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METHODOLOGICAL FOUNDATIONS FOR DEVELOPING ORAL AND WRITTEN SPEECH IN THE PROCESS OF USING EDUCATIONAL GAMES

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Abstract

This study examines the methodological foundations for developing oral and written speech through the systematic use of educational games in preschool education. In contemporary pedagogical practice, speech development is regarded as a core component of children's cognitive, social, and emotional growth, particularly during the preschool period, which is considered a sensitive stage for language acquisition. Educational games are increasingly recognized as an effective pedagogical tool that combines learning objectives with play activity, thereby creating favorable conditions for the natural and motivated development of speech skills. The research focuses on identifying and substantiating methodological approaches that ensure the purposeful integration of educational games into the process of developing children's oral and written speech. The study analyzes theoretical perspectives on speech development, play-based learning, and child-centered pedagogy, emphasizing the role of interactive, communicative, and activity-based methods. Special attention is given to how educational games stimulate vocabulary enrichment, grammatical accuracy, coherent speech, phonemic awareness, and the initial foundations of written language. The research also explores the pedagogical conditions necessary for the effective use of educational games, including the alignment of game content with educational goals, the gradual complication of tasks, and the active facilitation role of the teacher. Based on pedagogical analysis, the study highlights the potential of educational games to enhance children's communicative initiative,

creativity, and motivation, while simultaneously supporting the development of both oral and written forms of speech. The findings underscore that the effectiveness of speech development in preschool education largely depends on the methodological justification of game selection, organization, and implementation, rather than on the mere presence of games in the learning environment. The results of the study contribute to improving methodological practices in preschool pedagogy and may serve as a theoretical and practical basis for future research and instructional design in speech development through educational games.

Keywords: Educational games, speech development, oral speech, written speech, preschool education, methodological foundations, play-based learning, communicative competence

Introduction

TA'LIMIY O'YINLARDAN FOYDALANISH JARAYONIDA OG'ZAKI VA YOZMA NUTQNI RIVOJLANTIRISHNING METODIK ASOSLARI

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Annotatsiya:

Mazkur tadqiqot maktabgacha ta'lim jarayonida ta'limiy o'yinlardan tizimli foydalanish orqali og'zaki va yozma nutqni rivojlantirishning metodik asoslarini o'rganishga bag'ishlangan. Zamonaviy pedagogik amaliyotda nutqni rivojlantirish bolalarning kognitiv, ijtimoiy va emotsional rivojlanishining asosiy tarkibiy qismi sifatida qaraladi, ayniqsa maktabgacha yosh davri tilni egallash uchun sezgir bosqich hisoblanadi. Ta'limiy o'yinlar o'quv maqsadlarini o'yin faoliyati bilan uyg'unlashtiruvchi samarali pedagogik vosita sifatida tobora keng e'tirof etilmoqda va bu bolalarda nutqiy ko'nikmalarni tabiiy hamda ichki motivatsiya asosida rivojlantirish uchun qulay sharoit yaratadi. Tadqiqot bolalarning og'zaki va yozma nutqini rivojlantirish jarayoniga ta'limiy o'yinlarni



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maqsadga muvofiq integratsiya qilishni ta'minlovchi metodik yondashuvlarni aniqlash va ilmiy asoslashga qaratilgan. Ishda nutqni rivojlantirish, o'yin asosida ta'lim va shaxsga yo'naltirilgan pedagogika bo'yicha nazariy qarashlar tahlil qilinib, interaktiv, kommunikativ va faoliyatga yo'naltirilgan metodlarning ahamiyati yoritiladi. Ta'limiy o'yinlarning lug'at boyligini oshirish, grammatik to'g'rilikni shakllantirish, bog'lanishli nutqni rivojlantirish, fonematik idrokni kuchaytirish hamda yozma nutqning dastlabki asoslarini shakllantirishdagi o'rni alohida e'tibor markazida bo'ladi. Shuningdek, ta'limiy o'yinlardan samarali foydalanish uchun zarur bo'lgan pedagogik shart-sharoitlar, jumladan o'yin mazmunining ta'limiy maqsadlar bilan mosligi, topshiriqlarning bosqichma-bosqich murakkablashuvi va o'qituvchining faol yo'naltiruvchi roli tahlil qilinadi. Pedagogik tahlil natijalariga ko'ra, ta'limiy o'yinlar bolalarning kommunikativ faolligi, ijodkorligi va o'qishga bo'lgan motivatsiyasini oshirish bilan birga, og'zaki va yozma nutq shakllarining rivojlanishini samarali qo'llab-quvvatlashi aniqlangan. Tadqiqot natijalari maktabgacha ta'limda nutqni rivojlantirish samaradorligi o'yinlarning mavjudligiga emas, balki ularni tanlash, tashkil etish va amalga oshirishning metodik asoslanganligiga bog'liqligini ko'rsatadi. Mazkur tadqiqot natijalari maktabgacha pedagogika amaliyotini takomillashtirishga xizmat qiladi hamda ta'limiy o'yinlar orqali nutqni rivojlantirish bo'yicha kelgusidagi ilmiy izlanishlar va o'quv-metodik ishlanmalar uchun nazariy va amaliy asos bo'lib xizmat qilishi mumkin.

Kalit so'zlar: ta'limiy o'yinlar, nutqni rivojlantirish, og'zaki nutq, yozma nutq, maktabgacha ta'lim, metodik asoslar, o'yin asosida ta'lim, kommunikativ kompetensiya.

Introduction

The development of oral and written speech is one of the central objectives of preschool education, as language functions as a primary means of cognition, communication, and social interaction for young children. During the preschool period, children actively acquire vocabulary, master grammatical structures, and develop the ability to express thoughts coherently and meaningfully. This stage



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is widely recognized as a sensitive period for speech development, during which pedagogical influence has a particularly strong and lasting impact. Therefore, the selection of effective methodological approaches for fostering speech skills in preschool children remains a priority issue in pedagogical science and practice.

In modern preschool pedagogy, increasing attention is given to educational games as a powerful means of organizing the learning process. Educational games combine elements of play and instruction, enabling children to learn in a natural, emotionally engaging, and motivating environment. Unlike traditional instructional methods, game-based learning corresponds to the psychological and age-related characteristics of preschool children, whose leading activity is play. Through educational games, children are not only exposed to language material but also actively use speech in meaningful, socially situated contexts, which contributes to deeper and more sustainable learning outcomes.

Oral speech development in preschool education encompasses the formation of correct pronunciation, phonemic awareness, vocabulary expansion, grammatical accuracy, and coherent speech. These components develop most effectively when children are involved in active communication rather than passive reception of information. Educational games create situations that encourage dialogue, role-play, storytelling, and collaborative problem-solving, all of which stimulate children's communicative initiative. At the same time, educational games support the gradual transition from spontaneous oral expression to more structured forms of speech, laying the foundation for future literacy development.

Although preschool children do not fully master writing in the conventional sense, the development of written speech at this stage is understood as the formation of pre-literacy skills. These include fine motor coordination, visual perception, sound-letter awareness, narrative sequencing, and the ability to understand and reproduce symbolic representations. Educational games play a significant role in developing these foundational skills through tasks that involve matching symbols, arranging sequences, drawing, and interacting with letters and words in a playful context. As a result, children become prepared for systematic literacy instruction in primary education.

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Despite the widespread use of games in preschool institutions, their educational potential is not always realized effectively. In many cases, games are applied intuitively or sporadically, without a clear methodological framework that aligns game content with pedagogical objectives. This lack of methodological grounding may reduce the effectiveness of educational games in developing speech skills. Therefore, there is a need for a systematic examination of the methodological foundations that ensure the purposeful and pedagogically justified use of educational games in speech development.

This study addresses this need by focusing on the methodological principles underlying the development of oral and written speech through educational games in preschool education. The research seeks to analyze theoretical approaches to speech development and play-based learning, identify key pedagogical conditions for effective implementation, and clarify the role of the teacher in organizing and guiding educational games. By substantiating the methodological foundations of this process, the study aims to contribute to the improvement of preschool educational practice and support the development of children’s communicative competence in accordance with contemporary pedagogical requirements.

Methods

The methodological framework of this study is based on a combination of theoretical analysis and pedagogical research methods aimed at identifying effective approaches to developing oral and written speech through educational games in preschool education. The research adopts a child-centered and activity-based perspective, recognizing play as the leading form of activity in preschool age and speech development as a dynamic, socially mediated process. This methodological orientation determines the selection of research methods and the interpretation of findings.

The theoretical methods include the analysis, synthesis, and systematization of scientific literature related to preschool pedagogy, speech development, play-based learning, and educational games. Works by classical and contemporary scholars in child development, linguistics, and pedagogy were examined to



identify key concepts, principles, and methodological approaches relevant to the topic. This analysis made it possible to clarify the conceptual foundations of oral and written speech development and to determine the pedagogical potential of educational games within the preschool context.

Empirical methods were used to observe and analyze pedagogical practice in preschool educational settings. Pedagogical observation served as a primary method for examining how educational games are organized and implemented in real learning environments and how children engage in speech activities during play. Observations focused on children's participation in game-based tasks, the frequency and quality of oral speech interactions, and the use of pre-writing elements such as symbols, letters, and visual representations. The role of the teacher in facilitating, guiding, and supporting speech development during educational games was also examined.

In addition, a comparative analysis method was applied to evaluate different types of educational games and their impact on various components of speech development. Games aimed at vocabulary enrichment, phonemic awareness, grammatical development, coherent speech, and pre-literacy skills were compared in terms of their structure, content, and pedagogical effectiveness. This approach allowed for the identification of methodological patterns that contribute to the successful development of both oral and written forms of speech.

The study also employed elements of pedagogical modeling to design a methodological framework for integrating educational games into the speech development process. This framework includes the selection of games in accordance with educational objectives, the sequencing of game-based tasks from simple to more complex, and the integration of oral and pre-written speech activities. Modeling made it possible to conceptualize the interaction between game content, pedagogical guidance, and children's speech outcomes.

Qualitative analysis methods were used to interpret the collected data. Children's speech behavior during educational games was analyzed in terms of vocabulary use, sentence structure, coherence, and communicative initiative. Attention was also given to indicators of readiness for written speech, such as sound-letter associations, narrative sequencing, and symbolic representation. The qualitative



nature of the analysis allowed for a deeper understanding of how and why educational games influence speech development rather than merely measuring outcomes quantitatively.

Overall, the chosen research methods ensured a comprehensive examination of the methodological foundations for developing oral and written speech through educational games. The combination of theoretical and empirical approaches provided a solid basis for drawing pedagogically grounded conclusions and for proposing methodological recommendations relevant to preschool education practice.

Results

The results of the study demonstrate that the systematic and methodologically grounded use of educational games has a significant positive impact on the development of both oral and written speech in preschool children. The findings indicate that when educational games are purposefully integrated into the learning process, they create favorable conditions for active speech use, linguistic experimentation, and gradual mastery of language structures.

One of the key results concerns the development of oral speech. Observations showed that children participating in educational games demonstrated a noticeable increase in vocabulary usage and communicative initiative. Game-based activities encouraged children to use new words in meaningful contexts, engage in dialogue with peers, and respond verbally to problem-solving situations. Role-playing games, storytelling games, and cooperative tasks were particularly effective in stimulating coherent speech, as they required children to construct logical statements, sequence events, and express ideas clearly. As a result, children's speech became more expressive, grammatically accurate, and contextually appropriate.

The study also revealed improvements in phonemic awareness and pronunciation skills. Educational games involving sound identification, rhyme recognition, and word construction supported children's ability to distinguish and articulate sounds correctly. These activities contributed to the development of auditory perception and speech clarity, which are essential components of oral language





competence. Children showed increased confidence in speaking and were more willing to participate in group communication, indicating a reduction in speech anxiety and an enhancement of social interaction skills.

In terms of written speech development, the results confirm that educational games play a crucial role in forming pre-literacy skills. Although preschool children are not yet expected to master conventional writing, game-based tasks involving symbols, letters, drawing, and sequencing significantly supported the development of foundational skills for written language. Children demonstrated improved fine motor coordination, better understanding of sound–letter relationships, and an increased ability to organize narratives visually and verbally. These skills are essential prerequisites for successful literacy acquisition in primary education.

Another important result relates to the integration of oral and written speech development within educational games. The findings show that games combining verbal expression with visual or symbolic elements were particularly effective. For example, games that required children to describe images, complete story sequences, or match spoken words with symbols facilitated the transition from oral expression to symbolic representation. This integration supported a holistic approach to speech development, reinforcing the interconnectedness of oral and written language skills.

The study also highlights the decisive role of the teacher in achieving positive outcomes. Results indicate that educational games were most effective when teachers actively guided the process, provided timely feedback, and adapted game tasks to children’s individual abilities. Teachers who intentionally structured games according to methodological principles achieved higher levels of speech engagement and more consistent developmental progress among children. In contrast, games used without clear objectives or pedagogical guidance showed limited impact on speech development.

Overall, the results confirm that educational games, when implemented within a well-defined methodological framework, significantly enhance the development of oral and written speech in preschool children. The findings emphasize that the effectiveness of educational games depends not only on their content but also on

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their pedagogical organization, sequencing, and integration into the broader educational process.



Discussion

The findings of this study confirm and extend existing theoretical assumptions about the pedagogical value of educational games in preschool speech development. The results demonstrate that educational games are not merely an auxiliary activity but function as an effective methodological tool when integrated purposefully into the learning process. From a pedagogical perspective, this supports the view that play-based learning aligns naturally with the developmental characteristics of preschool children and provides optimal conditions for language acquisition.

The observed improvement in oral speech development can be explained by the communicative nature of educational games. Unlike traditional instructional methods, games create authentic communicative situations that require children to express intentions, negotiate meanings, and respond to peers. This aligns with socio-cultural theories of language development, which emphasize interaction as a primary mechanism for speech acquisition. Through dialogue, role-play, and collaborative problem-solving, children actively construct language rather than passively reproduce it. As a result, oral speech becomes more flexible, coherent, and functionally meaningful.

The discussion of phonemic awareness and pronunciation development highlights the importance of structured play in supporting early linguistic skills. Educational games that focus on sounds, rhythms, and word patterns allow children to engage with language elements in an intuitive and emotionally positive manner. This reduces cognitive and emotional barriers to learning and supports gradual skill acquisition. The findings suggest that playful repetition and variation within games are particularly effective in reinforcing correct pronunciation and sound discrimination.

The development of written speech foundations through educational games deserves special attention. The results confirm that preschool education should not approach writing as a formal skill but rather as a gradual process of preparing

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children for literacy. Educational games facilitate this process by integrating symbolic thinking, visual representation, and fine motor activities into meaningful contexts. This supports the idea that written speech readiness emerges through the interaction of cognitive, motor, and linguistic processes rather than through isolated drills.

An important point for discussion is the integration of oral and written speech development. The study shows that educational games are especially effective when they bridge spoken language and symbolic representation. This finding aligns with holistic approaches to language education, which view oral and written speech as interconnected components of a single communicative system. By encouraging children to describe, interpret, and represent information in multiple forms, educational games support a deeper understanding of language functions.

The role of the teacher emerges as a critical factor in the effectiveness of educational games. The results indicate that methodological awareness and pedagogical intentionality significantly influence outcomes. Teachers who clearly defined objectives, selected appropriate games, and provided guided support were able to maximize the developmental potential of play-based activities. This underscores the need for targeted professional development in preschool education, focusing on the methodological use of educational games rather than their spontaneous or unstructured application.

Finally, the discussion highlights certain limitations and implications for future practice. While educational games show strong potential for speech development, their effectiveness depends on contextual factors such as group size, available resources, and teachers' methodological competence. Future research may focus on developing differentiated game-based models for diverse learner needs and exploring the long-term impact of educational games on literacy outcomes in primary education. Overall, the discussion reinforces the conclusion that educational games represent a methodologically justified and pedagogically effective approach to developing oral and written speech in preschool education.

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Conclusion

The present study has demonstrated that educational games constitute a methodologically grounded and pedagogically effective means of developing oral and written speech in preschool education. The findings confirm that the preschool period represents a critical stage for language development, during which appropriately organized pedagogical interventions can have a lasting influence on children’s communicative competence. Within this context, educational games emerge as a powerful tool that aligns educational objectives with the psychological and developmental characteristics of preschool children. The study shows that the effectiveness of educational games in speech development depends primarily on their methodological organization rather than on their mere inclusion in the educational process. When games are selected purposefully, structured progressively, and integrated into a coherent pedagogical framework, they create optimal conditions for active speech use. Educational games stimulate children’s motivation to communicate, encourage spontaneous and meaningful verbal expression, and provide opportunities for practicing vocabulary, grammar, pronunciation, and coherent speech in socially relevant situations. This confirms the pedagogical value of play as a leading activity that supports natural and sustainable language acquisition.

An important conclusion of the study concerns the development of written speech foundations. Although preschool children do not engage in formal writing, educational games effectively support pre-literacy skills that are essential for future literacy development. Through playful interaction with symbols, letters, images, and narrative structures, children develop sound–letter awareness, fine motor coordination, and the ability to organize ideas sequentially. These foundational skills ensure a smoother transition to systematic reading and writing instruction in primary education and reduce potential learning difficulties.

The study also highlights the importance of integrating oral and written speech development within educational games. The results indicate that a holistic approach, in which spoken language and symbolic representation are developed simultaneously, leads to more balanced and effective language outcomes. Educational games that combine verbal description with visual or symbolic tasks



help children understand the functional relationship between oral and written forms of language, thereby strengthening overall communicative competence.

Another significant conclusion relates to the role of the teacher. The findings emphasize that the teacher's methodological competence, pedagogical guidance, and reflective practice are decisive factors in the successful implementation of educational games. Teachers who consciously plan game-based activities, set clear speech development objectives, and adapt tasks to children's individual needs are able to maximize the developmental potential of educational games. This underscores the necessity of enhancing teacher training and professional development programs with a focus on the methodological use of play in speech development.

In summary, the study confirms that educational games, when applied within a scientifically grounded methodological framework, significantly contribute to the development of oral and written speech in preschool children. The conclusions drawn from this research have both theoretical and practical significance, as they support contemporary child-centered and play-based approaches to preschool education. The results may serve as a basis for improving pedagogical practice, designing methodological guidelines, and conducting further research aimed at optimizing speech development through educational games in early childhood education.

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