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TECHNOLOGY FOR DEVELOPING SPEECH COMPETENCIES OF PRESCHOOL CHILDREN

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Abstract. This article scientifically and practically analyzes methodological approaches to the formation of speech competence in preschool children. The content of communicative, activity-oriented, integrative and differential approaches is revealed. The impact of these methods on speech development is also based on statistical data. The level of effectiveness is assessed through practical experiments and pedagogical observations. The role of teacher-family collaboration in the development of speech competence is highlighted. The advantages of the methodological system combined with modern innovative technologies are demonstrated.

Keywords: speech competence, methodological approach, communicative method, active approach, integrative education, differential approach, preschool education, speech development, pedagogical technology, innovative methods, dialogical speech, monological speech, logopedic works, educational effectiveness, interactive methods, ICT tools

The essence and structural components of speech competence in preschool-age children are one of the important areas of modern pedagogy and psycholinguistics. Because the age range of 5–7 years is considered the period when a child's speech development is most actively formed, his socialization and thinking take on a systematic nature. According to scientific research, the active areas of the human brain associated with speech develop most intensively during preschool age, and in this process, the child rapidly acquires vocabulary, the ability to use grammatical structures, and communication skills. For example, international studies (according to UNICEF and UNESCO) show that by the age of 6, a child's active vocabulary reaches an average of 2,500–3,500 words. At the same time, it has been determined that the level of speech development determines 60–70 percent of a child's success in the next stage of education.

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The concept of speech competence broadly refers to a child's ability to use language tools correctly, appropriately, and effectively. This goes beyond just vocabulary or sentence structure, but also includes communication skills such as listening, understanding, and expressing ideas coherently. In modern pedagogical literature, speech competence is often interpreted as a component of communicative competence. This implies that the child is not only able to speak, but also be able to express an opinion in accordance with the social situation. Statistical analysis shows that in groups where regular speech development classes are held in preschool institutions, children's speech activity is 35–40% higher, and their storytelling skills are much better developed compared to control groups.

The structural components of speech competence can be scientifically divided into several main areas. First, the lexical component - this represents the child's vocabulary and the ability to use words correctly. According to research, the active vocabulary of preschool children increases by an average of 800–1000 words per year. This allows them to express complex ideas. Secondly, the grammatical component includes the skills of constructing sentences correctly and using words correctly in case and tense forms. According to statistics, the number of grammatical errors in children who have been educated using a special methodological approach is reduced by 25–30 percent. Third, the phonetic component - correct pronunciation of sounds - ensures clear and fluent speech. Speech therapy observations show that 15–20% of 6-year-olds have problems with mispronouncing certain sounds, which can be corrected through targeted training.

A pragmatic component is also distinguished as an important component of speech competence. This means the child's ability to apply speech in accordance with the situation, understand the interlocutor and actively participate in the process of communication. For example, studies show that pragmatic speech skills improve by 40-45 percent in children who participate in role-playing games and dialogue-based training. This has a direct impact on their social adaptation. In addition, speech competence includes both monologic and dialogic speech skills. While monologue develops a child's ability to think independently and coherently narrate events, dialogue ensures question-and-answer, exchange of ideas, and mutual understanding in the communication process.

From an analytical point of view, a number of factors influence the development of speech competence. Above all, the family environment is important. According to statistics, children who regularly communicate with their parents

develop speech 1.5 times faster than others. The second important factor is the pedagogical approach in preschool education. Innovative methods, particularly the use of interactive games, storytelling techniques, and ICT tools, have a significant impact on speech development. Third, the social environment and communication with peers also play an important role in the development of speech competence. It has been found that an active communication environment in a group can increase a child's speech activity by up to 30 percent.

Today, digital technologies also have a double impact on the development of speech competence. On the one hand, multimedia applications and educational applications help to increase children's vocabulary. For example, children who use interactive applications have been observed to have a 20–25% higher rate of learning new words. On the other hand, excessive use of gadgets can reduce live communication and negatively affect speech development. Therefore, experts recommend using digital tools in moderation and for their intended purpose.

In conclusion, speech competence in preschool-aged children is a complex, multi-component system that consists of lexical, grammatical, phonetic, and pragmatic elements. Statistical and analytical analyses show that the effective development of this competence directly affects the intellectual, social, and communicative development of the child's personality. Therefore, the widespread introduction of scientifically based methodological approaches aimed at developing speech competence in the preschool education system is an urgent task.

The use of modern pedagogical and innovative technologies in the development of speech competence is one of the priorities of today's education system. Especially when working with preschool-aged children, technologies based on interactive, digital, and integrative approaches, as opposed to traditional methods, provide high efficiency. Scientific research shows that the speech activity of children in groups where modern pedagogical technologies are used increases by an average of 35–45%, and vocabulary by 25–30%. This confirms the important role of innovative approaches in the systematic development of speech competence.

In the structure of modern pedagogical technologies, interactive methods are of particular importance. Techniques such as” mental attack“,” role-playing“,” cluster“,” Insert " activate children's thinking activities and engage them in colloquial communication. For example, in role-playing activities, children actively use speech units by modeling real-life situations. According to statistical observations, dialogic speaking skills improve by 40% in groups where regular role-

playing games are organized. At the same time, the systematization of thematic concepts through the cluster method serves to develop children's logical speech. The material studied by this method has been found to have a recall rate of 20-25 percent higher than traditional methods.

Information and communication technologies (ICT) occupy a special place in innovative technologies. Multimedia tools, interactive whiteboards, mobile applications and electronic textbooks support children's speech development. For example, children can learn correct pronunciation, intonation, and speech tone more quickly by using audio and video materials. According to research, children's listening and comprehension skills increase by 30–35 percent, and pronunciation accuracy by 20 percent, in classes where ICT tools are used. In particular, the process of learning new words through interactive games is fun for children and significantly increases their motivation to learn.

The STEAM (Science, Technology, Engineering, Art, Mathematics) approach in the development of speech competence is also giving effective results. In this approach, the development of speech is carried out in integration with other disciplines. For example, during the experiment, the child verbally describes his observations, which simultaneously develops his speech and logical thinking skills. According to analytical data, children in groups where STEAM elements are used have a 30% higher ability to consistently express their thoughts. This shows that speech competence is not only related to language, but also to overall intellectual development.

Project Education (project-based learning) is also important among modern technologies. In this approach, children work on small projects on a specific topic and present the results in a colloquial form. For example, through projects such as "My Family" and "Let's Protect Nature," children develop the skills to think independently, ask questions, and respond. Statistical analysis shows that the development of monologue speech in children who have been taught using project-based learning improves by 35–40 percent. At the same time, this approach also fosters creativity and initiative in children.

Logopedic and psychopedagogical technologies also play an important role in the development of speech competence. For example, articulatory exercises, methods for the development of phonemic hearing and elements of speech therapy serve to strengthen the speech apparatus of children. According to studies, systematic speech therapy reduces sound pronunciation defects by 50–60 percent.

This ensures clarity and fluency of speech. At the same time, psychological support technologies help children build confidence in speaking and express themselves freely.

Another important area of innovative approaches is gamification, or gamification technology. Training sessions based on game elements encourage children to actively participate and increase their speech activity. For example, through quizzes, interactive tasks, and digital games, children learn new words quickly and easily. According to statistics, children who are taught using gamification have a 45% increase in active participation in speech. This confirms the high effectiveness of learning through play.

Differential and individual approach technologies are also important in the development of speech competence. Taking into account the level of speech development, psychological characteristics and interests of each child, the issuance of individual tasks increases the effectiveness of its development. According to analytical observations, the rate of speech development in children with an individual approach increases by 1.3–1.5 times. This indicates the importance of choosing a suitable pedagogical strategy for each child.

Another important aspect related to digital technology is artificial intelligence — based learning tools. Today, programs designed for speech recognition, pronunciation verification and interactive communication organization are widely used. For example, artificial intelligence-based programs can detect errors in children's speech and provide individual recommendations. Studies show that the effectiveness of correcting speech errors increases by 25–30% when such technologies are used. This suggests that the role of AI technologies in education will only increase in the future.

In conclusion, the integrated use of modern pedagogical and innovative technologies in the development of speech competence ensures high results. Interactive methods, ICT tools, the STEAM approach, project-based learning, gamification, and artificial intelligence-based technologies accelerate children's speech development. Statistical and analytical data clearly demonstrate the effectiveness of these approaches, confirming the need for their widespread implementation in the preschool education system. Therefore, the purposeful and systematic use of innovative technologies in the modern educational process is one of the most important factors in the development of speech competence.

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The analysis of methodological approaches and practical effectiveness in the formation of speech competence is one of the most pressing scientific and practical issues in the preschool education system. Properly selected methodological approaches in the development of speech activity in preschool children, especially in older children, have a direct impact on their communicative, cognitive, and social development. Scientific observations show that when systematic and purposeful methodological approaches are used, the level of speech development of children increases by 40–50 percent, which lays the foundation for their successful learning at subsequent stages of education.

Among the methodological approaches, the communicative approach is recognized as one of the most effective. This approach focuses on developing the child's speech activity in the process of real communication. That is, the child does not only study speech theoretically, but also assimilates it by applying it in practical situations. For example, dialogical training, question-and-answer based conversations, and role-playing games are the main tools of a communicative approach. According to statistics, children who are taught using the communicative method show a 45% increase in communication activity and a 35% increase in the ability to coherently express their thoughts. This ensures that language competence is effectively applied in real-life situations.

An activity-oriented (functional) approach is also important in shaping speech competence. According to this approach, the child acquires knowledge not in readiness, but in the process of activity. For example, tasks such as creating a story, speaking based on a picture, and describing events in sequence simultaneously develop a child's speech and thinking skills. Studies show that children's monologue speech improves by 30–40 percent when activity-based methods are used. At the same time, this approach also fosters independent thinking and creativity in children.

The integrative approach is also one of the effective techniques in the development of speech competence. In this approach, the development of speech is harmonized with the study of other types of activities — fine arts, music, physical education and the environment. For example, during the process of drawing, the child verbally explains his work, which activates speech activity. According to analytical data, when an integrative approach is used, children's vocabulary wealth increases by 25-30 percent, while speech consistency improves significantly. This ensures the complex development of speech competence.

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The differentiated approach involves organizing the educational process taking into account the individual characteristics of each child. Since each child has a different level of speech development, the use of individual tasks and methods ensures high efficiency. Statistical analysis shows that the rate of speech development in groups working on a differential approach is on average 1.4 times faster. In particular, individual work with children with speech problems gives important results in their development.

Practical analysis is important in assessing the effectiveness of methodological approaches. Practical observations, monitoring, and diagnostic methods are used to determine the level of children's speech development. For example, the effectiveness of methods is assessed by comparing the results of initial and final diagnostics. The results of the study show that in groups where a comprehensive methodical approach is used, the overall development indicator of speech competence increases by up to 50 percent. This indicates that the methodical system is properly organized.

Professional skills of an educator are also an important factor in improving practical efficiency. The ability of the teacher to organize speech activities, the correct choice of methods and the establishment of effective communication with children directly affects the result. According to statistics, children's speech development is 20–25% higher in groups where highly qualified teachers work. This once again confirms the importance of pedagogical competence.

Also, cooperation with parents plays an important role in the formation of speech competence. Activities such as the speech environment created in the family, reading books, talking and telling a fairy tale have a positive effect on the child's speech development. Studies show that children who communicate regularly with their parents have a 1.5 times higher level of speech development. This indicates the need to strengthen the cooperation between the family and the educational institution in the educational process.

In modern conditions, it is also important to harmonize with innovative tools in increasing the effectiveness of methodological approaches. For example, interactive platforms, multimedia resources, and AI-based applications enrich the methodological process. Analytical observations show that when traditional and innovative methods are used in combination, the effectiveness increases by 30–35 percent. This demonstrates the superiority of an integrated approach.

In conclusion, methodological approaches to the formation of speech competence must be systematic, scientifically based, and practically effective. Communicative, activity-oriented, integrative, and differential approaches play an important role in speech development. Statistical and analytical data confirm the high efficiency of these methods and indicate the need for their widespread use in the preschool education system. Therefore, the correct choice of methodological approaches and their effective implementation in the process of developing speech competence are one of the main factors in improving the quality of education.

Conclusion. The process of forming speech competence requires a comprehensive and systematic approach. The correct choice of methodological approaches significantly increases the level of children's speech development. Communicative and activity-oriented methods play an important role in enhancing speech activity. An integrative approach, on the other hand, gives the MKO to harmonize the development of speech with other activities. Through a differential approach, individual characteristics of each child are taken into account. Statistical and analytical data confirm the effectiveness of the methods. Pedagogical and parental cooperation is an important factor in the development of speech. The introduction of modern innovative technologies further increases the quality of Education.

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