

## METHODS OF DEVELOPING ENGLISH SPEECH IN CHILDREN

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**Abstract.** *The development of English speech in children is a key objective of contemporary foreign language education, particularly in response to globalization and the increasing demand for effective international communication. Early exposure to spoken English plays a crucial role in shaping children's linguistic competence, cognitive development, and communicative confidence. This article investigates effective methods for developing English speaking skills in children through an analysis of pedagogical, psychological, and linguistic perspectives.*

*The study emphasizes child-centered and age-appropriate teaching approaches, including Communicative Language Teaching, play-based learning, storytelling, role play, and the systematic use of visual and audio materials. Special attention is given to the importance of creating a supportive, low-anxiety learning environment that encourages active participation and spontaneous oral communication. In addition, the article examines the role of repetition, routine classroom interaction, and meaningful language exposure in improving fluency, pronunciation, and vocabulary acquisition.*

**Keywords:** *English speech development, young learners, speaking skills, communicative methodology, early language education.*

**Introduction.** In the contemporary educational context, English has assumed the role of a global language used extensively in international communication, academic discourse, and professional interaction. Consequently, the introduction of English language instruction at an early age has become a strategic priority in many educational systems worldwide. One of the primary objectives of early foreign language education is the development of speaking skills, as oral communication serves as the foundation for meaningful language use.

Children acquire language in a fundamentally different manner from adult learners. Their learning process is predominantly implicit, experiential, and emotionally driven. Unlike adults, children rely less on conscious grammatical analysis and more on natural exposure and interaction. Therefore, traditional teacher-centered and grammar-focused methodologies are often ineffective in developing children's speaking skills. Instead, there is a growing need for child-centered, communicative, and interactive teaching approaches that take into account learners' cognitive development, motivation, and emotional well-being.

This article aims to examine effective methods for developing English speech in children by drawing on established linguistic and psychological theories and by analyzing practical classroom strategies. The study seeks to identify teaching approaches that foster fluency, confidence, and communicative competence in young learners.

**Main body.** The development of English speech in children is a multifaceted process that is closely connected to their cognitive, social, and emotional development.

Linguistic and educational research consistently demonstrates that children acquire spoken language most effectively through meaningful interaction rather than through mechanical repetition or isolated grammar instruction. In early language learning, communication serves not only as a learning goal but also as the primary medium through which language is acquired.

A key principle in developing English speech in children is the use of communicative and child-centered teaching approaches. These approaches emphasize the functional use of language and encourage learners to express meaning instead of focusing exclusively on grammatical accuracy. Classroom practices such as role play, guided dialogues, pair and group work, and interactive tasks provide children with frequent opportunities to speak English in realistic and purposeful contexts. As a result, learners gradually develop fluency, self-confidence, and communicative competence.

Play-based learning represents another essential element in children's speech development. Since play is a natural and motivating activity for young learners, integrating English instruction into games, songs, and physical movement creates a low-anxiety environment that supports spontaneous speech. During play-based activities, children are repeatedly exposed to vocabulary, sentence structures, and pronunciation patterns in meaningful situations. This repeated exposure strengthens retention and allows language to be internalized naturally. Moreover, play increases learners' motivation and willingness to participate actively in speaking tasks.

Storytelling and role play further contribute to the development of spoken English by providing rich linguistic input and meaningful communicative contexts. Stories introduce children to new vocabulary, grammatical patterns, and discourse structures in an organized and memorable way. When children are encouraged to retell stories, describe characters, or act out roles, they practice speaking creatively while developing narrative competence and pragmatic awareness. Role play also enables learners to simulate real-life situations, which helps them transfer classroom language into everyday communication.

The use of visual and audio aids plays a significant role in supporting English speech development. Teaching materials such as pictures, flashcards, videos, songs, and animations facilitate comprehension and reduce reliance on translation. These resources stimulate discussion, description, and interaction, thereby encouraging children to use English actively.

Multisensory input not only enhances understanding but also sustains learners' attention and engagement during speaking activities.

Repetition and routine are also fundamental to successful speech development. Regular exposure to common classroom expressions, greetings, and simple conversational patterns helps children internalize linguistic structures over time. When repetition is meaningful and embedded within communicative activities, it improves fluency and accuracy without causing boredom. Consistent classroom routines provide a sense of security, which further encourages children to participate confidently in oral communication.

In addition to instructional methods, the roles of teachers and parents are crucial in supporting children's English speech development. Teachers are responsible for creating a supportive and encouraging learning environment in which children feel comfortable expressing themselves. Positive feedback, patience, and tolerance of errors reduce anxiety and build learners' confidence. Parents contribute by reinforcing language exposure outside the classroom through simple conversations, storytelling, and media in English.

Effective cooperation between teachers and parents significantly enhances the overall effectiveness of early language instruction.

Despite the advantages of early English learning, several challenges may arise including limited exposure to English outside the classroom, fear of making mistakes, and short attention spans. These challenges can be addressed through the use of interactive materials, varied teaching strategies, and individualized support. By adopting flexible and child-centered approaches, educators can successfully foster English speech development in young learners.

**Conclusion.** Developing English speech in children is a multifaceted process that benefits most from communicative, child-centered, and interactive approaches. Methods such as play-based learning, storytelling, role play, and the use of visual and audio aids effectively enhance fluency, pronunciation, and vocabulary. Teachers and parents play complementary roles, providing structured guidance and continuous exposure to English both inside and outside the classroom. By prioritizing meaningful communication over strict grammatical accuracy, children can develop confidence, spontaneity, and genuine oral proficiency, forming a strong foundation for future language learning.

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