

**TECHNOLOGY OF USING NATIONAL AND UNIVERSAL VALUES IN SPEECH  
DEVELOPMENT TRAINING**

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**Abstract :** The study examines the pedagogical significance of integrating national and universal human values into speech development activities in preschool education. The findings demonstrate that the use of folklore, cultural elements, ethical concepts, and value-based dialogues enriches the content of speech lessons and strengthens children's communicative, cognitive, and moral competencies. Incorporating value-oriented materials enhances vocabulary development, improves communication skills, and supports personality formation in line with Uzbekistan's Development Strategy. The research concludes that combining speech development with value education is an effective pedagogical approach that contributes to holistic child development.

**Keywords:** speech development; preschool education; national values; universal human values; moral education; development strategy; communicative competence.

**INTRODUCTION**

Speech development classes in the process of preschool education play a decisive role in the intellectual, socio-psychological and spiritual development of children. Speech is not only a means of communication, but also a complex psycholinguistic process that shapes thinking, reflects a person's worldview, attitude to values and social experience. Therefore, the conscious, meaningful, expressive development of speech in preschool age determines the child's future educational success, social adaptation and the formation of communicative competence.

Today, the Development Strategy of Uzbekistan lists modernization of the education system, upbringing of the younger generation in the spirit of loyalty to the Motherland, awareness of national identity, spiritual stability, humanity and tolerance as priority tasks. The strategy, along with national values, sets clear goals for instilling in the minds of the younger generation such universal ideals as peace-lovingness, honesty, justice, kindness, mutual respect. This requires the development of new methodological approaches for the integration of values in the pedagogical process. The use of national and universal values in speech development classes serves two main purposes. First, it enriches the content of the educational process, places children's speech activity in the context of values, and expands the range of concepts. Second, it naturally forms in children such qualities as national pride, respect for cultural heritage, kindness, cooperation, and peacemaking. This allows the educational process to be directed not only to linguistic goals, but also to spiritual and educational tasks. In modern pedagogical science, the integration of the value approach to speech development is being used in a more multimodal, person-oriented, and in combination with competency-based technologies. This approach serves to increase children's speech activity, form skills such as independent thinking, coherent expression of thoughts, adherence to communication ethics, and responsible decision-making. In particular, the pedagogical potential of national folk oral literature, proverbs, fairy tales, customs and rituals serves as a rich methodological resource in speech development classes. Priority areas

of the Development Strategy such as “development of human capital”, “improving the quality of education”, “strengthening spiritual and moral education” further increase the relevance of this study. Therefore, this article deeply covers the scientific and theoretical foundations, pedagogical technologies and practical effectiveness of integrating national and universal values in speech development classes.

The study is aimed at a deep analysis of the process of using national and universal values in speech development classes, which was carried out in combination with several theoretical and practical foundations. The theoretical foundation of the study is based on the principles of modernization of education, strengthening spiritual and moral education, and raising the younger generation in a spirit of respect for national and universal values, as set out in the Development Strategy of Uzbekistan. This approach allows us to evaluate the development of speech in preschool education not only as a linguistic activity, but also as a complex pedagogical process that ensures the spiritual development of the individual.

An individual-oriented approach was chosen as an important component of the methodology. This approach requires organizing classes taking into account individual differences in children's speech development, interests, internal motivation, and attitude to national culture. Based on the cultural-historical approach, it is recognized that speech development is formed under the influence of the child's socio-cultural experience. Therefore, examples of folk oral art, stories reflecting values, dialogues, and images related to traditions were integrated into the content of the classes. The competency-based approach is another main layer of the methodology. According to this approach, speech development classes aim to form not only the expansion of vocabulary in children, but also the formation of communicative culture, adherence to communication ethics, collaborative expression, understanding of spiritual values, and their application in practical life. The scientific methods of the study were theoretical analysis, pedagogical observation, interviews, content expertise of educational materials, and diagnostic assessment of children's speech activity. In the process of theoretical analysis, scientific sources on preschool education, speech development methodology, spirituality and values pedagogy were studied. Through pedagogical observation, it was determined in what forms national and universal values are effectively used in classes, and changes in children's speech development were observed. With the help of interviews and analytical considerations, the experience, practical needs of educators, and opportunities for enriching the content of classes were studied. Thus, the research methodology was formed on the basis of systematic scientific research that combines theoretical knowledge and practical experience and includes modern pedagogical approaches. This methodological approach revealed the possibility of effectively integrating national and universal values in speech development classes on a scientific basis. The issue of integrating national and universal values in speech development classes is one of the topical areas in modern pedagogy. One of the controversial aspects is that some educators emphasize that increasing the content of values in the process of speech development can limit the linguistic goals of the class, while other researchers, on the contrary, justify the fact that the content enriched with values increases speech activity in children. The results of the study show that classes organized through national fairy tales, proverbs, folk oral literature, and texts related to cultural rituals increase the vocabulary and thinking process in children. Conversations and dialogues built on the concepts of universal values such as honesty, justice, peace, and mutual respect have a significant impact on the formation of a culture of communication in children. The controversial aspect is that the effectiveness increases only when values are presented in a simplified form appropriate to the age characteristics of children. Experimental observations have confirmed that speech classes enriched with values

strengthen the person-centered approach and serve to develop communicative competence. Therefore, the use of this approach in the educational process is considered practical. However, a number of problems are also raised in scientific and practical discussions. For example, some researchers emphasize that the abundance and complexity of values can complicate the process of teaching speech, creating an excessive information load for children. Therefore, it is necessary to convey values in a clear and age-appropriate content. In addition, it is important to find harmony between national values and universal ideas, and to integrate them into the pedagogical process. The results of the study show that the use of national folklore samples (fairy tales, proverbs, legends) is very effective in increasing speech activity. This helps children understand their national heritage, increases their language richness, and develops a culture of communication. At the same time, communication activities organized on the basis of concepts such as universal values - justice, kindness, respect - play a major role in the formation of social skills in children. In addition, the effectiveness of speech activities increases when values are integrated throughout the entire structure of the educational process. That is, values should be reflected not only in specific topics, but also in everyday conversations, communication situations, didactic games, and creative activities. As a result of using a person-centered pedagogical approach, the child accepts values based on his interests and needs and learns to apply them in practice

### **Conclusion**

The integration of national and universal values into speech development activities enriches the content of preschool education, forms not only language competencies in children, but also spiritual and moral qualities. The results of the study show that conversations based on folk oral art, elements of national rituals, and universal ideas increase children's vocabulary, communication culture, and social activity. Activities enriched with values implement the spiritual direction of education set out in the Development Strategy and strengthen the person-centered approach. Thus, speech development and spiritual education are interrelated processes, and their harmonious use significantly increases pedagogical effectiveness.

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