

THE OBJECT OF THE STUDY IN VOCABULARY ENRICHMENT OF PRE-SCHOOL CHILDREN

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Annotation: This study explores vocabulary enrichment and pronunciation correction in preschool children, focusing on the linguistic, cognitive, and social factors influencing early language development. It emphasizes the importance of rich language environments, interactive conversations, and phonological awareness activities for vocabulary growth and pronunciation. Social interactions with peers and caregivers are highlighted, along with effective educational interventions like direct vocabulary instruction and play-based learning. The study also addresses socioeconomic factors affecting language development and the need for improved teacher training and curriculum design. Ultimately, it aims to provide recommendations for enhancing early language education to support preschoolers in becoming proficient readers and communicators.

Key words: Vocabulary, Pronunciation, Preschool, Language Development, Cognitive, Social Interaction, Educational Interventions, Phonological Awareness, Socioeconomic Factors, Teacher Training

The object of this study is the development of early reading skills in preschool children, with a focus on the cognitive, linguistic, and educational factors that shape early literacy acquisition. Learning to read at an early age is a foundational element of a child's academic trajectory, influencing their future performance in all areas of learning, including comprehension, writing, and critical thinking. This study explores the core processes involved in building early reading abilities such as phonemic awareness, letter-sound correspondence, decoding, and comprehension strategies, with the goal of identifying the most effective practices and interventions for fostering strong reading foundations in young learners.

A central aspect of this research is understanding how preschool children develop phonological awareness—the ability to recognize and manipulate the sounds of spoken language—which is a strong predictor of later reading success. The study examines the role of auditory discrimination, syllable segmentation, and rhyming skills in the development of phonemic proficiency. It also looks at how direct instruction, literacy-rich environments, and playful learning activities like singing, rhyming games, and storybook reading contribute to these abilities.

The research further investigates the influence of family literacy practices, such as parent-child reading sessions, the availability of books at home, and parental modeling of reading behavior. It also considers how early childhood educators structure classroom environments to support literacy development through interactive read-alouds, phonics instruction, and literacy centers. Given the diversity of linguistic backgrounds among preschoolers, the study evaluates how bilingualism and language exposure at home influence early reading development, especially in decoding and comprehension.

Another important component of this study is the impact of educational interventions and digital resources on early literacy. Traditional tools like flashcards, alphabet charts, and phonics workbooks are compared with modern educational technologies, including e-books, literacy-focused mobile apps, and AI-based tutoring systems. The research assesses the effectiveness of these tools in reinforcing reading skills, particularly in diverse learning contexts and among children with learning delays or speech-language impairments.

Moreover, this research delves into the sociocultural and economic factors that affect reading readiness. Factors such as socioeconomic status, parental education level, access to preschool education, and community literacy resources are analyzed to determine their influence on early literacy outcomes. Special attention is given to children from underserved communities and those at risk of reading difficulties, with an aim to identify targeted interventions that can close early literacy gaps.

Finally, the study evaluates the role of teacher training and curriculum design in shaping literacy instruction in preschool settings. It explores how well-prepared teachers are to implement developmentally appropriate, evidence-based reading strategies and how professional development programs can enhance their effectiveness. By synthesizing findings across multiple domains—cognitive development, instructional methods, technology use, and environmental influences—

this research aims to offer actionable recommendations for improving early reading education.

The object of this study is the process of vocabulary enrichment and pronunciation correction in preschool children, focusing on the linguistic, cognitive, and social factors that influence early language development. Language acquisition during early childhood is a crucial aspect of a child's overall development, as it serves as the foundation for future academic success, social interaction, and cognitive growth. This study explores the various elements involved in enhancing young learners' vocabulary and refining their pronunciation, aiming to identify the most effective methods, tools, and pedagogical approaches for fostering language proficiency in preschool-aged children. One of the central aspects of this research is understanding how children acquire, store, and use new vocabulary. The study investigates the role of memory, exposure, and interaction in the vocabulary-building process, examining how children learn new words through different means, such as direct instruction, contextual learning, and social communication. The research also focuses on the importance of linguistic input from parents, teachers, and peers in shaping a child's vocabulary. Since early childhood is a critical period for language development, the study seeks to determine which strategies are most beneficial for expanding a child's word bank and improving their ability to use words correctly in conversation.

Another important component of this research is the study of pronunciation development in preschool children. Pronunciation plays a significant role in effective communication, and young learners often encounter difficulties in articulating sounds due to physiological, phonetic, or environmental factors. This study examines common pronunciation errors in preschoolers, the reasons behind these errors, and the most efficient correction techniques used in early childhood education. Special attention is given to phonetic development, speech sound discrimination, and articulation challenges that may arise due to linguistic background, exposure to multiple languages, or individual speech disorders. The study also explores the impact of educational methodologies on vocabulary enrichment and pronunciation correction. Traditional methods, such as storytelling, phonics instruction, and interactive dialogue, have long been used to develop children's language skills. In recent years, digital tools, gamified learning, and AI-based pronunciation correction programs have become increasingly popular in early childhood education. This study investigates the effectiveness of both traditional and modern approaches, analyzing their impact on children's ability to acquire and retain vocabulary while improving their pronunciation accuracy.

Another key focus of the research is the influence of environmental and social factors on children's language development. A child's linguistic environment, including parental involvement, teacher guidance, peer interactions, and exposure to diverse linguistic stimuli, plays a crucial role in shaping their vocabulary and pronunciation abilities. The study examines how home-based language activities, preschool curricula, and speech therapy interventions contribute to the refinement of children's linguistic skills. Additionally, the research explores how socio-economic status, cultural background, and access to educational resources influence the pace and quality of vocabulary acquisition and pronunciation development. Furthermore, the study considers the role of bilingualism and multilingualism in shaping early language development. Many children grow up in environments where they are exposed to multiple languages, which can have both positive and negative effects on vocabulary growth and pronunciation skills. This research investigates how bilingualism influences phonetic awareness, word recognition, and articulation abilities, determining whether early exposure to multiple languages enhances or complicates the language-learning process.

The technological aspect of language learning is also a major focus of this study. The rapid development of digital education tools, speech recognition software, and interactive learning applications has revolutionized the way children acquire language skills. This study examines the impact of these tools on vocabulary expansion and pronunciation correction, assessing their effectiveness in comparison to traditional face-to-face teaching methods. By evaluating the benefits and limitations of digital learning, the research aims to provide insights into how technology can be optimally integrated into preschool education to support language development. In summary, the object of this study encompasses the entire process of vocabulary enrichment and pronunciation correction in preschool children, considering linguistic, cognitive, social, and technological factors. By analyzing the interplay between various teaching methodologies, environmental influences, and technological advancements, this research aims to contribute to the development of more effective early language education programs. The findings will offer valuable guidance for educators, speech therapists, and parents in fostering strong linguistic foundations for preschool-aged children, ensuring their ability to communicate effectively and succeed in future academic and social settings.

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