IMPROVING THE PROCESS OF DEVELOPING CHILDREN'S SPEECH IN PRESCHOOL EDUCATIONAL ORGANIZATIONS BASED ON INNOVATIVE TECHNOLOGIES

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Abstract: This article highlights the pedagogical potential of organizing the process of developing children's speech in preschool educational organizations based on innovative technologies. The pedagogical and psychological factors influencing the formation of speech in preschool-aged children and the methodological features of using modern educational technologies are analyzed. The possibilities of using interactive, play-based, problem-based, project-based, multimedia, and digital technologies in speech development are explored. Innovative approaches aimed at developing children's vocabulary, coherent speech, phonemic awareness, communication culture, and creative speech activity are also proposed.
Keywords: preschool education, children's speech, speech activity, innovative technology, digital technology, interactive method, play-based technology, multimedia, project-based education, coherent speech.

Today, one of the important pedagogical tasks in the preschool education system is to ensure the comprehensive development of children, foster their independent thinking, ability to engage in communication, express their ideas freely, and prepare them for social interaction. Speech development plays a particularly important role in this process.

During the preschool period, children's speech develops rapidly. Through understanding the environment, communicating with adults and peers, and expressing their needs and attitudes, children acquire new vocabulary and develop skills in constructing sentences, asking questions, responding to questions, and consistently describing events. Therefore, the process of speech development in preschool educational organizations should not be limited to traditional educational activities; it should be enriched with innovative technologies that support children's natural interests and active participation. In modern preschool education, the teacher is not merely a provider of ready-made information but acts as a facilitator who organizes children's activities, encourages communication, and supports independent thinking. This necessitates the broad application of interactive and child-centered approaches in speech development methodology.

Developing children's speech is a multidimensional pedagogical process involving the enrichment of vocabulary, correct pronunciation of sounds, construction of grammatically correct sentences, development of coherent speech, formation of communication skills, and enhancement of speech expressiveness. These tasks are implemented in an interconnected manner.

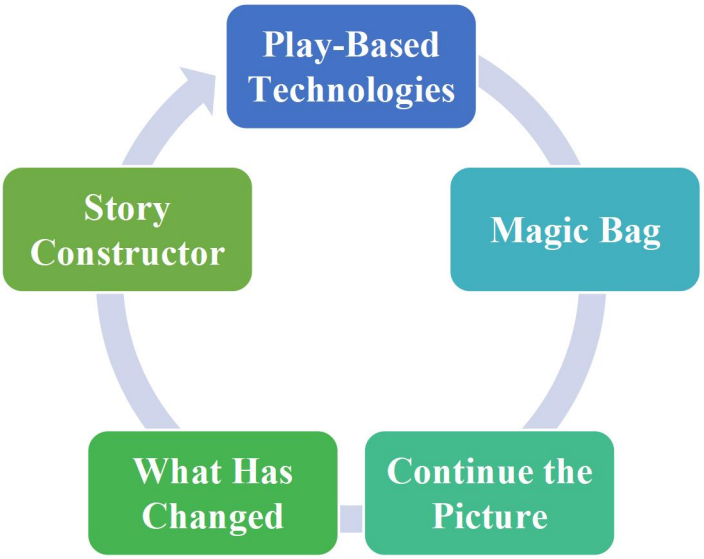
Speech development is also closely associated with children's cognitive processes. As attention, memory, perception, imagination, and thinking develop, children's speech abilities also expand. Conversely, insufficient development of speech activity may negatively affect children's social communication and cognitive activity. Therefore, the process of speech development in preschool educational organizations should be organized in the following interconnected areas:

- enriching children's active vocabulary and teaching them to use new words independently in speech;
- developing question-and-answer skills and dialogic speech, developing monologic and coherent speech;

- developing the ability to distinguish sounds and phonemic awareness;
- forming grammatically correct speech;
- teaching children to create stories based on pictures, objects, and events;
- developing a culture of communication, encouraging speech creativity.

In this process, the main emphasis should be placed not on children's passive acquisition of ready-made knowledge, but on their ability to express independent ideas in speech situations and engage in communication. Innovative technologies enable children to participate actively in preschool education, visualize educational materials, model speech situations, and make the educational process more engaging.

Interactive technologies help involve children in communication. For example, methods such as “Ask a Question — Get an Answer,” “Continue,” “I Start, You Finish,” and “Who? What? Where?” teach children to ask questions, respond to questions, and express their ideas consistently.



Play-Based Technologies: Play is a leading activity for preschool-aged children. Therefore, integrating speech-development tasks into play activities can be highly effective.

“Magic Bag” — a child takes an object from a bag and describes its name, color, shape, size, and function.

“Continue the Picture” — the teacher begins describing an event based on a picture, and the children continue the story.

“What Has Changed?” — several objects are displayed. One object is then removed, and the child identifies the missing object and describes it.

“Story Constructor” — children are provided with pictures representing a character, place, time, and action. They create an independent story based on these elements.

The use of pictures, audio materials, animations, and short videos through multimedia tools attracts children's attention and creates additional opportunities for speech activity. For example, the teacher may display a natural landscape on a screen and involve children in speech communication by asking questions such as:



In this context, digital tools should not be considered an end in themselves but rather as pedagogical tools that stimulate children's speech activity. Project-based technologies are also important for developing speech activity. During project work, children collect information about a topic, ask questions, observe, discuss, and present the final results. For example, a mini-project entitled “Our Favorite Animal” can be organized. Thus, speech development within project activities becomes integrated with other areas of children's development.

When using digital technologies, children's age, individual characteristics, and educational needs must be taken into account. Digital tools should not turn children into passive viewers; rather, they should encourage them to speak, ask questions, express ideas, and engage in creative activities. Regular observation and assessment are important in the process of developing children's speech. Rather than comparing children with one another, it is more appropriate to focus on each child's individual developmental progress. The following criteria can be used:

Criterion	**Indicator**
Vocabulary	Understanding and using new words in speech
Dialogic speech	Ability to ask and answer questions
Monologic speech	Ability to describe events consistently
Grammatical speech	Ability to construct sentences correctly
Phonemic awareness	Ability to distinguish sounds
Speech creativity	Ability to create independent stories and ideas
Communication activity	Ability to communicate freely with peers and teachers

Such assessment makes it possible to identify children's strengths and areas requiring additional pedagogical support.

Improving the process of developing children's speech in preschool educational organizations through innovative technologies requires adapting the content, methods, and tools of the educational process to children's age characteristics and individual needs. The purposeful use of innovative technologies creates a favorable pedagogical environment for expanding children's vocabulary, developing dialogic and monologic speech, encouraging independent thinking, forming communication culture, and increasing speech creativity.

In particular, the integration of play-based, interactive, project-based, problem-based, and multimedia technologies can serve as an effective means of increasing children's speech activity. However, when using digital technologies, the main focus should not be on information presented on the screen, but on children's ability to speak, think, ask questions, communicate, and create meaningful speech products.

In conclusion, the process of speech development organized through innovative technologies transforms the “teacher–child” relationship into a “teacher–child–digital resource–speech activity” system based on active communication. This creates important pedagogical opportunities for developing the communicative and speech competencies of preschool-aged children.

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