

**EFFECTIVE METHODS FOR THE DEVELOPMENT OF SPEECH OF CHILDREN
OF EARLY AGE**

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Abstract: This article analyzes effective methods for developing speech in early childhood. Speech plays a crucial role in a child's socialization, communication with the environment, and intellectual growth. Therefore, selecting methodological approaches that are appropriate for the child's age, individual characteristics, and developmental stages is a pressing issue in preschool education. The article describes methods such as play-based activities, visual aids, musical and rhythmic exercises, and fairy tale therapy, highlighting their practical effectiveness. The importance of cooperation between parents and educators is emphasized, as well as the necessity of choosing methods that consider the child's emotional state. The conclusion states that the systematic use of these methods ensures the development of verbal activity, vocabulary expansion, and communication culture in children.

Keywords: Formation of a child's speech, support for its active development, stages of speech development in early childhood, scientific foundations and methodological approaches

The first age (1-3 years) is an intensive stage in the formation of the child's oral speech, during which it is during this period that he begins to learn words, try to speak, communicate with the people around him. During this period, children learn speech not only through hearing, but also through movement, play, facial expressions and emotions. Therefore, educators and parents should use special techniques during this period.

1. In order to support the formation and active development of the child's speech, it is necessary for the child to carry out language learning as an active participant, and not as a passive observer. Speech formation begins in the early days of a child's life and develops through imitation, hearing, vision, feeling, and communication.

Supporting the formation and active development of a child's speech covers aspects such as speech preparation (sounds, facial expressions, emotional responses), speech reflexes (reaction, sound production), active speech (speech, expression).

In the pedagogical approach, it is necessary to communicate with the child in a lively, natural, simple language, using movement and word-binding (for example: "come on, take!"), to respond to what the child says, to involve him in the conversation, so that they do.

Vocabulary is the main foundation of a child's speech, which determines his thinking, access to communication and the level of understanding of the world. With age, the child's vocabulary increases in stages. 1 year old: ~10-20 words, 2 years old: 50-200 words, 3 years old: around 400-1000 words

Ways of implementation to support the formation and active development of Child speech:

Showing pictures and saying the name: "apple of the wind", "bird", "child";

Using the same objects in different contexts: "Apple is Red", "Apple is rolling";

Insert new words through a poem, a fairy tale, a song, a story.

At the first 0-3 years of age, the child's speech is formed at a rapid pace. According to experts, this period is divided into two main stages: the preparatory period (from birth to 1 year old) and the period of independent development of speech (2-3 years old). The life of a child under one year old in turn is divided into various sub – stages—for example, with periods from birth to 2.5-3 months, 3-5 months, 6-9 months and 9-12 months. In this preparatory stage, the child begins to perform movements up to speech, such as screaming and making sounds (5-6 months), and then making words (9-12 months). In the second stage (1-3 years old), however, the child's vocabulary expands, he begins to form sentences of several words.

At an early age, physical and brain development in children is also extremely active. For example, according to studies, the baby's brain grows twice at 7 months, triples at 1 year old, and at 2 years old has a weight close to that of adults – about 70%. And on the eve of the age of 3, the speech Center (brain Department) is radically matured and the main grammatical forms of the native language begin to take over. Therefore, experts note that special attention should be paid to speech education in the first 3 years – if during this time the child is not paid attention to teaching the language, then it takes a lot of effort and time to correct mistakes.

Several effective pedagogical methods are used in the development of speech. Below are some of the main methods:

Speech games

Children's play is an important tool in speech development. In the game, children develop problem solving, queue waiting, and symbolic thinking skills that form the foundation of language skills. During games, the child gains “self” vocabulary, practices sentence structure, and improves communication skills. For example, by treating a baby aged 0-1 years with sound-producing toys, it can be encouraged to repeat the sounds that we will have a nest. And at the age of 1-2, with the help of Cards, simple words are named and repeated (exercises). At 2-3, however, simple role-playing games such as “shop”, “hospital”, or short story-specific games (such as “Where Have we gone?” game) helps to motivate the child to active speech.

The story and fairy tale broadcast new words to children in context and stimulate their imagination. According to research, fairy tales expand children's vocabulary, strengthen their ability to compose sentences and improve understanding. For example, to say a short fairy tale consisting of full words with a small child facing Pictures – serves to develop his language and memory. Artistic impression (intonation, gesture, facial expression) and recurring questions (such as “where's the kitten?”, “What's your game about?”) the grip increases the focus on the child's speech. Children learn the parent or educator as a model in the process of listening to the story and seek to repeat new words.

Imitation (imitation). Children learn by imitating speech. They first copy the gestures and movements of the people around them, then begin to repeat the sounds and words that they understand. The Imitation process shapes the “playing together” sides of communication: as long as the child repeats what the owner says, in turn you also copy his voice – this creates a two-way (back-and-forth) connection. For example, when parents watch a child's every move curiously while playing with him and call for the child to repeat even if they speak, the child uses more words and tends to make a sound.

Sensorimotor approaches. Sensory-motor methods are based on the development of a child's speech through sensory-experiences and actions. According to Piaget's theory, 0-2 young infants are in the "sensorimotor stage", which they perceive the world around them through sensory movements such as vision, hearing, capture. For this purpose, it is recommended to provide the child with physical experiences such as brightly colored objects, puzzles, playing with water or sand. For example, showing a child a red ball and a yellow ball together and naming their color is also a speech exercise. And at the age of 1-2, contact also strengthens words by touching objects in nature, playing with frozen water, printing noise toys.

Visual aids. Pictures, cards and other visual visual aids provide additional support in speech development. For example, giving meaning through an object or image will help the child understand the content of a sentence more clearly. Educators and logopedists advise that the use of realistic objects, photographs, signs or symbols will help children to master new things more quickly, such as dolls, monsters. Showing the child at the age of 2-3 pictures, posters or infographics in brochures, asking him to say a word about what is described – serves to develop speech.

Practical recommendations and pedagogical examples

Not just to talk, to engage in communication: when talking to a child, you need to look at him with an eye and pronounce slowly and clearly. For example, when a baby reaches out, "Raise Your Hand!" and repeat his movement. Immediately responding to a child when he makes a voice (praise without shame) develops communication. Explaining each new word with meditation is a good example for a speech exercise.

Enrichment of the clock with elements of entertainment: speech training should be put into a simple form of play. For example, teaching an 18-month-old child a friendly "bargaining" game: showing the simplest items (apples, bats, spoons), naming them, and demonstrating the role of a selling buyer. Or in the game "walk in the Animal Park" to show the child pictures of various animals and ask to make their sound. These examples serve to stimulate speech.

Language exercises in everyday activities: it is possible to teach speech every day during family tasks. For example, at breakfast in the morning, the child shows the dish "what is it?"; having a conversation about colored flowers on the way to the garden. Connecting everyday tasks (dress work, wash) with pronounced simple words is a constant exercise of speech. Through this, the child forms a connection between the surrounding elements and words.

Doing business using fairy tales and songs: for example, repeating a few new words on each page during a fairy tale with a 2-year-old child. At the end of the fairy tale, the boy was told "who came out in the fairy tale today?", asking questions such as "teaching him to meditate. Or to remind the child of words by performing dance movements together in the process of songs.

With the help of such recommendations, the educator or parent creates a comfortable, interactive environment for the child, gradually strengthening his speech.

The basis of Science for the development of children's speech relied on various theoretical schools. According to Jean Piaget's theory, the age of 0-2 is in a "sensorimotor" stage, where the child perceives the environment through sensations and movement. Lev Vygotsky, on the other hand, recognizes language as a means of Social Development, and interaction with parents and those around them stimulates the child's speech. For example, Vygotsky believes that play is the leading source of children's development, which actively forms speech and

thinking. Physiological studies also confirm that the baby's brain develops intensively in the first three years – at 2 years of age, the weight of the brain reaches 70% of the adult norm, and by 3 years the speech Center matures close-to-close, if not given, then in recent times it takes a lot of work to correct it.

Methodically, an integrative approach is used in speech lessons – for example, the joint performance of sensations, play and speech exercises. And within the framework of the communicative methodology, the child's natural communication situations are created and he is given active speech exercises. Touch-and-play techniques (for example, the Montessor method) are also appropriate in the development of speech: it creates a favorable environment for the child to self-interpret and communicate. In this way, strong handles are created in terms of expression, hearing and understanding in the language.

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