Methodology for Developing Oral and Written Speech of Preschool Children in a Distance Learning Environment

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Abstract: This article provides a deep scientific analysis of the methodology for developing oral and written speech of preschool children in a distance learning environment. The widely introduced distance learning model during the pandemic required the use of modern, interactive methods that are different from traditional approaches in working with children. The study substantiates the need to use pedagogical technologies, digital resources, cooperation with parents, and take into account the individual characteristics of the child in ensuring the speech development of children. The possibilities of effectively organizing this process in distance learning environments are revealed using methodological developments, innovative approaches, and interactive classes aimed at the formation of oral and written speech.

Keywords: preschool education, development of oral speech, formation of written speech, interactive methods, digital technologies, pedagogical approaches, children's speech development, methodological foundations, educational innovations, preschool child, distance learning, parent-teacher cooperation, educational and didactic materials, modern educational platforms.

Introduction. In 2025, the President of the Republic of Uzbekistan set as one of the urgent tasks the expansion of the scope of quality educational services at all stages of the education system, including preschool education, the introduction of modern technologies. In particular, the comprehensive intellectual development of preschool children, the formation of oral and written speech potential were included in the priority areas. This, in turn, requires a new approach to pedagogical technologies used in a distance learning environment. The Strategy for the Development of New Uzbekistan until 2030 also specifically recognizes the development of digital education, ensuring equal opportunities for children to learn, and the use of technological opportunities in their personal development. The preschool education system, as the first stage of human capital, requires special attention. After all, it is at this stage that the child's thinking, language skills, and speech culture are formed. Therefore, the issue of developing oral and written speech in children is of strategic importance from a political, social, and pedagogical perspective. In recent years, international organizations such as UNESCO and UNICEF have been developing many international experiences on using distance learning tools to positively influence language development in early childhood. At the same time, the strategic programs of the Ministry of Preschool and School Education of the Republic of Uzbekistan for 2023-2025 also include the development of interactive, multimedia textbooks based on digital technologies and their implementation on distance learning platforms.

This article discusses the theoretical and methodological foundations, practical approaches and forms of developing oral and written speech of preschool children in a distance learning

environment, based on modern technologies. The work analyzes effective methods for developing oral and written speech based on modern pedagogy, psycholinguistics, ICT and communicative approaches. This topic is relevant today not only for educational institutions, but also for parents, methodologists, and developers of innovative curricula, and serves to improve the general thinking potential of students by developing a culture of communication, expression of ideas, literacy, storytelling, and skills in working with sounds and words. Therefore, the chosen topic is of theoretical and practical importance from a pedagogical point of view. Distance learning has become an integral part of the modern education system and has strengthened its position as an important tool for the continuous organization of the educational process, especially in the years after the pandemic. In today's globalization environment, the rapid development of information and communication technologies has expanded the possibilities of distance learning, creating the need for its active implementation not only in higher education and general education institutions, but also in the preschool education system. At the same time, it is becoming increasingly urgent to develop methodological approaches that take into account the age characteristics, levels of speech, emotional and psychological development of preschool children in distance learning.

Object of research and methods used. Distance learning is an educational process carried out mainly through digital technologies, with a distance between the student and the teacher. In recent years, the Law "On Education", Presidential decrees and resolutions of the Republic of Uzbekistan have recognized the formation of a digital educational environment, the development and implementation of distance learning platforms as one of the priority tasks. In particular, since 2020, the activities of information resources such as the "National Online Education Platform", "edu.uz", "ziyonet.uz" have been strengthened, and electronic content for preschool education has begun to be created.

Modern development trends in distance education are manifested in several main areas. Firstly, this is the creation of lesson design based on interactive content. Video lessons for preschool children, animated stories, multimedia games, and audio tasks allow them to keep their attention and encourage their participation. Secondly, the use of mobile applications and platforms allows for convenient organization of children's independent and joint activities with parents. Currently, programs such as "Smart Kids", "ABC Mouse", "Bilimdon", "Alifbe online" have justified themselves in terms of content and design. Thirdly, remote pedagogical cooperation between teachers and parents has become a factor increasing the efficiency of distance education. Since children cannot work independently in preschool education, parental participation is necessary. For this reason, the methodology of distance learning involves the active involvement of parents through pedagogical advice, recommendations, and video tutorials. Fourth, there is a need to deeply study the psychological and pedagogical characteristics of the digital educational environment. In remote conditions, the child not only hears and sees, but also performs practical actions through play. From this point of view, today such approaches as "multimodal learning", "visual stimulation", "tasks based on sensory activity" are being developed.

For the successful implementation of the distance education system, it is also important to improve the digital competencies of teachers. In this regard, it is necessary to study the experience of digital tools, lesson modules, remote seminars and trainings developed for preschool institutions in foreign countries, in particular, in countries such as Finland, South Korea, Singapore, Estonia. In particular, in Singapore, remote language development lessons for children aged 3-5 are organized interactively through animated lessons, and children simultaneously listen to a story, answer questions on the screen, and pronounce words. It should be noted that Uzbekistan is also making significant progress towards the introduction of distance learning in preschool education. Within the framework of the "Digital Kindergarten" project developed by the Ministry of Preschool and School Education, multimedia educational resources, stories, games, and exercises appropriate for the age of children are being developed. This serves to develop oral and written speech. The process of developing oral and written speech in distance education requires the effective use of these opportunities. Because these two

areas - oral communication and written expression - are the main tools for the child's thinking, worldview, and language acquisition. Practical methods for developing speech in distance lessons, such as tasks, composing stories, questions and answers, working on letters and words, are directly related to the teacher's digital literacy. Distance education is currently becoming a new, alternative form of the preschool education system. It creates great opportunities for children to develop independent learning, interactive participation, reasoning, and the ability to use language capabilities. This creates the need for in-depth development of the methodology for developing oral and written speech in distance conditions. Therefore, in the following chapters, methodological, practical, and innovative approaches in this area will be analyzed in detail.

Preschool age is the most important period in the personal and social formation of a child, and it is at this stage that the development of speech occurs at a rapid pace. Oral and written speech, as a means of interaction between a child and the environment, serves not only the communicative function, but also the development of thinking, memory, imagination and emotional intelligence. Therefore, one of the main tasks of preschool education is the consistent and gradual formation of oral and written speech skills in children. From a psychological point of view, the development of speech is directly related to the maturation of the child's central nervous system, hearing and vision, as well as his emotional state. Studies conducted by psychologists such as L.S. Vygotsky, A.R. Luria, D.B. Elkonin have emphasized that the formation of speech in children occurs on the basis of social communication, and its development is the result of interaction and social activity. Therefore, in teaching preschool children oral and written speech, it is important not only to increase vocabulary, but also to organize communication-based activities. From a pedagogical point of view, the development of oral and written speech becomes a central element of the educational process. In this regard, it is advisable to form the following speech skills in children: correct pronunciation, building grammatically correct sentences, creating a coherent text, expanding vocabulary, being able to direct speech to a topic, expressing one's own opinion independently, and most importantly, the ability to listen.

Results and their analysis. Oral speech in preschool children develops mainly through storytelling, answering questions, participating in dialogues, and role-playing games. The effectiveness of this process requires the use of certain methodological approaches. In particular, the following methods are widely used in the development of oral speech: conversations based on visual stimuli (based on pictures, videos, figurines), creating a sequential picture story, dialogic dialogues, pantomime, and dramatization. The child's readiness for written speech is formed on the basis of oral speech. The formation of written speech occurs gradually and includes the following: perceiving signs, remembering them, being able to depict them by hand, writing letters and words, composing short sentences, and moving on to composing an expressive text. At these stages, didactic tasks coordinated by educators, texts based on logical connections, exercises in word formation, and game methods for letters should be used.

In the context of distance learning, these methods are implemented through digital tools. In this case, oral and written speech can be formed in parallel through special applications for children, audio stories, interactive tasks, and audio question-and-answer exercises. According to psychologists, in order to stimulate children's speech activity in distance learning, it is first necessary to create a positive emotional climate and establish encouraging feedback. Another of the most important factors in the formation of speech is the family environment. Because in distance learning, time spent with parents prevails more than with a teacher. Therefore, the methodology for developing oral and written speech of preschool children should be accompanied by instructions, manuals, and video tutorials for parents. In particular, language is developed through games, through telling stories with children, telling stories together, playing sentence-building games, and actions related to word formation.

Based on the above, it can be said that in order to form oral and written speech in preschool children, their psychological readiness, age characteristics, emotional state and communication with the social environment should be taken into account, first of all. Methodological systems

built on these bases ensure the coherence of approaches through modern distance learning platforms. This serves as a foundation for the formation of children's language competence, preparation for literacy, and development of thinking in the subsequent stages.

In an era when distance learning has become an integral part of the modern education system, especially in the formation of oral and written speech of preschool children, methodological approaches are being interpreted in a new format. If in traditional face-to-face classes the development of speech competence is carried out through direct communication, play, mimicry, eye contact, physical movement and the use of the environment, in distance learning these opportunities undergo various transformations in the digital environment. Methodological approaches used in the development of speech should, first of all, be appropriate to the child's age characteristics, individual readiness, level of attention and interest. In a distance learning environment, integrative approaches are required to create methodological systems that meet these criteria. In particular, multimedia tools, interactive platforms, audiovisual content, animations and gamified lesson modules are widely introduced by educators. These tools not only attract the attention of children, but also encourage them to active communication, and stimulate them socially and psychologically.

In distance education, interactive storytelling, question-and-answer games, virtual role-playing games, and audio tasks are widely used to form oral speech. In particular, methods that allow the child to ask questions using animated characters that attract their attention, have a conversation with them, and hear their opinions are very effective in actively developing speech. In this regard, Uzbek and foreign platforms such as "SmartKid", "LMS Pre-school", and "Bilimdon bola" provide significant methodological opportunities. In the formation of written speech, the child's activities based on sound-letter analysis take on a central role. In distance education, this process can be carried out through tasks such as virtual letter writing exercises, word-finding games by sound, building sentences from interactive "unconnected words", and building a short story on a given topic. In particular, the methodology of connecting written speech with oral thought, that is, first speaking orally and then translating it into written form, is of great importance. In the methodological approaches used in distance education, visual-pedagogical technologies - that is, through activities such as conversations based on pictures, creating a story from a picture, and creating a comic book with pictures - can develop children's connected speech. Through this, the child understands the logical connection between words, expands the system of concepts, and enriches his lexical reserve. Also, giving the child creative tasks such as "Watch the video and tell the story", "Think of the continuation of the story" through video-based tasks activates speech. One of the most effective methodological approaches is language development based on integrative activities, that is, combining speech with music, pictures, movement games, and logical thinking. This method can also be used in remote conditions. For example, exercises such as letting the child listen to a piece of music and express his opinion about it, expressing his feelings, telling a story based on pictures, expressing words through pantomime, and then trying to write them down, involve the child in speech activity. Among the methodological approaches, the differential approach deserves special attention. This method offers exercises that are appropriate for the level of preparation of each child. To implement this approach on distance platforms, interactive lessons with different levels of tasks are created: from simple questions and answers to the composition of a complex text, there should be gradually complicated tasks. This approach stimulates the child's independent thinking and strengthens the sense of achievement.

Cooperation with parents becomes a necessary component in the successful implementation of methodological approaches in distance education. Because even though children are sitting in front of the screen, their thoughts and actions are influenced not directly by the teacher, but by those around them. Therefore, methodological approaches should be supplemented with recommendations for parents, video instructions, and creative tasks to be carried out at home. For example, small conversations with parents every day such as "What did we see today?", "Who did we hear today?", "What fairy tale did we remember?" effectively form the child's

speech. Methodological approaches used in the development of oral and written speech of preschool children in distance education should be based on modern technologies, psychological and pedagogical principles, and individual characteristics. Only when the approaches are organized in a simple, interesting, consistent, and creative spirit for the child will the expected results in the development of their language competence be achieved.

Conclusion. In today's era of globalization and digital transformation, all stages of education, including the preschool education system, are undergoing fundamental changes. In particular, the form of distance education has developed rapidly during the pandemic, and this process has necessitated a review of methodological approaches to the speech development of preschool children. The study found that the formation of oral and written speech can be effectively carried out in a remote environment, but this requires new pedagogical approaches, innovative technologies, and strong parental cooperation. In developing children's oral speech in distance education, interactive methods such as virtual fairy tales, conversational games, audio-video tasks, and role-playing games are very effective. In the formation of written speech, virtual writing exercises, pictorial storytelling, and the use of multimedia tasks are methodologically sound and selected in accordance with the individual characteristics of children.

In particular, integrative approaches to the development of speech competence in children - classes that combine elements of drawing, musical expression, mimicry, pantomime and communication - are relevant. At the same time, in order to increase the effectiveness of speech development in distance education, educators need to offer educational and didactic materials in an attractive and step-by-step manner using modern platforms. Practical results show that when methodological approaches are adapted to the age, psychological readiness and individual capabilities of the child, and with the active participation of parents, high efficiency in the formation of oral and written speech can be achieved even in distance education.

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