HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

THE IMPACT OF DIGITAL TECHNOLOGIES (SMARTPHONES, TABLETS, AND YOUTUBE) ON CHILDREN'S SPEECH DEVELOPMENT

E'zoza Azimjon qizi Sharifova
2nd-Year Student of Psychology,
Faculty of Pharmacy, Psychology and International Education,
Chirchiq Branch of Tashkent State Medical University, Uzbekistan
E-mail: ezozasharifova150@gmail.com

Abstract: This article provides a theoretical analysis of the impact of digital technologies, including smartphones, tablets, and the YouTube platform, on children's speech development. In the modern digital environment, children are increasingly exposed to audiovisual content from an early age, which may influence their vocabulary acquisition, pronunciation skills, communicative activity, and general cognitive development.

Keywords: speech development, digital technologies, smartphone, tablet, YouTube, early childhood, child psychology, screen time, media influence, language acquisition, parental supervision.

Introduction

The rapid development of information and communication technologies in the twenty-first century has significantly influenced all areas of social life, including education, upbringing, family interaction, and child development. Smartphones, tablets, the Internet, and video platforms such as YouTube have become an integral part of modern life. Today, these technologies are widely used not only by adults but also by children from an early age. This situation has made digital media one of the important factors affecting children's psychological, cognitive, emotional, and speech development.

Childhood is considered one of the most important stages in speech development. During this period, the formation of language and speech skills plays a decisive role in a child's future intellectual, social, and emotional development. Speech is not only a means of communication but also an essential mechanism of thinking, social interaction, emotional expression, and personality development. Therefore, studying the factors that influence children's speech development, including the role of digital technologies, is one of the current issues of modern psychology and pedagogy.

In recent years, the use of smartphones and tablets from an early age, as well as the wide popularity of YouTube and similar platforms, has changed the way children receive and process information. On the one hand, digital technologies can help children acquire new words, develop auditory and visual perception, and become familiar with various concepts through educational videos and interactive content. On

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

the other hand, excessive screen time, passive content consumption, and reduced live communication may negatively affect speech activity and social interaction.

Foreign and local studies emphasize that uncontrolled exposure to digital devices at an early age may be associated with speech delay, reduced attention, and weaker social communication skills. At the same time, when parents actively participate in the process, explain content, ask questions, and discuss what the child watches, digital technologies may serve as useful educational tools. This shows that the influence of digital technologies is not one-sided; rather, it depends on the duration of use, content quality, parental supervision, and the child's individual developmental characteristics.

The relevance of the topic is explained by the fact that many children today start using smartphones and tablets at a very early age. This raises the need for scientifically grounded conclusions about how digital media affects the natural process of speech development. Analyzing both the positive and negative aspects of digital technologies helps parents, educators, and psychologists develop appropriate approaches to children's media use.

The purpose of this article is to theoretically analyze the impact of digital technologies, particularly smartphones, tablets, and YouTube, on children's speech development. The main objectives are to clarify the psychological foundations of children's speech development, examine the positive and negative effects of digital media, analyze the influence of YouTube and multimedia content on speech development, and determine the importance of parental supervision.

Methods

This study is based on a theoretical and analytical approach. The research does not rely on empirical data but is conducted through the analysis of existing scientific literature, psychological and pedagogical sources, theoretical concepts in child psychology, speech development psychology, and media psychology.

The methodological foundation of the article includes theories of child development, language acquisition, early cognitive development, and the influence of the digital environment on children's psychological functioning. In particular, the study relies on scientific views concerning the stages of speech formation, the importance of social interaction in language development, and the role of adult-child communication in the formation of active speech.

The research used the methods of literature analysis, comparative analysis, systematization, and generalization. The analysis of scientific sources made it possible to identify the main factors influencing children's speech development and to clarify their psychological mechanisms. Comparative analysis was used to distinguish the positive and negative effects of digital technologies. The method of systematization helped to organize the psychological aspects of smartphones, tablets, and YouTube content into a unified framework. Generalization allowed the formation of theoretical conclusions based on the analyzed scientific views.

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

The influence of digital technologies on children's speech development was examined in several directions: the effect of audiovisual content on vocabulary development, the influence of passive screen time on speech activity, the role of parental involvement, and the difference between educational and entertainment content on YouTube. Since the study is theoretical in nature, experimental and statistical methods were not applied.

Results

The analysis of scientific literature shows that digital technologies, including smartphones, tablets, and YouTube, influence children's psychological and cognitive development from the earliest stages of life. Speech development is directly connected with the digital environment, and this influence may develop in both positive and negative directions.

The results indicate that digital devices may have a positive effect on children's speech development when they are used appropriately, moderately, and under parental supervision. Educational cartoons, interactive videos, songs, and audiovisual materials on YouTube may help children learn new words, improve listening comprehension, and develop pronunciation skills. Receiving information simultaneously through visual and auditory channels can strengthen associative thinking and expand vocabulary.

However, the theoretical analysis also shows that excessive use of digital technologies may negatively affect children's speech development. Children who spend too much time with smartphones or tablets may experience a decrease in real communication, weakened dialogic speech, and the formation of passive speech habits. This is especially dangerous in early childhood, when active verbal interaction with adults is essential for normal speech development.

One of the most important findings is that live communication remains the main factor in children's speech development. Direct interaction between parents and children, emotional contact, questions and answers, storytelling, and everyday conversations play a decisive role in the development of active speech. Digital devices cannot fully replace this process; they may only serve as additional tools when used properly.

The quality of YouTube content also has a significant impact on children's speech development. Fast-changing, overstimulating, and purely entertainment-based videos may lead to superficial perception and reduced attention. In contrast, slow-paced, clear, age-appropriate, and interactive educational content may support language acquisition and cognitive development.

The analysis also confirms that there is a relationship between screen time and speech activity. Children who spend excessive time in front of screens often have fewer opportunities for real social interaction. As a result, their communicative activity may decrease. The period from birth to five years is considered especially sensitive for

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

speech development, and uncontrolled use of digital devices during this period may increase developmental risks.

Parental supervision is one of the most important factors in managing the influence of digital technologies. If parents watch content together with the child, explain new words, ask questions, and encourage the child to repeat or discuss what is seen, digital media may become a useful pedagogical tool. In contrast, unsupervised and passive use may slow down speech development.

Another important result is that digital technologies may increase passive vocabulary. This means that a child may understand certain words heard from videos but may not actively use them in independent speech. This situation becomes stronger when screen use is mainly passive and not supported by live communication.

Overall, the results show that the impact of digital technologies on children's speech development is complex and multifactorial. The outcome depends on screen time, content quality, parental involvement, and the individual psychological characteristics of the child.

Discussion

The results of this theoretical analysis demonstrate that the relationship between digital technologies and children's speech development is complex. Digital devices may have both developmental and limiting effects depending on how they are used. This conclusion is consistent with modern psychological and pedagogical approaches to child development.

According to the sociocultural theory of L. S. Vygotsky, speech and thinking develop through social interaction. From this perspective, language acquisition occurs most effectively in communication with adults and more competent partners. The findings of this article support this idea, as they show that live communication plays a crucial role in children's speech development, while reduced interaction may slow down the development of active speech.

J. Piaget's theory of cognitive development also emphasizes the importance of active experience in children's development. Digital devices often provide ready-made visual and auditory information, but they may not always encourage active verbal response. Therefore, excessive passive viewing may limit the child's independent thinking and speech activity.

At the same time, digital technologies should not be viewed only negatively. Modern media psychology suggests that educational and interactive digital content may support children's learning when it is developmentally appropriate and used with adult participation. For example, videos that encourage repetition, naming, singing, answering questions, and recognizing objects may contribute to vocabulary growth and phonemic awareness.

S. Papert's constructivist approach also supports the idea that children learn effectively when they actively construct knowledge. If digital technologies are used

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

interactively, they may stimulate curiosity, exploration, and language learning. However, passive consumption of rapidly changing content does not provide the same developmental effect.

The role of the family environment is particularly important. When parents speak with children, encourage them to ask and answer questions, read books, and discuss everyday events, speech development becomes more active. If digital devices replace these forms of interaction, the child may lose important opportunities for communicative development.

Thus, digital technologies influence speech development not directly but through mediating factors such as parental supervision, content quality, duration of use, and the presence or absence of live communication. This means that the same technology may have different effects in different family and educational environments.

Conclusion

This article analyzed the impact of digital technologies, including smartphones, tablets, and YouTube, on children's speech development from a theoretical perspective. The analysis shows that speech development in early childhood is a complex psychological process influenced by biological, social, family, educational, and technological factors.

The findings confirm that digital technologies have a dual effect on children's speech development. On the one hand, educational videos, interactive content, songs, cartoons, and audiovisual materials may help children expand their vocabulary, develop listening skills, and improve pronunciation. These positive effects become stronger when parents participate in the process and guide the child's media use.

On the other hand, excessive and uncontrolled use of smartphones and tablets may reduce live communication, weaken speech activity, and increase the risk of speech delay. This is especially important for children aged 0–5, as this period is considered highly sensitive for the development of language and communication skills.

The article also shows that digital technologies may strengthen passive vocabulary but may not sufficiently develop active speech if they are not supported by real communication. Therefore, digital devices should not replace direct interaction with parents, caregivers, teachers, and peers.

In conclusion, digital technologies can be useful for children's speech development only when they are used reasonably, selectively, and under adult guidance. Parents and educators should limit screen time, choose high-quality educational content, watch and discuss videos together with children, and prioritize live communication. These measures can help reduce the possible negative effects of digital media and support healthy speech development.

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

References:

1. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
2. Piaget, J. (2002). *The Language and Thought of the Child*. Routledge.
3. Papert, S. (1980). *Mindstorms: Children, Computers, and Powerful Ideas*. Basic Books.
4. G‘oziev, E. G‘. (2008). *Psixologiya*. Toshkent: O‘qituvchi.
5. Davletshin, M. G‘. (2002). *Umumiy psixologiya*. Toshkent.
6. Nishonova, Z. T. (2017). *Rivojlanish psixologiyasi*. Toshkent.
7. Karimova, V. M. (2012). *Psixologiya*. Toshkent.
8. Vohidov, M. V. (2007). *Bolalar psixologiyasi*. Toshkent.
9. Haydarov, F. I. (2010). *Psixologiya asoslari*. Toshkent.
10. American Academy of Pediatrics. (2016). Media and young minds. *Pediatrics*, 138(5).
11. World Health Organization. (2019). *Guidelines on Physical Activity, Sedentary Behaviour and Sleep for Children under 5 Years of Age*.
12. Rideout, V. (2020). *The Common Sense Census: Media Use by Kids Age Zero to Eight*. Common Sense Media.
13. Anderson, D. R., & Kirkorian, H. L. (2017). Media and early childhood development. In *Handbook of Child Psychology and Developmental Science*.
14. Kucirkova, N. (2018). *Children and Digital Media*. UCL Press.
15. UNICEF. (2017). *The State of the World’s Children 2017: Children in a Digital World*.