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GAPS IN INTEGRATIVE EDUCATION IN THE METHODOLOGY OF CHILDREN'S SPEECH DEVELOPMENT IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

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Abstract: The article sets out the theoretical and methodological foundations for organizing speech development in preschool educational organizations on an integrative basis. It compares the work of foreign scholars (L.S. Vygotsky, F.A. Sokhin, O.S. Ushakova, M.M. Alekseeva, V.I. Yashina, R. Fogarty, G.J. Whitehurst, K. Hirsh-Pasek) and Uzbek researchers (D.R. Babayeva, F.R. Qodirova and others). A four-stage integrative model is proposed that links speech development with the other developmental domains of the national "Ilk Qadam" curriculum. The model defines the place of modern methods (dialogic reading, thematic projects, role play, mnemonic tables).
Keywords: integrative education, speech development, preschool education, "Ilk Qadam" curriculum, dialogic reading, vocabulary, coherent speech, effectiveness criteria.

Аннотация: В статье раскрываются теоретико-методологические основы организации речевого развития в дошкольных образовательных организациях на интегративной основе. Проведён сравнительный анализ трудов зарубежных (Л.С. Выготский, Ф.А. Сохин, О.С. Ушакова, М.М. Алексеева, В.И. Яшина, Р. Фогарти, Г. Уайтхерст, К. Хирш-Пасек) и узбекских (Д.Р. Бабаева, Ф.Р. Кадырова и др.) исследователей. Предложена четырёхэтапная интегративная модель, связывающая речевое развитие с другими областями развития государственной программы "Илк кадам", определены место современных методов (диалогическое чтение, тематический проект, сюжетно-ролевая игра, мнемотаблица).
Ключевые слова: интегративное обучение, развитие речи, дошкольное образование, программа "Илк кадам", диалогическое чтение, словарный запас, связная речь, критерии эффективности.

Introduction

The preschool age is considered the most sensitive period for the formation of a child's speech. The vocabulary and coherent speech skills acquired at this stage have a direct impact on the child's subsequent reading literacy and overall cognitive activity. The Law of the Republic of Uzbekistan "On Preschool Education and Upbringing" (16 December 2019, No. ZRU-595) [1] and the State Standard of Preschool Education and Upbringing approved by Resolution No. 802 of the Cabinet of Ministers of 22 December 2020 [2] define ensuring the holistic development of the child as the main task. The "Ilk Qadam" state curriculum, in turn, serves as a factor that brings the reforms in the field into a coherent system [3].

Nevertheless, in practice, speech development is often carried out within separate sessions, in isolation from other types of activity. As a result, the child is deprived of the opportunity to actively use in speech the concepts acquired while learning about nature, forming mathematical

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concepts or engaging in visual arts activities. This situation makes it an urgent task to develop a methodology for organizing speech development on an integrative basis, that is, in connection with all types of the child's activities throughout the day.

Therefore, we set ourselves the following objectives:

1. To conduct a comparative analysis of local and foreign research on integrative education and speech development.

2. To identify the methodological principles of linking speech development with other developmental domains.

Literature review

Turning to local research, D.R. Babayeva's textbook shows that speech development is carried out in the course of learning about nature, fiction, literacy instruction, play and work activities. The author regards observation, visual aids, didactic games and conversations about literary texts as the main means of developing vocabulary and coherent speech [17]. F.R. Qodirova and R.M. Qodirova described the theory and methodology of children's speech development based on the features of the Uzbek language [18]. Kh.Sh. Ochilova analyzed the issues of children's speech development in preschool educational institutions [19]. M.A. Rayimqulova substantiated the need to integrate critical thinking tasks not as a separate subject but into the existing domains of the "Ilk Qadam" curriculum, including the "speech and communication" domain, and proposed a method of sequencing fairy tale events using a mnemonic table [20].

Regarding the theory of the integrative approach to speech development, we examined L.S. Vygotsky's view, set out in his work "Thinking and Speech", of word meaning as the basic unit of the unity of thinking and speech. In his view, a concept is formed in the course of the child's practical activity and communication with adults. It follows that a word is firmly acquired only when the child uses it in real activity – in play, observation, construction and making things. Vygotsky's idea of the "zone of proximal development" substantiates that the preschool teacher, through speech models and guiding questions, raises the child to a higher level of independent speech. In the collective study edited by F.A. Sokhin, the tasks of speech development are divided into vocabulary work, the grammatical structure of speech, the sound culture of speech, coherent speech and awareness of speech phenomena [5]. Sokhin emphasizes that these tasks should be solved not separately but in interrelation with one another. Developing this idea, O.S. Ushakova designed a methodology for combining work on vocabulary, grammar and coherent speech within a single session [6]. Among the methodological principles of speech development, M.M. Alekseeva and V.I. Yashina single out the principles of the interrelation of speech and mental development, the activation of verbal communication and the development of a sense of language [7]. These authors substantiated the need to embed speech development into everyday life, play and other sessions.

According to the theory of integrated curriculum, R. Fogarty proposed ten models of curriculum integration, ranging from the fragmented model divided into separate subjects to thematic and fully integrated models [8]. S. Drake and R. Burns distinguish interdisciplinary, multidisciplinary and transdisciplinary levels of integration. They showed that the requirements of standards can be met through integrated themes [9]. Fogarty's "webbed" model is particularly suitable for preschool education. In this model, activities related to different developmental domains are organized around a single theme, while speech serves as the "thread" that connects them.

G. Whitehurst and C. Lonigan substantiated the link between a child's oral language and subsequent reading literacy and proposed the concept of "emergent literacy" [10]. In the

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experimental study by Whitehurst and co-authors, adults read books with children using questions, answers and expansions (dialogic reading). The expressive language of children in this group developed significantly more than that of the control group [11]. The meta-analysis by S. Mol, A. Bus and M. de Jong confirmed the positive effect of interactive book reading on oral language [12]. In their meta-analysis of vocabulary intervention studies, L. Marulis and S. Neuman showed that targeted vocabulary work is effective [13].

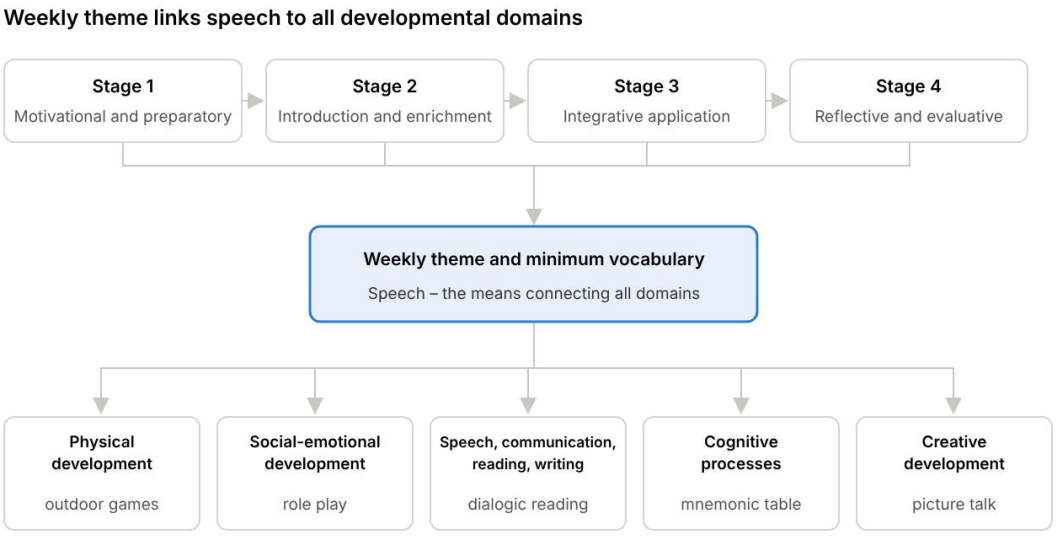
D. Dickinson and M. Porche found that the quality of preschool teachers' speech in preschool educational organizations, in particular the use of sophisticated words and engaging children in extended conversations, predicts children's vocabulary and reading comprehension in later years [14]. K. Hirsh-Pasek and co-authors showed that in language development the quality of communication – turn-taking, joint attention and the continuity of interaction – is more important than the quantity of adult words [15]. B. Hart and T. Risley noted that large differences in the everyday language environment of families lead to gaps in children's vocabulary [21]. Drawing on Vygotsky's ideas, E. Bodrova and D. Leong turned play planning and verbal mediation into tools for developing the child's self-regulation [16].

The reviewed studies lead to three general conclusions. First, speech is formed within activity, together with concepts [4; 5; 7]. Second, it is not the number of sessions but the quality of communication between the preschool teacher and the child that has a decisive influence on speech development [11; 14; 15]. Third, although local research recognizes the cross-activity nature of speech development, a methodology that systematically links it with the domains of the "Ilk Qadam" curriculum has not been sufficiently developed.

Research methodology

The integrative approach is understood as solving the tasks of speech development around a single theme together with the other developmental domains of the "Ilk Qadam" curriculum – physical development, social-emotional development, cognitive processes and creative development.

Using the methods of theoretical analysis, comparative analysis, modeling and criterion-based assessment, the study developed a four-stage model for organizing speech development activities on an integrative basis [3]. The weekly theme is at the center of the model, while speech is regarded as the means that connects all developmental domains (Figure 1).



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Figure 1. Four-stage model for organizing speech development activities on an integrative basis

The stages of the process are implemented sequentially.

1. Motivational and preparatory stage. A weekly theme is selected (for example, "Gifts of Autumn"), and a minimum vocabulary of 10–12 key words on the theme is defined. A problem situation is created to arouse children's interest. Developmental activity centers are equipped in accordance with the theme.

2. Introduction and enrichment stage. New words are introduced through real objects, observation and experimentation. The child sees, touches and hears the word and uses it in action. A literary work related to the theme is read using the dialogic reading method: the preschool teacher asks open-ended questions, expands the child's answer and repeats it in the correct form [11; 12].

3. Integrative application stage. The key words are transferred to other domains: in mathematical concepts ("how many apples", "bigger–smaller"), in visual arts activities (names of colors and shapes), in outdoor games (words of direction) and in role play ("Fruit Shop"). Using a mnemonic table, children retell the fairy tale they have read in sequence [20].

4. Reflective and evaluative stage. At the end of the week, children present their project product (an album, a model, a short performance) and describe in their own words what they have done. The preschool teacher records on an observation sheet each child's level of independent use of the key words.

The analysis conducted allows us to draw the following conclusions:

– local and foreign research confirms that speech is formed within activity and communication, and that its effectiveness depends on the quality of pedagogical communication rather than on the number of sessions;

– the methodological center of organizing speech development on an integrative basis is the weekly theme, and the key words should be consistently used in activities across all developmental domains of the "Ilk Qadam" curriculum;

– the proposed four-stage methodology (motivational and preparatory, introduction and enrichment, integrative application, reflective and evaluative) combines modern methods such as dialogic reading, thematic projects, role play and mnemonic tables into a single system;

– it is advisable to monitor the effectiveness of speech development activities according to four criteria of the child's speech (lexical, grammatical, coherent speech and communicative).

Based on these conclusions, we put forward the following recommendations:

- to include the module "Technologies of Integrative Speech Development" in the programs of retraining and advanced training courses for directors and specialists of preschool educational organizations;
- to organize practical training sessions on dialogic reading and thematic projects for preschool teachers [22];
- to specify in calendar-thematic plans the minimum vocabulary for each weekly theme and the ways of using it in other domains;
- to develop recommendations encouraging parents to read books at home and to engage in conversations with their children.

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