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METHODOLOGY FOR ENSURING THE PROFESSIONAL AND PEDAGOGICAL READINESS OF FUTURE PRESCHOOL EDUCATORS FOR DEVELOPING CHILDREN'S SPEECH

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Annotation: This article discusses the methodological foundations for ensuring the professional and pedagogical readiness of future preschool educators to develop children's speech. The study emphasizes the importance of forming students' theoretical knowledge, practical skills, communicative competence, and methodological abilities related to speech development in preschool children. Special attention is paid to the role of modern pedagogical technologies, interactive methods, didactic games, storytelling, dialogue-based activities, and child-centered approaches in improving the quality of speech development education. The article also highlights the need to integrate theoretical training with practical pedagogical experience in preschool educational institutions. The proposed methodological approach contributes to preparing future educators who are able to organize effective speech development activities, enrich children's voc

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In modern preschool education, the development of children's speech is one of the most important pedagogical tasks. Speech is not only a means of communication, but also a tool for thinking, understanding the surrounding world, expressing emotions, and establishing social relationships. During preschool age, children actively acquire vocabulary, learn grammatical structures, develop pronunciation skills, and begin to express their thoughts in coherent speech. Therefore, the professional readiness of preschool educators to organize this process effectively is of great pedagogical importance.

The quality of children's speech development largely depends on the educator's methodological competence, pedagogical culture, communicative skills, and ability to select appropriate teaching methods. Future preschool educators must be able to plan speech development activities, organize dialogue with children, use didactic games, create a language-rich environment, and support each child's individual speech development. For this reason, higher education institutions that prepare preschool educators should pay special attention to the formation of professional-pedagogical readiness in this field.

The relevance of this topic is determined by the growing need to improve the quality of preschool education and to prepare educators who can work creatively, independently, and effectively with children. In this regard, the development of a scientifically based methodology for ensuring future educators' readiness to develop children's speech is an urgent pedagogical issue.

The problem of children's speech development has been widely studied in pedagogy, psychology, linguistics, and preschool education methodology. Theoretical foundations of speech development are closely connected with the ideas of L.S. Vygotsky, who emphasized the relationship between speech and thinking. According to Vygotsky, speech plays a central role in the intellectual and social

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development of the child. His theory shows that communication with adults and peers creates favorable conditions for the development of children's language and cognitive abilities.

J. Bruner also paid attention to the role of social interaction in language acquisition. He emphasized that adults help children acquire speech through communication, repetition, explanation, and participation in meaningful activities. This approach is especially important in preschool education, where educators guide children's speech development through daily communication and organized learning activities.

Researchers in preschool pedagogy note that children's speech develops effectively when educational activities are based on play, dialogue, observation, storytelling, and practical experience. Didactic games, fairy tales, picture-based conversations, dramatization, and role-playing activities are considered effective methods for enriching vocabulary and developing coherent speech.

Modern studies also highlight the importance of communicative competence in the professional preparation of future preschool educators. An educator who works with preschool children should possess not only theoretical knowledge, but also practical skills in organizing speech activities, correcting speech difficulties, encouraging children to speak, and creating a positive emotional environment.

Thus, the analysis of scientific literature shows that the professional and pedagogical readiness of future preschool educators for children's speech development should be formed through an integrated approach that combines theoretical, methodological, practical, and reflective components.

The methodological basis of this article includes the analysis of pedagogical, psychological, and methodological literature related to preschool education and children's speech development. The study uses theoretical analysis, generalization, comparison, and pedagogical modeling methods.

The research focuses on the following aspects:

1. defining the essence of professional-pedagogical readiness of future preschool educators;
2. identifying the main components of readiness for developing children's speech;
3. analyzing effective methods and technologies for forming this readiness;
4. determining pedagogical conditions that improve the quality of methodological training.

Professional-pedagogical readiness is considered as an integrated quality of the future educator that includes knowledge, skills, motivation, values, communication culture, and practical experience. In the context of children's speech development, this readiness includes the ability to organize speech activities, stimulate children's verbal expression, enrich vocabulary, develop coherent speech, and apply age-appropriate methods.

The analysis shows that the professional-pedagogical readiness of future preschool educators for developing children's speech consists of several interrelated components.

1. Motivational Component

The motivational component reflects the future educator's interest in preschool education, understanding of the importance of children's speech development, and willingness to work creatively with children. A future educator should recognize that speech development is not a secondary task, but one of the main foundations of the child's intellectual and social growth.

Motivation can be strengthened through pedagogical discussions, practical training, observation of preschool educational processes, and analysis of real teaching situations. When students understand the practical significance of speech development, their professional interest and responsibility increase.

2. Cognitive Component

The cognitive component includes theoretical knowledge about children's speech development, age characteristics, language acquisition stages, vocabulary enrichment, pronunciation development,

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grammar formation, and coherent speech. Future educators should know the psychological and pedagogical foundations of speech development and be able to apply this knowledge in practice.

They should also understand the role of family, environment, play, communication, and educational activities in the development of children's speech. Without sufficient theoretical knowledge, it is difficult to organize effective speech development work in preschool institutions.

3. Methodological Component

The methodological component includes the ability to select and use effective methods, techniques, and tools for speech development. These include:

- didactic games;
- storytelling;
- picture-based conversations;
- role-playing activities;
- dramatization;
- question-answer methods;
- pronunciation exercises;
- vocabulary enrichment tasks;
- creative speech assignments.

The educator should be able to choose methods according to the age, interests, speech level, and individual characteristics of children. Methodological competence also requires planning activities, setting objectives, selecting materials, and evaluating children's speech development outcomes.

4. Communicative Component

The communicative component is one of the most important elements of professional readiness. A preschool educator must have a high level of speech culture, clear pronunciation, expressive speech, emotional stability, and the ability to communicate with children in a friendly and supportive manner.

Children learn speech through imitation. Therefore, the educator's speech should be grammatically correct, clear, rich, and emotionally expressive. The educator should encourage children to speak freely, ask questions, express opinions, and participate in dialogue.

5. Practical-Activity Component

The practical-activity component reflects the future educator's ability to apply theoretical knowledge and methodological skills in real pedagogical practice. This component develops during practical classes, pedagogical practice, microteaching, role-playing, and observation of preschool education processes.

Future educators should be involved in preparing lesson plans, conducting speech development activities, analyzing children's answers, and reflecting on their own pedagogical actions. Practical experience helps students gain confidence and develop professional independence.

6. Reflective Component

Reflection allows future educators to analyze their own pedagogical activity, identify strengths and weaknesses, and improve their methods. Reflective skills are necessary for continuous professional development. Through reflection, students learn to evaluate whether their methods were effective, whether children were active, and whether the speech development objectives were achieved.

The formation of professional-pedagogical readiness for developing children's speech requires a systematic and integrated approach. It is not enough to provide students only with theoretical information. Future preschool educators should be trained through practical, interactive, and problem-based activities.

One of the most effective ways to develop this readiness is the use of interactive teaching methods in higher education. For example, students may analyze pedagogical situations, create speech

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development games, prepare storytelling activities, and conduct model lessons. Such tasks help students connect theory with practice.

Didactic games are especially important in speech development. Through games, children learn new words, develop pronunciation, practice dialogue, and express their thoughts naturally. Future educators should be trained to design and use didactic games according to educational goals.

Storytelling is another effective method. It develops children's imagination, vocabulary, memory, and coherent speech. Future educators should learn how to tell stories expressively, ask questions about the content, encourage children to retell stories, and organize creative continuation tasks.

Dialogue-based activities are also essential. In preschool education, dialogue helps children learn how to listen, respond, ask questions, and express their opinions. Educators should create situations in which children need to communicate with adults and peers.

Modern pedagogical technologies can also improve the process of preparing future educators. Multimedia materials, audio recordings, interactive presentations, digital pictures, and educational platforms can make speech development activities more interesting and effective. However, technology should be used purposefully and should not replace live communication between educator and child.

Another important condition is the organization of pedagogical practice in preschool institutions. During practice, students observe experienced educators, work with children, conduct activities, and analyze their results. This process forms professional confidence and helps future educators understand real pedagogical challenges.

Thus, the methodology for ensuring professional-pedagogical readiness should include theoretical training, methodological preparation, practical activity, communication development, and reflective analysis.

The effectiveness of preparing future preschool educators for children's speech development depends on several pedagogical conditions.

First, the content of professional training should include special topics related to speech development methodology. Students should study age-related speech development, methods of vocabulary enrichment, coherent speech formation, pronunciation culture, and communication development.

Second, practical training should be strengthened. Students should not only learn methods theoretically, but also practice them in model lessons, workshops, and preschool institutions.

Third, the educational process should be based on active and interactive methods. Seminars, group work, pedagogical cases, creative tasks, and project-based learning increase students' methodological competence.

Fourth, future educators' own speech culture should be developed. They should speak clearly, correctly, expressively, and pedagogically appropriately.

Fifth, reflective activities should be organized regularly. Students should analyze their own work, evaluate the effectiveness of selected methods, and identify ways for improvement.

The professional and pedagogical readiness of future preschool educators for developing children's speech is a complex and multidimensional process. It includes motivational, cognitive, methodological, communicative, practical, and reflective components. The development of these components ensures that future educators are able to organize effective speech development activities in preschool educational institutions.

The study shows that children's speech development depends not only on educational materials, but also on the educator's professional competence, communication culture, creativity, and

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methodological skills. Therefore, the preparation of future preschool educators should be aimed at forming both theoretical knowledge and practical abilities.

Effective methodology should include interactive teaching methods, didactic games, storytelling, dialogue-based exercises, role-playing, visual materials, digital tools, and pedagogical practice. The integration of these methods contributes to the development of future educators' professional readiness and improves the quality of children's speech development.

In conclusion, ensuring the professional-pedagogical readiness of future preschool educators for developing children's speech is an important factor in improving preschool education and preparing children for successful learning at the next stages of education.

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