

**THE RELATIONSHIP BETWEEN SPEECH DEVELOPMENT AND READING
CULTURE IN OLDER PRESCHOOL CHILDREN**

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INTRODUCTION: In the era of globalization, fostering a culture of reading among children is considered one of the important pedagogical tasks. In particular, the preschool period is regarded as the most crucial stage in a child's development, during which speech, thinking, and worldview are formed. In this process, cooperation between the family and preschool educational institutions (PEIs) plays a decisive role. The family is the child's first social environment. A child's attitude toward books is primarily shaped through the personal example of parents. Preschool educational institutions, in turn, play an essential role in stimulating children's interest in books and providing moral and aesthetic education through fiction. Therefore, close cooperation between the family and preschool educational institutions is considered an effective factor in the development of reading culture. In modern society, educating an intellectually and spiritually mature generation is regarded as one of the priority directions of state policy. In this regard, the formation of reading culture is of particular importance. Books are one of the most significant educational tools that develop children's thinking, enrich their speech, and shape their moral and normative values. The preschool period, in particular, is the most important and responsible stage of personality development, as the knowledge and skills acquired during this time serve as a solid foundation for subsequent stages of education. Interest in books among preschool-aged children does not develop naturally but emerges as a result of purposeful pedagogical influence. In this process, cooperation between the family and preschool educational institutions (PEIs) is considered an important factor. While parents are the first individuals to introduce children to books, educators in preschool institutions systematically develop this interest. Therefore, close collaboration between the family and preschool educational institutions is regarded as an effective model for fostering a culture of reading.

MATERIALS AND METHODS: The following research methods were employed in the present study: pedagogical observation; interviews with parents and educators; questionnaires; analysis of children's levels of perception of literary works; and experimental activities. The research was conducted in a preschool educational institution and involved children, educators, and parents. During the experimental process, particular attention was paid to creating a home environment conducive to reading, encouraging parents to read books to their children, and systematically organizing reading-related activities within the preschool educational institution. The study was carried out under the conditions of preschool educational institutions. A комплекс use of qualitative and quantitative methods was applied throughout the research process. Pedagogical observation was used to identify children's interest in books and their level of engagement during reading activities; questionnaires were administered to examine parents' attitudes toward and involvement in family reading practices; the interview method was employed to analyze the experiences of educators and parents; experimental work was conducted to determine the effectiveness of reading activities organized through cooperation between the family and preschool educational institutions; and comparison and analysis were used to compare the results of the experimental and control groups.

DISCUSSION AND RESULTS: The research findings demonstrated that reading activities organized through cooperation between the family and preschool educational institutions (PEIs) had a positive impact on children, including an increased interest in books, an expansion of vocabulary, the development of fluent speech, and the formation of independent thinking and imagination skills. In addition, parents' pedagogical awareness improved, and they came to realize the importance of spending meaningful time with their children and reading fairy tales and stories together. The results of the study also indicated that in groups where effective cooperation between the family and preschool educational institutions was established, children's reading culture increased significantly. In particular: children's interest in fiction was strengthened; skills of listening to fairy tales and stories and retelling their content were developed; vocabulary and speech culture improved; positive moral qualities in children (such as kindness, honesty, and friendship) were reinforced; parental involvement in the educational process increased. Furthermore, at the conclusion of the experiment, the majority of parents reported that they had recognized the necessity of regular reading with their children and had made this activity a part of their daily routine.

CONCLUSION

In conclusion, systematic activities carried out through cooperation between the family and preschool educational institutions (PEIs) are considered the most effective means of forming a culture of reading in children. Such cooperation contributes to raising children as well-rounded, morally mature individuals. In summary, reading activities organized through collaboration between the family and preschool educational institutions play a significant role in children's intellectual, linguistic, and moral development. Strengthening this cooperation, actively involving parents in the pedagogical process, and fostering children's love for books are regarded as essential conditions for nurturing a well-developed generation.

Keywords: preschool education, speech development, reading culture, pedagogical methods, literary works, vocabulary, coherent speech.

In today's era of advanced technology and globalization, one of the main pathways to spiritual and intellectual development is the promotion of a culture of reading. A book is a product of human intellect that conveys knowledge of the past, transfers information from generation to generation, preserves historical awareness for the future, and encompasses scientific discoveries and innovations. Reading books sharpens human thinking and helps individuals find their rightful place in society as well-rounded personalities. Through reading, a person develops intellectually and morally, achieving personal maturity. In turn, this contributes to the formation of a conscious and well-educated young generation capable of choosing the right path and securing a *достой* position in society. The role of the family and society in shaping the reading culture of the younger generation is invaluable. Just as society begins with the family, the culture of reading and love for books also originates within the family. The family is considered one of the key factors in forming a reading culture. Promoting reading within the family, setting a positive example for children, and encouraging them to read are primarily the responsibility of parents. When parents themselves read books and explain the importance of reading to their children, this significantly increases children's interest in books. Additionally, engaging children in reading from an early age, creating a supportive reading environment, recommending appropriate books, and organizing reading-related activities play an important role in developing reading habits. Parents should allocate specific time for reading in their daily lives and teach their children to do the same.

Institutions that promote reading—such as schools, libraries, cultural centers, and other social organizations—also play a crucial role in providing the necessary infrastructure for the development of reading culture. The establishment of reading clubs and competitions in schools, as well as the provision of free books and reading programs in libraries, significantly increases children’s interest in reading.

Books hold a special place in every individual’s happiness, personal fulfillment, and peaceful and prosperous life. A good book cultivates love for the Motherland, strengthens respect for national and universal values, and encourages kindness and benevolence. For thousands of years, our folk wisdom—refined over centuries and serving as a guiding star for numerous generations—has emphasized the significance of reading and the promotion of a reading culture in the formation of human virtues. Today, independence has restored our nation’s historically high status as a reading people. At the same time, it is important to emphasize that the development of reading culture serves as a crucial factor in fundamentally enhancing our intellectual capacity, knowledge base, and overall potential. The formation and promotion of reading culture is a process of national importance. Therefore, considerable attention is being devoted to this issue in our Republic. Special emphasis has been placed on advancing reading culture, which plays an invaluable role in strengthening noble values and traditions within society, particularly in enhancing the spiritual and intellectual potential, consciousness, thinking, and worldview of our people—especially the younger generation—and in nurturing well-rounded individuals who live with a deep sense of love and loyalty to their Motherland and nation. In particular, under the initiative of the Head of State, these issues have been elevated to the level of state policy, and effective measures have been systematically implemented. The objective of the program is to develop a culture of reading, expand the number of active readers by establishing a consistent and effective system to support the activities of authors, publishers, and book distributors, and enhance the intellectual potential of the population, particularly the younger generation. Promoting reading within the family, setting a positive example for children, and encouraging an interest in reading are primarily the responsibility of parents. When parents themselves read books and explain the importance of reading to their children, this significantly strengthens children’s interest in books. Furthermore, engaging children in reading from an early age, creating a supportive reading environment, recommending books by parents, and organizing reading-related games play an important role in shaping reading habits. Parents should allocate dedicated time for reading in their own lives and teach their children to set aside time for reading as well. President Sh. M. Mirziyoyev has emphasized that special attention must be paid to increasing young people’s interest in reading, fostering their friendship with books, and further enhancing the overall reading literacy of the population. Promoting the culture of reading among youth—particularly their engagement with spiritual, educational, artistic-aesthetic, national, and world literature—and developing reading culture has become a priority task. The great thinker and master of words, Alisher Navoi, described the book as “a selfless teacher and the most fundamental source of knowledge and spiritual growth.” Likewise, the Sahibqiran Amir Temur emphasized that the book is the foundation of all creativity, construction, intellect, and wisdom; it is a mentor that teaches life. Coherent speech is a detailed, complete, semantically and emotionally structured utterance consisting of a series of logically connected sentences, organized compositionally and grammatically. Coherent speech involves mastering the lexical richness of a language, acquiring its rules and norms—that is, mastering grammatical structures—as well as their practical application, including the ability to effectively use acquired linguistic material in practice. This implies the ability to convey the content of a prepared text to others in a clear, consistent, and comprehensible manner, or to independently construct a

coherent text. Coherent speech is understood as a meaningful and detailed utterance that ensures communication and mutual understanding. It is speech that is comprehensible based on its subject matter. Coherent speech is characterized by the presence of four main types of connections: cognitive (the relationship of speech with objective reality and thinking); functional-stylistic (the orientation of speech toward communication partners); psychological (the correspondence of speech to spheres of communication); and grammatical (the relationship of speech to the structure of the language). Coherent speech represents the most complex form of speech activity. It is characterized by consistency, systematic organization, and detailed presentation. The primary function of coherent speech is communicative. It is realized in two main forms: dialogue and monologue. Coherent speech may be situational or contextual. Situational speech is associated with a specific situation, and the speaker may not fully verbalize the content of their thoughts. Contextual speech, by contrast, requires constructing an utterance based solely on linguistic means, without reliance on the situational context. At preschool age, children primarily acquire dialogic speech, which is manifested in the use of linguistic means acceptable in conversational speech; however, when constructing monologic speech, the norms of the literary language may not yet be fully observed. Dialogic speech is the main form of communication among preschool children. It is essential to teach children to engage in dialogue, to develop their ability to listen to and understand spoken language, to initiate and maintain conversations, to answer and ask questions spontaneously, to explain, to use various linguistic means, to regulate their behavior, and to take into account the communicative situation. Monologic speech refers to the coherent speech of a single individual, the communicative purpose of which is to convey certain facts of reality. Monologic speech requires prior preparation and is considerably more developed and grammatically structured than dialogic speech. The formation of monologic speech skills necessitates the mandatory development of such qualities as coherence and integrity, which are closely interconnected and characterized by communicative orientation, logical organization of presentation, structural arrangement, as well as a specific organization of linguistic means.

Speech coherence may be formed on the basis of an understanding of the structure of different types of texts and their characteristics, as well as the methods of establishing connections within a text. A teacher can successfully select a text for storytelling only when clear guidelines are provided, namely, the presence of a specific topic, a unified plot line, and a language that is simple yet expressive, rhythmic, and vivid. Only under such conditions does composing a story and retelling it not present difficulties for the child. At senior preschool age, according to scholars, children are capable of participating in the development of an expressive plan and guiding their thoughts in order to stimulate creative thinking. It is emphasized that a child's emotional responsiveness creates the necessary conditions for the conscious use of expressive linguistic means. However, this requires targeted pedagogical work and equipping children with methods for verbally expressing specific artistic content. Among the main qualities of effective speech, coherence is highlighted, as it ensures organization and enables comprehension of the meaning of an utterance, which is a necessary condition for the expressiveness of speech. Dialogic speech consists of a chain of utterances and speech reactions realized in the form of alternating questions and answers or a conversation between two or more participants. It is based on the shared situational context and common understanding of the subject of discussion. In this process, facial expressions, gestures, and intonation play a special role, as they can modify the meaning of words.

At the same time, through dialogue, a child learns the independence of expression and develops the ability to follow the logical structure of their own utterance; thus, monologic speech skills emerge and develop within dialogic interaction. The development of both forms of speech (dialogue and monologue) plays a leading role in the overall process of speech development and occupies a central place in the general system of speech development activities in preschool education institutions. The mastery of coherent speech may be regarded as both the goal and the means of acquiring practical language competence. The acquisition of various aspects of speech is a necessary condition for the development of coherent speech; at the same time, the development of coherent speech contributes to the child's ability to independently use individual words and syntactic structures. In developing coherent speech in older preschool children, it is advisable to employ the following innovative technologies:

Visual modeling technology.

Visual modeling involves reproducing the essential characteristics of the object being studied, creating its substitute, and working with it. In this technique, images serve as a means of linking knowledge and retaining it in the child's memory. Using such images, it is not difficult to create mnemonic charts on any topic, such as fairy tales, poems, proverbs, or riddles. With the help of mnemonic charts, children learn to construct descriptive narratives and to quickly and easily retell events or stories they have heard.

The relevance of using visual modeling techniques in work with preschool children is as follows:

First, preschool children are highly adaptable and easy to teach; however, they are also prone to rapid fatigue and loss of interest in activities. The use of visual modeling stimulates interest and helps address this issue.

Second, the use of symbolic representations facilitates and accelerates the processes of memorization and comprehension, and contributes to the formation of memory-related skills.

Third, through the use of graphic analogies, children are taught to identify essential elements and to systematize acquired knowledge.

Fourth, by employing this technology, we develop children's ability to construct speech based on a model.

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