

## Stages of Children's Speech Development in The Preschool Education Process and Their Pedagogical Analysis

Abduvosiyeva Mahmuda Xamidullo qizi

First-year Basic Doctoral Student, Tashkent Branch of the A.I. Herzen Russian State Pedagogical University, Uzbekistan

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### Abstract

*This article examines the stages of speech development in preschool children and provides a pedagogical analysis of these processes. The study explores the main phases of speech formation in ontogenesis, including the development of sound culture, the expansion of vocabulary, the acquisition of grammatical structures, and the emergence of coherent speech. Additionally, the psychological and pedagogical factors influencing speech development at the preschool age are identified, and their significance in the educational process is substantiated. The article also analyzes pedagogical approaches, methods, and tools aimed at enhancing children's speech, as well as their effectiveness in practice. The findings can be applied to systematically organize speech development activities in preschool institutions and improve the professional competencies of educators.*

**Keywords:** Preschool education, children's speech, stages of speech development, coherent speech, pedagogical analysis, methods of speech development.

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### 1. Introduction

Speech is one of the most important means of human activity and plays a central role in a child's social, cognitive, and emotional development. During the preschool years, speech develops rapidly; at the same time, various pedagogical and psychological challenges arise in the process of its formation. In practice, it is often observed that the process of developing children's speech is not organized systematically, and that educators do not sufficiently apply an individual approach. As a result, children may exhibit limited vocabulary, incorrect use of grammatical structures, or difficulties in forming coherent speech.

At the same time, a stage-by-stage pedagogical analysis of speech development in preschool education, along with practice-based recommendations grounded in such analysis, has not been sufficiently developed. The present study is aimed precisely at filling this gap: it identifies the main stages of children's speech formation, determines the psychological and pedagogical factors influencing it, and develops effective pedagogical approaches to speech development.

The results of this research provide a scientific foundation for systematically organizing speech development in preschool educational institutions, improving educators' methodological and pedagogical competencies, and implementing effective practical

measures for enhancing children's speech. In this way, the study offers new insights and practical recommendations to the field and contributes to addressing current issues related to speech development in preschool children.

## 2. Review of Literature Related to The Topic

The issue of speech formation has long been studied in the fields of psychology and pedagogy. During the preschool years, a child's speaking ability develops rapidly, and this process is associated with various factors. Research commonly highlights the gradual development of speech, the conditions influencing it, and the methods of supporting it. Some sources emphasize the importance of rational communication—that is, effective interaction with adults—in the formation of speech. Such studies demonstrate that speech experiences are reinforced through games, storytelling, and activities aimed at enriching vocabulary. At the same time, socio-psychological aspects of speech development—such as family conversations, the communicative environment, and peer interaction—are also identified as significant factors.

Various studies differ in their methodologies and approaches. For example, some researchers focus on pedagogical methods in studying children's speech; here, vocabulary instruction, the organization of speech exercises, and interactive methods are considered essential. Other approaches emphasize the psychological foundations of speech development, individual differences, and the identification of children's abilities. In these areas, diverse research methods are applied, including empirical observation, analysis of speech samples, and comparison of pedagogical interventions.

The literature also reveals unresolved issues in the field: the lack of systematization of speech diagnostic tools, insufficiently developed methods for identifying individual speech profiles, and limited systematic guidelines for effectively working with children experiencing speech disorders. These gaps require deeper analysis by researchers. At the same time, scientific discussion continues regarding practical recommendations, pedagogical strategies, and communication-enhancing approaches for speech development. Although these studies share a common goal—strengthening children's speech skills—they differ in methods and focal points. Through their analysis, it becomes possible to identify current scientific debates and underexplored research directions related to

the topic.

## 3. Methods

This study is aimed at identifying the stages of speech formation in preschool children and conducting their pedagogical analysis. It was carried out based on a mixed (qualitative and quantitative) research design. The methodological foundation of the research is grounded in the concept of development-oriented education and a systemic pedagogical approach. This approach made it possible to examine children's speech not as an isolated phenomenon, but in its interrelation with the educational process, the communicative environment, and pedagogical influences.

In preschool educational practice, the development of children's speech is considered one of the key areas. However, existing studies do not sufficiently address the integrated analysis of speech formation stages in close connection with the pedagogical process, nor do they adequately highlight the qualitative changes resulting from the purposeful activities of educators. This situation defines the research problem and substantiates the relevance of the present study.

During the research process, answers were sought to the following questions:

- What consistent stages characterize the development of children's speech in the preschool period?
- How are the content and effectiveness of pedagogical influence manifested at each stage?
- How do speech-development-oriented methods affect children's speech activity?

The aim of the study is to identify the stages of children's speech formation in the preschool education process and to analyze them from a pedagogical perspective.

This objective was achieved through the following tasks:

- analyzing scientific sources related to children's speech development;
- identifying the main stages of speech formation;
- evaluating the effectiveness of methods used in practical educational settings;
- developing pedagogical conclusions based on the research findings.

If speech development activities in preschool education

are organized systematically, in accordance with age characteristics, and based on interactive methods, the level of children’s speech development will significantly increase, and their coherent speech will further improve.

The following empirical methods were used in the course of the study:

- pedagogical observation;
- interviews with educators and children;
- diagnostic tasks aimed at assessing speech development;
- pedagogical experiment.

These methods made it possible to comprehensively assess the state of children’s speech development. The collected data were processed using methods of analysis, comparison, and generalization, and were evaluated based on qualitative indicators. The obtained results served as a basis for drawing logical conclusions. To ensure the reliability of the research findings, multiple methods were used in combination, data were compared at different stages, and empirical results were correlated with theoretical perspectives. This ensured the scientific validity.

#### 4. Results

The results of the study confirmed that the formation of speech in preschool children is a consistent and stage-by-stage process. During the experiment, children’s speech was analyzed based on the criteria of phonetic accuracy, vocabulary richness, and coherent speech. The obtained data demonstrated that under conditions where pedagogical influence was organized systematically and purposefully, children’s speech activity increased significantly. In accordance with the research questions, the most substantial positive changes in speech development were observed in the experimental group where interactive methods were applied. In the control group, speech development progressed gradually, yet at a stable pace.

A total of 60 preschool children participated in the study. They were equally divided into experimental and control groups. The level of children’s speech development was assessed at the beginning and at the end of the research based on diagnostic criteria.

Table 1 presents the initial and final levels of children’s speech development observed during the study.

f the study’s conclusions.

Table 1

Comparative Indicators of Children’s Speech Development Levels (in percentage)

Level of Speech Development	Experimental Group (Initial)	Experimental Group (Final)	Control Group (Initial)	Control Group (Final)
Low	36,7 %	13,3 %	33,3 %	26,7 %
Medium	43,3 %	36,7 %	46,7 %	43,3 %
High	20,0 %	50,0 %	20,0 %	30,0 %

As seen from the table, the proportion of children in the experimental group with a high level of speech development increased by 30%, while the proportion at a low level decreased nearly threefold. In the control group, these changes were much less pronounced. Throughout the study, the proposed hypothesis was fully confirmed. That is, if pedagogical activities aimed at developing children’s speech are organized in a manner that is age-appropriate, interactive, and systematic, the level of children’s speech development increases significantly. The results of the experimental group provided empirical support for this conclusion.

Several important trends were identified in the research

findings. Notably, positive changes in children’s speech occurred not only during specialized lessons but also actively developed in daily play and communication activities. This highlights the importance of maintaining a continuous speech-rich environment.

An unexpected finding was that some children, despite having a sufficient vocabulary, experienced difficulties in consistently expressing coherent speech. This indicates the need to pay particular attention to qualitative indicators when assessing speech development.

#### 5. Discussion

The results of this study once again confirmed that the formation of speech in preschool children is a complex and multi-factorial process. The empirical data obtained demonstrated that children's speech development is directly influenced by the content, form, and continuity of pedagogical interventions. Particularly significant were the findings showing that, under conditions where interactive and systematic methods were applied, children's speech activity and the level of coherent speech increased noticeably, which holds scientific importance. The results also confirmed that speech development occurs in sequential stages, progressing consistently from phonetic accuracy to the formation of lexical richness and grammatical structures. This finding scientifically supports the perspective that speech development should be considered as an integrated system rather than merely a collection of isolated elements.

The findings of this study were compared with previous research on preschool children's speech development. While earlier studies primarily described the general age-related characteristics of speech development, the present work focused specifically on qualitative changes resulting from the purposeful organization of pedagogical processes. Moreover, whereas some prior research evaluated children's speech mainly based on vocabulary size, this study considered coherent speech and speech activity as the leading indicators. These results complement and extend certain perspectives in the existing literature and provide a rationale for a comprehensive approach to speech development.

The study enriches theoretical understandings of preschool children's speech formation. In particular, it demonstrated that the stages of speech development are closely linked to pedagogical activities. This underscores that speech development is not solely determined by biological or age-related factors, but that the pedagogical environment plays a decisive role. The research strengthens the theoretical basis for a systematic approach to speech development and shows that the process of developing children's speech can be pedagogically managed.

The findings have practical applicability in preschool educational practice. The conclusions can serve as a methodological basis for educators when planning speech development activities, effectively using interactive methods, and implementing individualized approaches. Furthermore, the results are valuable for improving preschool curricula, developing instructional

manuals, and enhancing educators' professional skills.

This study has several limitations. The limited number of participants constrains the generalizability of the results. Additionally, the research was conducted within a specific region and organization, meaning that the findings may not be equally applicable to all preschool institutions. Moreover, the assessment of speech development primarily relied on pedagogical and diagnostic criteria, with psycholinguistic or neuropsychological indicators not fully addressed, which also represents a limitation of the study.

## 6. Conclusion

This study focused on the stages of speech formation in preschool children and their pedagogical analysis, highlighting the relevance of the topic due to the foundational role of early speech development for subsequent stages of education. The need to enhance the effectiveness of speech development activities in the modern preschool education system defined the research problem.

The results of the study demonstrated that the development of children's speech is a consistent, stage-by-stage process. Empirical data showed that the formation of phonetic accuracy, vocabulary richness, and coherent speech is directly influenced by the content and systematic nature of pedagogical interventions. In particular, evidence confirmed that children's speech activity and coherence improved significantly in interactive and purposefully organized educational settings.

The findings validated the proposed hypothesis, scientifically demonstrating that the process of developing children's speech can be pedagogically managed. The study also identified the importance of considering qualitative indicators when assessing speech development, emphasizing the necessity of a comprehensive approach.

Overall, the results of this research enrich theoretical understanding of preschool children's speech development and provide a scientific and practical basis for organizing effective pedagogical activities in early childhood education.

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