

PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS OF SPEECH DEVELOPMENT**Khudashkurova Nurkhon Ravshanbekovna**

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Abstract. *The purpose of the study is a theoretical analysis of scientific data concerning the psychological and pedagogical foundations of the development of speech skills of primary school students in English lessons. The study involves general scientific and special methods of theoretical analysis of the problem of psychological and pedagogical foundations of the development of speech skills of primary school students in English lessons. This article examines psychological and pedagogical approaches, along with a range of methods and techniques, aimed at developing speech competence in school-aged children. It also emphasizes the significance of fostering speech abilities in the younger generation. Additionally, the study analyzes international experience in applying psychological and pedagogical strategies to enhance speech competence in school and preschool children. The article further highlights the positive impact of speech development on schoolchildren through the cultivation of communicative skills.*

Key words: *pedagogical-psychological approach, competence, speech, impact, communication tool, speech development, strategy, dialogic and monologic speech, study, impact, experience, Drama-based activities.*

Introduction

Speech development in children is among the most important signs of their cognitive, emotional, and social development. From infancy, the capacity to communicate verbally is essential for a child's engagement with their surroundings, learning experiences, and the formation of their personality. Experts in psychology and education stress that speech serves not only as a tool for communication but also as an expression of thinking and a fundamental component of intellectual growth. The psychological foundations of speech development arise from the interaction of biological growth, sensory and motor skills, emotional health, and social interaction.

Pedagogical strategies aimed at fostering speech development should be based on a thorough understanding of the underlying psychological mechanisms. Successful approaches involve play-centered activities, environments rich in language exposure, personalized teaching methods, and close cooperation among educators, parents, and relevant specialists.

It also emphasizes the significance of early intervention and the responsibility of educators in creating a supportive environment for language learning.

Contemporary psychology and pedagogy regard speech development as a complex and multidimensional process influenced by various factors, such as the child's environment, family background, social interactions, and educational practices.

Methodology.

The research employs several types of methods, which are classified according to their purpose and function in the research process. The following methods were used in writing this article:

- a) Observation- observing students' speaking activities during lessons;
- b) Comparison- comparing traditional teaching methods with drama-based activities;

- c) Practical activities- using drama techniques in classroom practice;
- d) Questionnaire- collecting students' opinions and feedback;
- e) quantitative methods-using specific criteria, including fluency, coherence, pronunciation and communicative confidence;

Nowadays, interactive games, multimodal learning resources, AI and targeted pedagogical techniques are widely used to promote speech development in preschool children.

These methods support the effective growth of both expressive and receptive language skills. In elementary education, the development of expressive speech should begin with folk tales, as they offer a rich variety of artistic devices that are especially valuable for young learners

Teachers should actively draw on experiences from students' everyday lives such as excursions, watching cartoons and films, hiking, reading books, and focused as these form the core of preparatory discussions and serve as the foundation for future written work, including essays and stories. It is essential that the selected experiences carry positive emotional value, are engaging, and provide meaningful learning opportunities for the child.

Results and Discussion

The results of the study show that the use of drama techniques had a positive effect on the development of both dialogic and monologic speech in English language learning. Students who participated in drama-based activities demonstrated noticeable improvement in speaking fluency, confidence, and overall communicative competence compared to those taught through traditional methods.

In terms of dialogic speech, learners became more active in conversations and showed better turn-taking skills. Role-play and improvisation activities helped students respond more naturally and spontaneously during interactions. Students used a wider range of vocabulary and expressions, and their fear of making mistakes was reduced. Observation results indicated that learners were more willing to participate in pair and group discussions when drama techniques were applied.

Regarding monologic speech, drama techniques such as storytelling, reader's theatre, and monologue dramatization improved students' ability to produce longer and more coherent speech.

Learners organized their ideas more clearly, used appropriate intonation, and demonstrated better pronunciation. Their confidence during individual speaking tasks increased, and they relied less on memorized texts.

Observation showed that students improved in:

- turn-taking skills,
- responding appropriately to questions,
- maintaining conversations,
- using functional language in real-life situations.

Drama activities created realistic communicative contexts, which encouraged learners to speak naturally rather than relying on memorized dialogues. As a result, dialogic speech became more spontaneous and meaningful.

Overall, the results suggest that drama techniques are an effective method for developing dialogic and monologic speech. The discussion of findings aligns with communicative language teaching principles and supports the view that interactive and creative approaches play a significant role in improving speaking skills in English language education.

Unlike dialogue, monologic speech is generally addressed to a wider audience rather than a single listener, which requires it to be clear and accessible to any reader or listener. As a result, high standards are placed on the quality and clarity of monologic speech.

Conclusion.

Finally, Modern pedagogical approaches to speech development make use of interactive techniques, audio-visual resources, educational games, and communicative activities. These methods are designed to encourage active speech use, increase motivation for communication among the students.

Moreover, early identification and correction of speech issues are vital tasks in both pedagogy and speech therapy. Proper and high-quality speech development lays the foundation for children's socialization, personality formation, and future academic success. Therefore, continued research and innovation in the field of speech development are necessary to meet the evolving educational and developmental needs of children in today's society.

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