



IMPROVING THE SPEECH OF PRESCHOOL CHILDREN BASED ON DIGITAL EDUCATIONAL TECHNOLOGIES

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Article history:	Abstract:
Received: 20 th November 2025 Accepted: 14 th December 2025	This article analyzes the importance of digital educational technologies in the development of speech in preschool children. The role of the digital and educational environment in the speech development of a child is described in detail. Also, the means of pedagogical influence, including communication, games, the use of fiction, and the professional approach of educators are considered as important factors.
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Preschool children's speech is a field that studies the laws, principles, means, forms, methods and techniques of educating preschool children and forming their literacy. The development of preschool children's speech is inextricably linked with the child's anatomy and physiology, as well as linguistics, mental education, and moral sciences. The emergence of children's institutions is, on the one hand, associated with the development of the child and its manifestation as a separate branch of science, and on the other hand, it is also explained as a result of the involvement of women in factories and plants.

The preschool period is the most intensive stage of speech development, it is during this period that the child's vocabulary expands, the grammatical structure stabilizes, phonological sensitivity is formed, and the pragmatic rules of communication (taking turns, explaining, connecting cause and effect) are strengthened. The development of speech is seen as the main predictor of subsequent academic success, social adaptation, and readiness for reading and writing. However, in practice, speech development activities often fall between two extremes: relying solely on traditional "teaching-memorizing" or turning digital devices into passive consumption without interaction at the "show" level. Scientific evidence shows that increased screen time at an early age may be associated with a decrease in some developmental indicators (for example, high screen time at 24 and 36 months is negatively associated with the results of subsequent developmental screening). Therefore, digital technologies in preschool education should be used in a limited, purposeful and communicative manner.

In Uzbekistan, a number of projects are being implemented within the framework of the "Digital Uzbekistan – 2030" strategy to widely introduce digital technologies in the preschool education system. Today, many kindergartens have launched electronic diaries, online training platforms, digital libraries, and distance learning programs. Also, based on international experience, special courses are being organized in the preschool education system of Uzbekistan to develop the digital competence of teachers. This allows for improving the quality of the educational process and effectively using advanced technologies in working with children.

Research on the speech development of preschool children is carried out using the methods of observation, experimentation, interviewing, studying documents, and organizing the product of children's activities. Research based on these methods is conducted by researchers and educators involved in this field. Each observation process is recorded in detail and scientifically analyzed. The experience of speech development primarily considers the child and the pedagogical conditions created for his development. Only when the experiment is carried out with a careful and objective approach, it is possible to ensure the objectivity of the results of the research. The interview method makes it possible to better study a particular child or a group of children, identify errors made in the process of developing speech. Interviewing children helps to determine their interests, the uniqueness of their speech, their attitude to the environment and people. The study of documents, namely the plans and reports of kindergartens and individual educators, is also important for drawing theoretical conclusions. At the same time, these documents make it possible to draw clear conclusions about the organizational work in preschool educational institutions. These conclusions, in turn, help to discover methods of upbringing. The method of analyzing the product of children's activities is an important research method in the pedagogy of preschool children. Analysis of children's activities gives very good results in their formation. The most important of the studies carried out in the process of developing the speech of preschool children is the creation of the theoretical foundations of the sensory education system. Because the main goal of sensory education is to develop the sensory abilities of children in the process of implementing various types of activities. An important

aspect of child education is that in the process of observing them, it is necessary for educators and parents to have theoretical knowledge.

An aspect that is paid attention to in the comprehensive development of children raised in preschool educational organizations is that observations of their speech activity from the earliest years of children to school age and beyond are carried out in kindergartens and before entering school. Testing for preschool children helps to obtain a lot of useful information about children, which in the future will help to identify achievements and shortcomings in the educational process

Testing has become mandatory in many educational institutions. The educational process is constantly changing, adjustments are made, the curriculum is complicated or simplified, schools are switching to special forms of education. All this requires the child's efforts, ability to adapt. And parents are not always able to provide their children with qualified assistance in this matter, even if they do not know how to help them. For this, there are tests for preschool children. As a result of research conducted in the diagnosis of preschool children, the changes observed in children at each age to a certain extent affect their development. In the process of educating children, it is advisable to combine theoretical knowledge with practical knowledge. Diagnostics of preschool children is one of the methods of various types and directions, which begins with their entry into kindergarten. Different methods work in different ways, but they have common properties. All of them help parents and teachers understand a child's emotional and mental state, their readiness for school or kindergarten, their level of knowledge, intelligence, and more.

It is clear to all of us that the literary language is a processed form of a certain national language. After gaining independence, attention to the development of the literary language has increased even more. In recent years, attention has been paid to the preschool education system, which is the main link in the education sector, to the level of politics. We know that there is a huge difference in the thinking, worldview, and development of a child who has gone to kindergarten and a child who has not gone to kindergarten. At the same time, we must not forget how important the Uzbek literary language, in particular children's literature, is in raising our children as well-rounded and mature individuals. Language has developed in the process of people communicating through speech in historical development. The speech of a preschool child, interacting with the outside world, performs the following functions:

1. Communicative
2. Cognition
3. Organization

The communicative function of speech appears in a child very early. The first words of the child perform a communicative function. Later, these words improve and develop in the quality of speech as the child's need to interact with people around him grows. From the age of two, the child can clearly express his desires and wishes to those around him, begins to understand speech addressed to him, the meaning of words.

After the age of three, the child begins to master inner speech. By this time, speech becomes not only a means of communication for him, but also begins to fulfill the function of cognition, mastering new words and word forms, expanding his ideas about the environment, objects and phenomena, and the interrelationships between them. It is precisely at this period that fairy tales, riddles, stories, rapid recitation, poems from literary samples intended for children serve to effectively develop speech. It should be said that speech addressed to the child is a means of regulating his behavior. We reason through speech. Thought is always expressed through speech. Speech and thought are interrelated concepts. Therefore, the reality of thought is manifested in speech. In the processes of thought, speech is manifested in the form of judgments, conclusions, and concepts.

One of the main tasks of education and upbringing of children of preschool age in preschool educational institutions is to teach children our native language and literature, speech development, and communication skills. Speech is not an innate ability, but is formed in parallel with the physical and mental development of children throughout life. Children's speech is formed on the basis of the speech of adults and those around them. Therefore, in preschool educational institutions, we need to develop oral literary language, and speak more with children in our purely literary language. Preschool educational institutions have taken on the responsible task of comprehensively educating children. This is carried out on the basis of teaching children our native language. Based on the development of oral speech in kindergarten, children develop intellectually and their general cultural level increases. The development of speech in children also serves their spiritual and moral development.

The development of a child's speech means, first of all, a factor that develops forms of communication that require the formation of language abilities (A.A. Leontiev).

Scientific research and analysis of trends allow us to determine the features of the development of speech in preschool children and the level of their study in scientific literature.

The historically formed content of human experience is generalized in verbal form, and its expression and assimilation presuppose the participation of speech in this process. Speech opens the way for the child to all the achievements of human culture. In general, the formation of the personality and all the main mental processes (perception, thinking, contemplation, etc.) is also closely related to the development of speech in the child.

The special place of speech in the psychological formation of the child makes it very important for us to know the conditions and factors that contribute to its development at different age stages.

Identifying the forces that stimulate or hinder speech development in children is the key to organizing a targeted pedagogical influence on this process.

The studies of V.I. Loginova, Y.S. Lyakhovskaya, V.V. Gerbova, Ye.M. Strunin and others have highlighted the specific features of children's assimilation of the lexicon of their native language.

Two aspects have been distinguished in the assimilation of their native language by preschool children: development in conjunction with understanding the vocabulary of the surrounding world (vocabulary); assimilation of the vocabulary as a language unit.

The most important stages of speech acquisition fall on preschool age. Based on this, various effective ways are currently being developed to improve the speech literacy of children of kindergarten age.

As proof of the above idea, we can cite the research conducted by S.O. Goziyeva (under the scientific supervision of E.M. Razbayeva) on the formation of a fair attitude towards others in preschool children based on the use of Uzbek folk oral art (folk tales, games). Russian scientists Ye.I. Tikheyeva, Ye.A. Flerina, A.M. Leushina, L.A. Penyevskaya and others, researchers of fluent speech in preschool children, laid the foundation for a system of teaching fluent speech, which is based on a deep understanding of the specific features of children's oral speech and mastery of storytelling, the interrelationship of dialogic and monologic speech. Of course, developing speech on the basis of such a system will lead to the expected result, because literary works, stories, poems and fairy tales serve as the main materials that are interesting and ready for learning for children.

Similarly, researchers have classified children's stories, the basis of which is the source of expression: describing objects, telling stories from literary texts, telling stories based on pictures, giving examples from personal and collective experience, creative storytelling, which are the basis for the formation of the process of speech and mental development of a child. Studies in the field of the grammatical structure of children's speech have shown that in pedagogical work on the formation of morphological and syntactic aspects of speech in children, M. Kadirova has proven the need to pay attention not only to the study and correction of typical grammatical errors, but also, first of all, to the formation of grammatical generalizations.

In preschool age, new motives for communication arise in children. These are personal and business motives. In preschool age, the assessment given by adults is important for children. Older children in most cases are able to explain the reasons for their actions. Between the ages of 3 and 3.5, children express their attitude to their successes and failures, and this attitude is often based on their self-assessment. At the age of 4, children are able to realistically assess their capabilities. However, children aged 4-5 are not yet able to perceive and evaluate their personal characteristics, and they are also not able to draw a definite conclusion about themselves.

In conclusion, digital technologies have become an integral part of the preschool education system. They make the learning process modern, interactive and effective. With the help of digital tools, children develop creative, logical, technical and communicative skills, and their interest in learning increases. Most importantly, by combining technology with traditional games and pedagogical approaches, it is possible to raise a comprehensively developed, modern-thinking, inventive and inquisitive generation.

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