



## **PEDAGOGICAL POSSIBILITIES OF DEVELOPING EARLY CHILDHOOD SPEECH**

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### **Abstract**

The article discusses the pedagogical possibilities of developing early childhood speech from a scientific and theoretical perspective. The study analyzes the psychological and pedagogical features of early childhood speech development, the main factors influencing speech formation, and the importance of the educational environment. It also examines the interrelationship of play activities, communication, the exemplary role of adult speech, and sensory development processes in the development of children's speech.

**Keywords:** Early childhood, children's speech, speech development, pedagogical opportunities, preschool education, speech formation, play activities, communication, vocabulary, pronunciation, phonemic hearing, sensory development, psychological and pedagogical approach.

### **Introduction**

The content of speech education in early childhood consists of two interconnected areas: teaching the mother tongue (phonetics, lexicon, grammar) and methods of using the language in cognitive activity and communication.

As L.S. Vygotsky repeatedly emphasized in his works, “the guiding significance of education is nowhere more decisive for the fate of a child’s speech and his intellectual development than in the case of bilingualism or multilingualism of the children’s population. Education is the source of innovation in development and must always be ahead of development.”

In preschool educational institutions, speech therapy and correction work is carried out in various types of children's activities: in classes on familiarization with



literature, environmental phenomena, in all other classes, as well as outside of them - in family settings, in play and labor activities, and in everyday life. However, in this case, the main task is to teach the native language and develop speech, in which the leading figures in the family, that is, parents, must perform the following tasks:

- to support and encourage children's interest in the personality and activities of their peers, to help them establish dialogical communication during joint games and activities. Using various means of communication - verbal, gestural, pantomime methods, taking into account a specific situation, in a differentiated manner;
- phonemic perception of speech, development of pronunciation and intonation aspects of speech. To teach to identify and pronounce correctly when listening to sounds that are close to each other in terms of articulation and acoustics (hard and soft, voiceless and voiced, sliding and noisy, sonorous sounds). To practice pronouncing sounds correctly in words and rapid utterances, in short poems. To teach to control the tone, pace and pitch of pronunciation in a voluntary manner.
- improve the understanding of the meaning of words, enrich children's speech with antonyms, synonyms, polysemantic words, generalizing nouns, activate figurative words, similes, epithets, and definite verbs;
- help master difficult cases of word change (genitive and accusative case, plural of nouns, indeclinable nouns, imperative and verb forms, formation of perfect and imperfective forms of verbs). Improve speech structure, help actively use various speech structures in speech - simple, complex sentences and the speech of strangers. In the process of mastering grammatical means, support and encourage a critical attitude towards speech, strive for correct speech;
- support and encourage children's interest in telling stories on their own initiative or at the suggestion of adults, teach them to express impressions of fairy tales, paintings, personal experience in the form of a short story, story, reflection, description;
- to support and encourage interest in the interpretation of the meaning of words, their sound and meaning, guesses, and words through spontaneous word creation, games with sounds and rhymes, and experiments with words in their own way. The language environment is the simplest way to develop English, to acquaint children with the terms "sound", "word", "speech".

Language acquisition occurs in the context of an expanded knowledge of the world around us and various relationships. However, shaping the task of understanding



language and speech to the child's level of ability is a central link in the development of a child's language in early childhood.

In the area of communication, three links stand out: establishing emotional connections with others, expressing thoughts, and knowing how to compose informational texts; and establishing speech cooperation with a partner. In the early preschool years, communication with peers takes center stage as a communicative hobby, in which the child satisfies his need for communication, implements his achievements in the cultivation and development of language skills and fluent speech, and learns to cooperate with a partner.

In order to create the necessary conditions for the development of children's speech, educators and parents should implement the following main areas of work:

#### 1. Development of fluent speech

It is necessary to consider two forms of speech for early childhood children - dialogic and monologic.

Dialogue is characterized by the exchange of views of two or more speakers on a topic related to a given situation. In the dialogue, all types of syntactically simple sentences, such as imperative, exclamatory (please, demand), and interrogative, are demonstrated, using the load. Language tools are reinforced by gestures and facial expressions.

Educators and parents should create an environment in which children are faced with the need to engage in dialogue using a variety of language tools - asking, answering, explaining, pleading, and making a request.

For this purpose, it is necessary to use conversations on various topics related to the child's life in the family, in the preschool educational institution, his relationships with friends and adults, his interests and impressions. It is in this dialogue that the ability to listen to the interlocutor, ask questions, and give answers that are relevant to the context is developed. The listed skills and abilities are also necessary for the development and improvement of monologic speech.

Cooperative activity is important for establishing dialogical communication with peers. This activity is formed gradually. At first, children act nearby, while describing the events taking place. In this situation, speech is stimulated by the presence of a peer child and the opportunity to communicate with him, and it fulfills the function of planning and organizing his activities, as well as establishing social communication. Communication between children is mainly practical in nature.



Dialogue is often structured in such a way that the child responds with movement to the short remarks of his partner or expresses his attitude to the current event using non-verbal means. There are many folk games through which children learn to trust each other, recognize their friends by their voices, notice the details of their appearance, and communicate verbally.

#### Development of dialogic speech

It is recommended to use board games and printed games (card games) to establish dialogic communication. When playing in pairs, children learn the methods of dialogic cooperation: taking turns, addressing each other politely, defending their point of view with evidence, and coordinating their thoughts with their partner. Such games can involve various types of speech tasks as the basis of knowledge, for example: selecting words with given sounds, classifying sounds that are close to each other in terms of acoustics and articulation, classifying generalizing nouns, and telling a story together based on a series of pictures.

#### Development of monologic speech

When teaching children to construct a broad thought, it is necessary for the educator and parents to form in them the simplest knowledge about the structure of the text (beginning, middle, end), an idea about the relationships between the components of speech and thought. It is this indicator (the means of communication between speech) that is one of the important conditions for the formation of the fluency of speech thought.

There are widespread variants of linking phrases in any complete thought. The most widespread method of linking sentences is a chain connection. The main means of this connection are substitution, lexical repetition, and synonymy. Chain connection makes speech more coherent and colorful, because the child, having mastered this method, avoids repeating the same word.

The teacher must teach children to connect sentences in parallel, so that the sentences are not connected to each other, but are compared or even contrasted (A strong wind was blowing. The rabbit hid in its den).

When teaching young children to compose coherent texts, it is necessary to pay special attention to developing their ability to reveal the topic and main idea of the utterance, and to give a title to the text.

Intonation plays a big role in the formation of a coherent thought, therefore, the formation of the skill of correctly using the intonation of certain utterances helps to



emphasize the structural unity and content completeness of the text as a whole. The main condition for the development of verbal creativity of children together with adults is the development of monological speech. Children as young as five years old show interest in retelling familiar fairy tales, telling stories, and telling about their own experiences. Adults should support and encourage the child's initiative by asking leading and clarifying questions and creating play situations. The teacher's calmly explaining the content of the story, its plan, the possible development of events, and the form of speech is of great importance in joint speech creativity.

Depending on the methods of transmitting or expressing information, the following types of thinking can be distinguished: visualization, description, reasoning, which can be found in the coherent thinking of early children in a contaminated (mixed) form, that is, in them, visualization (reasoning) methods merge with description (and vice versa).

It is recommended to implement the teaching of composing various types of texts in the form of conversations, analysis (evaluation) of one's own and others' texts, drawing up a plan and telling a story based on it, using a text scheme (model), and various exercises.

Development of lexical aspects of speech

Word is an important language unit for naming objects, processes, and properties. Work on the word is one of the most important in the general system of work on the cultivation and development of speech.

Mastering the vocabulary of the native language is a necessary condition for mastering its grammatical structure, developing fluent monological speech, and shaping the sound aspect of speech.

An integral feature of a word as a linguistic unit is its content. Understanding the different meanings of words in a person develops over many years. To ensure semantic clarity in the use of words, the teacher must familiarize the child with the different meanings of the same word. Developing the child's ability to use words and word combinations in the text and in speech situations helps to form the ability to freely choose language tools when forming coherent thoughts, freely using words and connecting them with the content.



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