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The Essence and Main Characteristics of Speech Development in Children

Shkhaliyeva Konul Zaur¹

¹Teacher of the Department of Preschool Education Pedagogy;
Azerbaijan State Pedagogical University; Republic of Azerbaijan

Abstract. It is impossible to imagine our lives without speech. The indispensable role of speech in the life of society is known to all of us. Through speech, people understand one another and establish interpersonal communication. The foundation for acquiring fluent and coherent speech is laid during the preschool period. Throughout different periods, children's acquisition and mastery of spoken language have been considered among the relevant issues in education and child development. It can be noted that one of the main factors in the comprehensive development of children is their properly developed speech. Why is this problem always relevant? One possible answer is that children are the builders of our future. The comprehensive development process, the foundation of which is laid during the preschool period, is of great importance in shaping their future personality and helping them become individuals who are useful to society and the state. This process begins with the child's entering the social environment, communicating with others, and becoming socialized. Children should learn their mother tongue at a high level. This enables their speech to become more accurate and coherent. Children should be taught to use all the richness of the language in everyday life, in work-related activities, as well as in social activities. Our national leader, Heydar Aliyev, also emphasized the importance of the mother tongue with the following words: "It is the language of a nation that preserves and develops its national identity and spiritual values. Not knowing or appreciating one's mother tongue is undoubtedly a serious fault before one's people." Teaching children their mother tongue is the responsibility of each of us. Preschool institutions, in turn, are extremely important in terms of enabling children to communicate with their peers, express their thoughts orally, and develop an interest in artistic language and literature. During educational activities, children exchange ideas, search for appropriate words to express their thoughts and opinions clearly, and use these words in their speech. The influence of all areas of activity on the development of spoken language is evident. Therefore, these activities should be organized in such a way that they directly contribute to the development of children's speech. Since play is the leading type of activity during this age period, it provides rich material for children's speech development. Collectively organized games, as well as various didactic games, are particularly important in this area of educational work.

Keywords: language, coherent speech, educational process, vocabulary, teaching and upbringing.

The importance of the mother tongue in every person's life is well known to all of us. Through language, we communicate, understand one another, and convey our thoughts

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to others. Language is the existence and national wealth of a people. It is also regarded as one of the important means of carrying out the processes of teaching and upbringing. This is because people primarily use words both in the process of education and in the process of upbringing. Language is a means through which we express and learn thoughts, feelings, attitudes, beliefs, and value judgments, as well as communicate information about events that are observed and perceived. All of this demonstrates how important language is for a child's cognitive and social development. Since the transmission of social structure and culture is largely based on language, language development and cognitive development progress in interaction with each other in areas such as the formation of concepts, thinking, establishing relationships, and solving problems. Language is a form of behavior that helps the child move beyond egocentrism, become a social individual, learn to regulate and monitor themselves, gradually understand their thoughts, feelings, and behavior, and feel secure. Thus, it can be argued that the formation of a child as a personality, the development of their thinking, and their future purposeful activities depend largely on how and to what extent they master their mother tongue. It is therefore not accidental that today the acquisition of the mother tongue by preschool children is regarded as one of the important tasks of teaching and upbringing. Teaching the younger generation to use the richness of their mother tongue in everyday life, work, and social activities is an important task at all stages of education. The first environment surrounding a child is the family environment. The process of language acquisition also begins within the family. As a result of approaching this important task purposefully, the child develops certain perceptions about the surrounding world, understands what others say, becomes capable of expressing their own thoughts about objects and events, and, naturally, the process of personality formation begins to develop on a sound foundation. First of all, it should be noted that speech plays a major role in psychological development. In general, from the moment of birth, speech gradually develops as a means of communication, helping the child understand the emotional states of other people. Therefore, speech can be regarded as an indispensable and essential function. First, let us clarify the stages through which speech develops in normally developing children. These stages can be compared to a pyramid. At its foundation, we can identify the period from birth to one year of age. This

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is the child's speech-preparation period. The more properly this process develops, the more successful speech development will be.

During this preparatory period, the child establishes eye contact with the mother, and social smiling emerges. The child responds with a smile when the mother speaks or smiles. At around six months of age, the first syllables begin to appear, while by twelve months the child begins to pronounce their first words. The next stage of the pyramid covers the period from one to three years of age. This period is characterized by the development of oral speech. The child expands their vocabulary, acquires a sufficient number of words, and becomes able to name objects and phenomena observed in their surroundings. The next stage covers the period from three to six years of age. This can be regarded as the period of enrichment of oral speech. The child's vocabulary continues to expand, they can answer questions addressed to them with greater ease, and many other developmental characteristics become evident. It should also be emphasized that parents and preschool teachers bear significant responsibility for ensuring the proper moral development of children. The family environment, followed by preschool institutions, plays a particularly important role in children's physical and moral development and in the development of their speech. Preschool institutions are considered the first centers of teaching and upbringing for children. In the process of acquiring this profession, we once again witnessed the extent to which preschool institutions are important for children during this age period. The basic knowledge and skills that children acquire here provide them with comprehensive guidance and, naturally, remain in their memory for a long time. Specialists also consider teaching young children to communicate with others and to convey their thoughts clearly, correctly, and expressively to others to be one of the important responsibilities of preschool institutions. One of the main directions of the Program of Education and Training in Preschool Institutions is work aimed at ensuring the consistent, accurate, and complete expression of thoughts, the precise selection of words, and correct pronunciation. One of the main reasons why preschool institutions are so important in children's speech development is that this is where the child enters the social environment for the first time. The child establishes relationships with peers and begins to communicate with them. It should also be noted that children primarily express their feelings and emotions

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through language. They understand the surrounding world through their mother tongue. Language is the form in which thought is expressed. Although the ability to speak is inherent in humans, speech and language themselves are not innate. If a child does not engage in communication, they will not develop speech; instead, they may produce unusual sounds and rely on movements and facial expressions. Since they do not hear spoken language or engage in dialogue, they cannot develop normal speech. Language is essential for the child's comprehensive development. Otherwise, the child cannot acquire speech.

Probably all of us watched the cartoon *Mowgli* during childhood. Having been raised among animals from infancy, Mowgli lost the characteristics associated with human language and was subsequently unable to communicate with people. In fact, this is not merely a fictional idea. Historically, children who, for various reasons, were isolated from human society were unable to fully acquire this ability later in life. One may ask whether language can be learned later. This is actually a very complex question. Letters, words, and sentences can be taught, but language and communication are fundamentally different and, at the same time, require the maturation and development of specific structures in the brain. Children's speech is social in nature; in other words, it is oriented toward contact and interaction with others. In general terms, we can state that speech does not develop spontaneously in a child. It develops gradually, and the child encounters numerous difficulties along this path. These difficulties can eventually lead to speech disorders. One of the major causes is that parents fail to notice such difficulties in time and, consequently, do not take early measures to eliminate them. Naturally, this can have a negative impact on the child's subsequent moral and social development. From the day a child is born, parents should strive to ensure the correct pronunciation of the sounds of the mother tongue, the development of a rich vocabulary, the proper acquisition of the grammatical structure of the mother tongue, and the development of coherent speech. The child gradually develops and acquires all of these abilities through interaction with their immediate environment, primarily their parents and family, and later through communication with peers and teachers. It can be noted that the formation of special speech-motor associations is essential for a child to acquire spoken language. These associations can be said to emerge toward the

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end of the first six months of life, when the child begins to pronounce several speech sounds. During this period, the child already produces a number of sounds and, so to speak, begins to play with sounds. Such vocal play results from the child's involuntary experimentation with their own abilities. This involuntary activity is based on imitation and reproducing the sounds that the child hears. Naturally, as the child grows, this process develops further. Thus, by seven to nine months of age, the child's pronunciation becomes more precise. During these months, the child's vocal production becomes increasingly clear and intelligible. When discussing work aimed at speech development, we should first consider work on literary pronunciation and standard oral language. Correct literary pronunciation is of great importance in the development of children's oral speech. In this context, literary pronunciation includes orthoepy, stress, intonation, speech rate, and other aspects of pronunciation. One of the main issues in speech development is ensuring that children pronounce sounds and words correctly and acquire this ability. Even if a child has a rich vocabulary, if they cannot pronounce words and sounds clearly and correctly, their intended meaning will not be understood adequately. Taking all of this into consideration, it can be stated that children should be taught from an early age to pronounce sounds and words correctly and to master the phonetic aspects of speech.

Proper acquisition of the norms of the literary language is one of the principal factors in the normal development of children's speech. During this period, oral speech is the primary form of communication for children. Therefore, attention should be paid to the clarity and correctness of oral speech. When work in this direction is carried out unsystematically and children's speech is left without adequate supervision, they inevitably make more pronunciation errors. Sometimes we observe situations in which parents find it amusing when a child mispronounces a word and even imitate the child by pronouncing it in the same incorrect manner. Although the consequences may not be immediately apparent, this can contribute to the reinforcement and intensification of such deficiencies. Therefore, the absence of a unified speech environment and the failure to establish consistent requirements for children's speech both in preschool institutions and within the family should be considered significant shortcomings in this field. In general, when we refer to spoken language and its development, we should consider the comprehensive acquisition of a number of

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abilities necessary for a child to speak and develop correct speech. These include, first and foremost, the correct pronunciation of sounds and words, acquisition of speech sound culture, enrichment of vocabulary, construction of speech in accordance with grammatical rules, development of coherent speech, and other related abilities. All of these are considered highly important factors in the development of children's spoken language.

When discussing spoken language, it should be noted that the formation of speech-motor associations is of utmost importance for acquiring spoken language. These associations emerge during infancy, when the child begins to pronounce several speech sounds. The child produces a variety of sounds, which are mainly based on imitating the sounds they hear. By the age of seven to nine months, the child's sound production begins to become more precise. When discussing spoken language, we should first emphasize that, for every child to develop speech and acquire language, their articulatory apparatus must develop normally. The emergence of speech and the production of sounds in human beings are made possible by the speech apparatus. The speech apparatus is a set of interconnected organs that function in coordination to produce sounds, regulate them, and transform them into meaningful utterances. In general terms, the human speech apparatus refers to all the elements directly involved in the production of sounds, including the central nervous system, the respiratory organs-the bronchi and lungs-the larynx, pharynx, oral and nasal cavities, as well as the articulatory apparatus. This issue should be given particular attention because the development of spoken language cannot be considered without the normal development of the articulatory apparatus. During the preschool period, structural abnormalities of the articulatory apparatus can lead to improper development of sound pronunciation. Initially, when a child is not yet able to use the articulatory organs effectively, they first learn to hear a word and subsequently to pronounce it. The airflow coming from the lungs passes through the articulatory organs and encounters various obstacles, resulting in vibration. The process of speech-sound formation begins through this mechanism. Muscle sensation also plays an important role in the pronunciation process. If a child's articulatory apparatus is flexible and sufficiently developed, they may be able to overcome some pronunciation difficulties independently. As is evident from the above, the development of the articulatory apparatus is

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of considerable importance in the development of spoken language. From this perspective, it is appropriate to use a number of means and exercises that support the development of the articulatory apparatus. It is necessary to establish an appropriate approach from an early age and engage children in exercises such as blowing up balloons, laughing aloud, and similar activities. These exercises can be highly effective throughout the complex process that begins with the child's first vocalizations and continues with the gradual acquisition of the mother tongue and understanding of its structure. During speech development, the child must necessarily acquire the ability to pronounce sounds correctly. In this process, having children recite poems, practice tongue twisters, and use examples of folklore can be highly beneficial. When teaching the pronunciation of a particular sound, it can be effective to show objects or pictures whose names begin with that sound and to use corresponding expressions. Children can also be given exercises involving the imitation of sounds. In this case, the preschool teacher demonstrates the correct pronunciation of the sound, and the children imitate it while simultaneously moving their speech organs. In order to acquire spoken language, a child must first be able to hear speech sounds. Speech perception through hearing is also essential for the development of spoken language. Speech sounds can fulfill their social function only when they are heard by other people as well. Both the production and perception of speech sounds are controlled by the central nervous system.

Speech perception involves both physical and phonemic hearing. Physical hearing refers to the ability to perceive speech sounds produced at different levels of pitch and intensity. Phonemic hearing, on the other hand, refers to the ability to distinguish and pronounce all the sounds of a language. These components collectively ensure adequate speech perception. The integrated development of these components may subsequently play a fundamental role in mastering spelling and orthoepic skills. This is natural because a child cannot properly acquire written language without having developed adequate speech perception and without mastering oral language correctly. Various exercises can be conducted in this regard. At an early age, different didactic games can be organized with children. For example, children can listen to the sounds produced by different toys, musical instruments, and other objects and learn to distinguish the intensity and characteristics of sounds. In

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order to achieve the development of spoken language in children, attention should also be paid to proper breathing. Children often experience difficulties in breathing correctly while speaking and may be unable to replenish their air supply adequately. As a result, various distortions may occur, which can lead to impaired speech fluency. The importance of proper breathing should be explained to children as clearly as possible and demonstrated visually. Exercises aimed at improving the respiratory apparatus may include sitting comfortably, breathing without raising the shoulders, and similar activities. Reciting poems from memory, practicing tongue twisters, and breathing correctly at appropriate points can also be used to develop speech breathing. When discussing the development of spoken language, particular attention should also be paid to diction. Diction is considered one of the most important qualities of speech. The development of the articulatory organs plays a fundamental role in the formation of good diction. In addition, the development of good speech perception and the child's ability to control and express their own voice are essential prerequisites for clear diction. During this age period, attention should be paid to children's ability to pronounce sounds, words, and expressions accurately and clearly. For this purpose, preschool teachers should model grammatically correct speech and good diction when communicating with children. In this way, children can acquire good diction and speaking skills. Work on pronunciation and diction can be conducted both collectively and individually. It should be emphasized that when children mispronounce words, failure to correct these errors may cause them to become established in their speech, making them more difficult to correct later. Therefore, adults should provide children with correct pronunciation models and pay careful attention to the orthoepic correctness of their speech. When considering the role of various factors in the development of children's spoken language, particular attention can be given to speech sound culture. Speech sound culture encompasses intonation, speech rate, sound pronunciation, diction, gestures, facial expressions, and other related aspects. All of these play an important role in spoken communication. When insufficient attention is paid to a child's speech, their ability to communicate and acquire language may be hindered. This can also negatively affect pronunciation and the grammatical structure of speech. Speech problems that emerge during this period may become more serious in the future.

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For children to acquire well-developed speech, engaging in communication and participating in dialogue are extremely important. Emotional communication with adults contributes to children's more rapid acquisition of spoken language as well as to the correct pronunciation of words. One of the main issues requiring attention in expressive speech is intonation. Intonation includes the tone of voice, speech rate, pauses, and various emotional states. Intonation acquires logical meaning together with words. When separated from words, it cannot independently express a complete thought. We can communicate our ideas to children precisely through the emotional function of intonation. Through this emotional dimension, children comprehend the ideas communicated to them and understand the content of literary works. Among the means of developing spoken language in children, the enrichment of vocabulary is particularly important. This is natural because without an adequate vocabulary and the continuous addition of new words, a child cannot communicate effectively or develop their speech. Therefore, enriching children's vocabulary is essential for the development of clear and effective speech. Vocabulary enrichment refers directly to increasing the child's vocabulary through words that are unfamiliar or only partially familiar to them. When children are encouraged to develop speech that is characterized by a rich vocabulary, grammatical correctness, and clear pronunciation, they can make broader and more complete use of their speech skills. In particular, oral speech should be of high quality during this period. Therefore, requirements such as richness, meaningfulness, logical consistency, clarity, precision, expressiveness, and others should be taken into consideration. The richer a child's vocabulary, the more comprehensible and meaningful their speech becomes. Therefore, it can be considered appropriate to begin speech-development work with vocabulary enrichment. The enrichment of a child's vocabulary occurs when they learn words that describe various characteristics of objects in the surrounding world, particular events, objects, and facts, as well as during their acquaintance with natural phenomena and environmental objects. Various dialogues with peers on different topics also play an important role in this process. Through all these activities, we can observe the enrichment of the child's vocabulary. The characteristics and content of a child's vocabulary also determine the development of their thinking and speech. In any case, the process of vocabulary formation initially begins

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with becoming acquainted with objects. When children encounter new objects, they engage in cognitive observation. Based on these observations, they touch and examine objects and learn about their nature and characteristics.

In order to organize vocabulary-enrichment activities properly, it is necessary to understand their psychological and linguistic foundations. Words have both lexical and grammatical meanings, and these aspects should be taken into consideration. It can be noted that children necessarily use words to express any particular thought. If a child's thought is unclear, this also affects their speech, ultimately making their speech difficult to understand. Therefore, vocabulary enrichment is closely related to enriching the content of thought. The living and non-living environment surrounding the child, various events, games, and other experiences all contribute to the introduction of new words into the child's vocabulary. Therefore, if a child becomes interested in a new object or phenomenon and wants to observe it, appropriate conditions should be created for this interest, and efforts should be made to ensure that these new words become established in the child's active vocabulary. In this process, children's vocabulary can be enriched through reading literary works, riddles, proverbs, and similar materials. It is important to introduce children to new words and ideas. At the same time, we should study the individual characteristics of children's vocabulary because each child grows up in a different domestic and linguistic environment. Taking these differences into consideration, speech situations should be created in which children can use words from both their active and passive vocabularies in actual communication. The age of four to five years is particularly important for vocabulary development. At this stage, considerable attention is devoted to expanding children's vocabulary through literary works. Children learn many new words from books, and as a result, their speech becomes more emotional and richer. During this period, children may have a vocabulary of approximately 2,500–3,000 words. Consequently, during communication and conversation, they are able to express their thoughts and ideas more fully and accurately. Psychological and pedagogical literature considers the development of children's vocabulary during the preschool period to be one of the essential components of language development. The means that play an important role in the development of spoken language during this period are implemented through the stages described above. The child learns to understand a word

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correctly, use it in communication, pronounce it, listen to its pronunciation, identify similar and different words, and determine the sequence of sounds within words. During the preschool period, children become familiar with words. As their active vocabulary becomes enriched, they learn to identify the purpose of a particular topic, distinguish words with similar or opposite meanings, and use words to differentiate and generalize events and objects. In general, work aimed at enriching, activating, and refining children's vocabulary should primarily be based on observations of the surrounding world while also being integrated with all areas of their activity. When these activities are organized effectively and purposefully, they create opportunities for the integrated development of speech and cognitive abilities. Mastering grammatical structures is also important in teaching and developing spoken language. When a child acquires grammar through practical experience, their thinking develops simultaneously. The acquisition of grammatical structures is a relatively complex process for a child. When grammatical rules are learned, the child begins to understand the logic of the language and becomes familiar with the concrete meanings of words and sentences. Grammar contributes to the development of both speech and psychological processes. It is well known that grammar is divided into two main branches: morphology and syntax. Morphology deals with words and their forms, while syntax examines word combinations and sentences. Why is the grammatical structure of language so important for speech development? Because speech can be understood and serve as a means of communication with adults only when it is properly organized morphologically and syntactically. The development of children's spoken language during the preschool period directly depends on the extent to which they understand and acquire the grammatical structure of the language. Grammatically correct speech has a significant influence on intellectual development. More logical thinking, sequencing, and generalization skills develop as a result. Taking these factors into consideration, children of preschool age should be encouraged to develop habits of grammatically correct speech. The acquisition of grammatical structures creates conditions for the formation of children's oral speech and for understanding and distinguishing the characteristics of the individual and functional styles of the literary language. We should organize our work in this direction in such a way that children understand the lexical and grammatical meaning of every word they use in their

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speech. Otherwise, language acquisition, the organization of speech activities, and the preservation of emotional expressiveness become more difficult.

In particular, children's practical understanding of sentences begins at an early age. Naturally, their sentences at this stage are not always coherent, words are not necessarily arranged according to established rules, and grammatical agreement may not be observed. This process gradually improves under the influence of adults. Children begin to pay attention to nuances of meaning and to where and how particular words should be used. When work related to speech development is carried out systematically in preschool institutions, purposeful communication has a strong influence on children's speech. Much of this responsibility falls on preschool teachers. Thus, when teaching grammatical meanings, the teacher must first master these meanings themselves, and their own speech should serve as an example. At this age, the child's circle of communication expands and their vocabulary increases. As a result, grammatical errors may appear in their speech. When children begin to use longer and more complex sentences, they may not yet be able to fully control the grammatical rules involved. Therefore, attention should be paid to children's individual characteristics, the grammatical errors they make should be identified, and efforts should be made to eliminate them. These shortcomings can be addressed through both individual assignments and group-based speech-development activities. However, correction of speech deficiencies by preschool teachers should also be carried out during other educational activities and during children's free time. When discussing spoken language, particular attention should be paid to coherent speech and its forms. Coherent speech emerges as a result of the development of speech sound culture, vocabulary enrichment, and grammatical structures discussed above. The level of speech development is determined by the extent to which a child can express their thoughts in a consistent and coherent manner. Once a child acquires coherent speech, they can communicate freely and confidently without hesitation. Coherent speech is characterized by systematic and consistent expression. If a child has no speech pathology, the development of coherent speech gradually takes place alongside the development of thinking, activity, and communication. The development of coherent speech primarily refers to the child's ability to express thoughts fluently, clearly, concisely, and effectively. The child should first understand the idea they

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intend to express and then be able to express it correctly in linguistic form. Coherent speech involves expressing a particular content through an appropriate linguistic form. At the same time, the development of coherent speech is a complex and multidirectional process. Coherent speech has two main forms: monological and dialogical speech. It should be noted that spoken language is dialogical by nature. Spoken language is the simplest form of oral speech and is characterized by being situational and emotional.

The acquisition of consistent monological speech is considered one of the main objectives of speech development. Nevertheless, children first acquire dialogical speech, and the conversation method is used in its development. It is precisely through dialogue that children learn to understand their interlocutor, ask questions, and provide answers. Logical relationships are also present in the dialogue process. Questions and answers revolve around a particular content or topic. There should be semantic connections between the individual utterances in a dialogue. Since no special preparation is required in advance, conversations occur naturally. Such conversations can be conducted with children at any time of the day. It is also possible to create various speech situations. Speech environments can be created through interesting pictures and toys that attract children's attention and encourage them to speak, as well as by recalling various objects, events, or experiences. In other words, both parents and preschool teachers should involve children in conversation whenever appropriate and encourage them to participate in communication. When discussing dialogical speech, particular attention can be given to the interview or guided conversation. An interview is a specific form of dialogue directed toward a particular topic. During this process, a particular topic is discussed, and some preliminary preparation is carried out. Such interviews have an educational and instructional character. Therefore, every effort should be made to develop children's coherent speech skills. Interviews can be organized around a variety of themes. These may include everyday life, social life, rural and urban environments, nature, different professions, and other topics. Their structure and content should correspond to the age and developmental level of the children.

In spoken language and its development, children should learn to ask questions, listen to their interlocutors, and engage appropriately in communication. In order to encourage children to ask questions, they should be shown pictures and

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objects and placed in speech situations that stimulate their curiosity and create a need to ask and inquire. These questions should contribute to the development of their intellectual activity. In preschool institutions, the reading of literary passages containing dialogues can also be effective in developing and shaping children's spoken language. A number of literary works create vivid and emotionally rich situations. Songs used in games and poems can also be incorporated into this process. At the same time, dramatization can be used to develop dialogical speech. After reading a literary work, children can perform dramatizations with the assistance of the preschool teacher. During this activity, they repeat the characters' words aloud using expressive, artistic, emotional, and imaginative language. Any phonetic deficiencies identified during the activity can be corrected. Errors made during dialogical speech should be identified and corrected appropriately. Dialogical communication also incorporates comprehension. The development of comprehension skills and the ability to formulate and express ideas are reflected in dialogue. Dialogue also enriches children's vocabulary, improves grammatical relationships between words, and contributes to the formation of the syntactic structure of sentences. All of these subsequently provide a foundation for the development of monological speech. Observations also demonstrate that when adequate attention is paid to a child's speech and their speech is appropriately monitored, communication and educational activities in the social environment can be carried out successfully. In this case, children gradually learn to adapt their speech to the purposes of communication and to the social and psychological conditions of the speech situation. Beginning at approximately three years of age, children gradually learn when they should speak and when they should remain silent, as well as which words and expressions they should use to express their thoughts, feelings, and attitudes toward others. It should be noted that dialogue is a complex form of social interaction. In some cases, participating in a dialogue may even be more difficult than producing a monologue. Participation in dialogue requires a number of complex skills. These include listening to the interlocutor, correctly understanding the idea expressed by them, formulating one's own response, expressing it accurately through language, maintaining an appropriate emotional tone, and performing other communicative functions. In any speech interaction, the speaker and the listener are

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almost equally active. The speaker asks a question and the listener responds; alternatively, the speaker expresses an opinion and the interlocutor reacts to it. During the process of dialogical speech, the person expressing an idea first formulates it internally and then transfers it into external speech, that is, expresses their thoughts through words. The person receiving the message, namely the listener, processes the information after hearing it and then moves from internal to external speech by formulating and expressing a response to the interlocutor. Thus, both participants become more actively involved in the process of dialogical speech. Based on pedagogical literature, it can be stated that the comprehensive development of all relevant components is necessary for the development of spoken language in children. Children's vocabulary should be enriched, they should acquire speech sound culture, and attention should be paid to the grammatically correct construction of words and sentences. Without these components, it is impossible to speak of the effective development of spoken language. In order to speak, participate in dialogue, and communicate with others, a child must acquire correct pronunciation, develop speech sound culture, and incorporate a large number of new words into their vocabulary. Through the integrated development of these components, children's speech gradually develops into coherent speech. The child becomes capable of participating in coherent dialogue and develops into an active member of society.

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