

**FEATURES OF SPEECH DEVELOPMENT OF PRESCHOOLERS 3-4 YEARS OLD**

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**Abstract:** This article deals with the peculiarities of the development of speech of younger preschoolers, the influence of the environment on the development of speech.

**Key words:** Speech development, preschooler, speech.

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The speech development of a preschooler plays an irreplaceable role in his growing up. With the help of speech, the child receives information and establishes contact with the outside world. Words help him consolidate the result of objective activity in his consciousness; children come to perceive and use images. Any delay and any disturbance in the development of a child's speech is reflected in his behavior, as well as activity in its various forms. For preschoolers, the cognitive and communicative functions of speech are equally important. By listening to adults, they absorb information and discover the world, children learn to speak and strive to be understood.

The development of speech in preschoolers occurs over several age periods. The most important age is considered to be from one year to four years, when the child masters the basic laws of language. In the process of interacting with the people around him, the child enriches his experience and gains new impressions. Gradually, his mental abilities and, accordingly, his speech develop. Preschool children are very inquisitive, they love when people read to them or tell them stories: it doesn't matter whether it's fairy tales or short stories. The speech of a preschooler is egocentric and spontaneous. They speak more for themselves, using repetition and monologue. Words serve as an activity enhancer and support the child in his actions.

Speech is the main social function. It does not depend only on biological prerequisites. The need for verbal communication is developed in life practice and depends on the child's interaction with the social environment. The better the active vocabulary is developed, the more literate the speech, the more actively the desire to understand the world around us is manifested. Mental cognitive processes are improved - attention, memory, thinking.

In order for a child's speech to improve, favorable conditions are necessary. The leading role is occupied by adults: parents, relatives, kindergarten teachers. In a word, those people he is surrounded by. The child's success in mastering the language depends on the culture of speech of adults and on how they speak, how much time they devote to communication. The living environment in which the child is raised, the attitude of adults, the care, upbringing and activity of the child in various activities are of great importance. If we compare the development of a child's speech as he was a year ago and what he became a year later, then these changes are striking. Speech skills change dramatically. In an active dictionary, the number of words can almost double, and statements become figurative and emotional. Every year the child moves to a new level of speech development.

Let's consider the development of speech in children 3-4 years old. As a rule, by this time the preschooler has almost mastered his native language. The active dictionary increases to 100 new

words per month. If at three years old a child needs a few hundred words to communicate, then at four years old this figure reaches 1.5-2 thousand words. The sound design of words also improves quickly, phrases become more developed. However, not all children have the same level of speech development: some often and correctly pronounce words, while others do not speak clearly enough, pronounce words incorrectly, and others do not speak clearly enough: the pronunciation of sounds is impaired.

The most typical errors are omissions and replacements of sounds, rearrangement of sounds and syllables, and violation of the syllabic structure. The speech of children aged 3-4 years is the same. They pronounce all verbs in the present tense, the concept of the past and future is limited. At this age, a special interest in words appears. Children try to establish the meaning of words, their origin, and create their own words. They are attracted by the sound design of words; some try to correct poorly speaking peers, although they cannot reliably determine which sound in a word is pronounced incorrectly. At this age, children cannot yet independently determine what sounds a word consists of, establish their sequence, or break the word into parts.

A huge role in the development and formation of speech of children 3-4 years old is assigned to parents. It must be taken into account that each child has his own individual pace of development. If you notice problems in speech development in your child and some discrepancies with the norms, you should not compare with others and catch up with peers, at all costs. However, this issue cannot be ignored. Children, with the support of their parents, successfully advance in the following areas: word creation, vocabulary formation, and development of verbal description skills. When communicating with a child, parents are able to use new concepts and explain what they mean. Such simple participation will significantly expand the preschooler's active vocabulary. Adults can tell stories and describe what is happening to the child, thereby setting an example of a coherent statement, and then invite him to similarly describe what he sees around him.

The content of the child's activity strengthens the relationship between speech development. While occupied with his toy, the preschooler conducts a dialogue with it: the child pronounces out loud all his calls to his toy friend.

When playing with a peer, information is exchanged: if in early preschool age verbal communication in the game is simple and limited only to role-playing participation, then as they get older, preschoolers often use explanatory speech. Explanatory speech develops when children agree on the rules of the game or coordinated actions.

To develop the speech of children of primary preschool age, it is necessary to create a certain subject-speech environment that will contribute to the formation of not only correct, but also good oral speech. To stimulate the development of coherent speech, a technique such as talking on the phone helps. This communication situation encourages the child to share his impressions, experiences and emotions.

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