

SCIENTIFIC AND METHODOLOGICAL BASES FOR DEVELOPING CHILDREN’S GRAMMATICAL SPEECH IN PRESCHOOL EDUCATIONAL INSTITUTIONS

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Abstract: This article analyzes theoretical perspectives, methodological approaches, psychological foundations, and pedagogical mechanisms related to the grammatical development of speech in preschool-aged children. Modern principles of grammar teaching, structural components of the language system, stages of speech development, as well as the communicative competence of the educator are examined. The article highlights the possibilities of using game technologies, multimodal approaches, integrated educational models, and innovative types of lessons. At the end of the study, practical recommendations for preschool educational institutions are provided.

Introduction

The preschool education system serves as a fundamental stage in shaping children’s future speech culture, cognitive processes, social communication skills, and personal development. Acquiring grammatical structures is a natural part of a child’s speech activity and plays a significant role in all processes—from everyday communication to expressing complex thoughts. Therefore, developing scientifically grounded approaches for teaching grammar in early childhood and implementing them in practice is a pressing issue.

Grammatically correct speech means that children understand the relationships between words, can express ideas coherently, and effectively use syntactic structures. Research shows that preschool age is the most favorable period for grammar acquisition; if approached properly at this stage, speech difficulties in later educational stages are minimized.

This article comprehensively examines the theoretical, psychological, and methodological aspects of grammar teaching.

Theoretical Foundations of the Language System and Grammatical Structure
The Relationship Between Language and Speech

Language is a system of signs formed by society, with grammatical norms constituting its core layer. Speech is the practical use of this system. As a child acquires grammatical structures, they apply the possibilities of the language system in practice.

Structural Composition of Grammar

Grammar consists of two main sections:

Morphology — the form of words, their changes, and the functions of affixes.

Syntax — the connection of words within sentences and the coherence of thought.

In preschool children, these two components are gradually acquired:

Case forms of nouns

Verb tenses

Agreement of adjectives

Position of sentence elements

Construction of simple and complex sentences

Psychological Foundations

Cognitive Processes in Speech Acquisition

The development of grammatical categories in children is directly linked to cognitive processes. A child initially perceives words as individual units and later begins to differentiate the relationships between them. This process occurs in the following stages:

1. Listening and perceiving
2. Understanding
3. Reproducing
4. Practical application

Vygotsky's Perspective

According to Vygotsky, a child's speech acquisition progresses from external communication to internal speech. Adult speech models, game-based situations, and imitation opportunities play a crucial role in this process.

Piaget's Theory

Since children have concrete thinking, learning abstract grammatical rules directly is difficult for them. Therefore, grammatical forms should be taught visually, linked to real objects and actions.

Pedagogical Principles

Communicative Approach

When grammar rules are introduced during conversations, storytelling, or role-playing games, children acquire them more naturally.

Game-Based Approach

Play is the primary activity of preschool children, and through play, grammatical units are applied naturally.

Integration

Grammar skills can be developed through:

Music — via song texts

Physical education — through commands

Visual arts — by describing drawings

Natural sciences — by naming and describing objects

Safe and Supportive Speech Environment

A psychological environment where a child can freely express thoughts is crucial for grammatical development.

The Role of the Educator in Developing Grammatical Knowledge

The educator:

Serves as a model of correct speech

Pays attention to pronunciation

Corrects grammatical errors gently

Encourages the child

Applies an individual approach to each child

An educator's speech culture is a powerful influence on the child's grammatical development.

Stages of Grammatical Development in Preschool Children

1. Vocabulary Emergence

Children intentionally begin to select words.

2. Skill of Linking Words

Word combinations and 2–3 word sentences emerge.

3. Increasing Syntactic Complexity

The use of adjectives, adverbs, and verb forms expands.

4. Emergence of Complex Sentences

Conjunctions like “because,” “but,” “if” start to appear.

5. Formation of Coherent Speech

Storytelling and maintaining sequence develop.

Methodological Forms of Grammar Teaching

Conversations — children naturally use grammatical units.

Role-playing games — profession- or plot-based games reinforce grammatical constructions.

Dramatized activities — retelling and staging stories develop syntactic skills.

Visual aids — pictures and objects help children perceive grammatical categories visually.

Creative tasks — creating stories based on images, continuing a narrative, or describing character interactions.

Integrated Types of Lessons

Connecting music with grammar — songs contain simple and repetitive grammatical forms.

Action games with verbs — commands like “Run!”, “Jump!”, “Stop!” are easily acquired.

Comparing objects — “This is bigger,” “That is smaller,” “The color is different.”

Observing nature — discussing animals and plants enriches grammatical material.

Innovative Methods

Multimodal approach — video, audio, animation, and digital apps simplify grammar teaching.

Using STEAM elements — simple experiments demonstrate cause-effect relationships, aiding syntactic development.

Digital storytelling — children reinterpret character interactions grammatically via cartoons.

Grammatical Errors and Their Correction

Common errors in children include:

Incorrect word order

Wrong verb forms

Overuse of plural suffixes

Misuse of case endings

Incorrect choice of conjunctions

Correction methods:

Repeating the correct form gently

Suggesting model sentences

Using visual cues

Reinforcing correct forms through play

Group correction

Role of Information Technologies

Animated lessons

Virtual staged games

Interactive learning platforms

Audio stories

Pronunciation-checking applications

Technology ensures solid acquisition of grammatical units.

Importance of Cooperation with Parents

Parents contribute to grammatical development by:

Reading together

Asking questions

Creating a free conversational environment

Listening without interrupting

Assessment Criteria

Children's grammatical development is assessed using:

Observation sheets

Recording speech samples

Small tests

Storytelling tasks

Grammatical activity in communication

Assessment should consider the child's age characteristics.

Conclusion

Developing grammatically correct speech in preschool institutions is a complex and multifaceted process that plays a key role in children's future education, social adaptation, and personal development. Coordinated application of psychological, pedagogical, and linguistic approaches, along with game technologies, multimodal tools, the educator's communicative competence, and parental involvement, ensures high-quality grammatical development.

With properly chosen methods and a systematic approach, a child's speech becomes coherent, fluent, and grammatically correct.

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