned when words are presented in meaningful contexts and repeatedly encountered. Teachers can introduce a small group of related words, demonstrate their meanings, use them in sentences, invite children to identify or categorize objects, and revisit the same vocabulary during later activities.

5.6. Reading and discussion of children's literature. Shared reading provides opportunities to hear rich language, encounter new vocabulary, and discuss characters and events. Teachers can pause at selected points to ask predictive, inferential, and descriptive questions. Follow-up activities may include drawing a scene, sequencing events, dramatizing the story, or creating an alternative ending.

5.7. Phonological and pronunciation activities. Age-appropriate sound games, rhymes, songs, syllable activities, and alliteration can support children's awareness of speech sounds. These activities should remain playful and brief. Persistent

pronunciation difficulties should be monitored and, when necessary, discussed with appropriate specialists rather than treated simply as classroom mistakes.

Sample Methodological Model for a 20–25 Minute Activity

Topic: “Animals and Their Habitats” Target vocabulary: forest, farm, river, nest, fur, wings, swim, fly, run, live. Warm-up (3–4 minutes): The teacher shows animal pictures and invites children to identify them. Vocabulary presentation (5 minutes): New words are introduced through pictures, gestures, and short model sentences. Guided speaking (5 minutes): Children answer questions such as “Where does the bird live?” and “What can the fish do?” Pair or small-group activity (5 minutes): Children match animals with habitats and explain their choices. Story telling (4–5 minutes): Children create a short story using three or four selected pictures. Reflection (2 minutes): Children name one new word they learned and one thing they can say about an animal. The same structure can be adapted to topics such as “My Family,” “My Favorite Toy,” “Seasons,” “Healthy Food,” “Transport,” “My Day,” and “Professions.” The key methodological element is the progression from recognition and comprehension to guided production and finally to relatively independent speech.

Role of the Preschool Teacher

The teacher functions as a language model, facilitator, observer, and interaction partner. Clear pronunciation, appropriate vocabulary, grammatically correct sentences, and expressive intonation provide children with useful language models. However, teacher talk should not dominate the lesson. Children need sufficient time to speak and interact with one another.

Teachers should use a balanced questioning strategy. Closed questions can be useful at the beginning of an activity, while open-ended questions should increasingly be used to stimulate explanation and narrative. Wait time is also important: children often need several seconds to formulate an answer. Interrupting too quickly may reduce the amount and complexity of children’s speech.

Another important strategy is language expansion. If a child says, “Dog runs,” the teacher may respond, “Yes, the small dog is running quickly in the garden.” This provides a correct and richer model without requiring the child to repeat a correction mechanically.

Assessment and Monitoring

Assessment of preschool speech should be continuous, developmentally appropriate, and primarily formative. Teachers can observe whether children understand instructions, use new vocabulary, participate in dialogue, construct sentences, tell short stories, and communicate with peers. Simple observation checklists, anecdotal notes, audio recordings where permitted, and samples of children’s narratives can help teachers monitor progress over time.

Assessment should consider both linguistic performance and communicative participation. A child who speaks less frequently may understand language well but need additional confidence-building opportunities. Conversely, a child who speaks frequently may require support in vocabulary precision or grammatical organization. Individualized observations allow teachers to select appropriate next steps rather than applying identical expectations to every child.

Discussion

The methodology described above combines several complementary approaches. Dialogic interaction provides a social context for language use; storytelling supports coherent speech; play creates authentic communicative purposes; picture-based tasks provide visual scaffolding; and shared reading exposes children to rich vocabulary and narrative structures. Their combination is more flexible than relying on a single exercise type.

An important methodological consideration is the balance between teacher guidance and child autonomy. Excessive teacher control can reduce spontaneous speech, while insufficient guidance may limit opportunities to encounter new language forms. Effective practice therefore involves structured support followed by increasing opportunities for independent communication.

In multilingual or linguistically diverse preschool settings, teachers should also recognize children's existing linguistic resources. Visual materials, gestures, repetition, contextual clues, and peer interaction can support comprehension. The objective should be to expand children's communicative repertoire while maintaining an inclusive and supportive environment.

Practical Recommendations

1. Provide daily opportunities for every child to speak.
2. Use short, meaningful conversations throughout the day, not only during formal lessons.
3. Introduce new vocabulary in context and recycle it across several activities.
4. Prefer open-ended questions when the goal is extended speech.
5. Use stories, pictures, songs, rhymes, and role-play as complementary methods.
6. Model correct language naturally rather than relying on frequent direct correction.
7. Give children adequate wait time before expecting an answer.
8. Encourage peer-to-peer communication and collaborative tasks.
9. Observe individual progress and adapt tasks to children's developmental needs.
10. Create a safe classroom atmosphere in which children are comfortable expressing ideas and making language attempts.

Conclusion Speech development in kindergarten requires a systematic, interactive, and child-centered methodology. Children develop language most effectively when they have frequent opportunities to listen, speak, negotiate meaning, tell stories, play, and participate in purposeful communication. The preschool teacher plays a central role by creating a rich language environment, modeling appropriate language, providing scaffolding and monitoring individual progress. A combination of dialogic interaction, storytelling, play, picture-based activities, shared reading, vocabulary work, and formative observation can provide a practical framework for strengthening children's oral communication. Such an approach supports not only language development but also social interaction,

cognitive activity, confidence, and readiness for subsequent educational experiences.

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