

RESEARCH ARTICLE

Methods for Developing Vocabulary Enrichment in The Process of Introducing Preschool Children to The Surrounding Environment

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Abstract

This research paper highlights the pedagogical foundations, methods, and techniques for developing vocabulary enrichment in preschool children during the process of introducing them to the surrounding environment. During the study, the importance of observation, conversation, didactic games, and visual methods in the development of children's speech was analyzed.

KEY WORDS

Preschool education, vocabulary enrichment, speech development, surrounding environment, didactic games, pedagogical methods, children's speech, observation, conversation, visual aids.

INTRODUCTION

Today, the reforms being implemented in the education system define the upbringing of the younger generation as comprehensively developed, independent-thinking individuals with fluent speech and intellectual potential as one of the main goals. In particular, in the preschool education system, developing children's speech, enriching their vocabulary, and expanding their understanding of the surrounding environment are considered important pedagogical tasks. This is because preschool age is regarded as the most active period in a child's speech, mental, social, and psychological development.

Children's vocabulary plays a crucial role in the formation of their thinking, worldview, and communication culture. The richer a child's vocabulary is, the broader their thinking abilities become. Vocabulary development is directly connected with the process of introducing children to the surrounding environment. During acquaintance with natural phenomena, the world of animals and plants, work processes, means of transportation, and everyday objects, children acquire new concepts and begin to actively use them in their

speech.

In the process of introducing preschool children to the surrounding environment, their sensory organs function actively, their observational skills increase, their imagination becomes richer, and their ability to remember new words strengthens. In particular, activities organized through conversation, observation, excursions, didactic games, visual aids, fairy tales, and stories serve as effective tools for enriching children's vocabulary. Therefore, studying this process from a scientific and pedagogical perspective is considered one of the urgent issues.

LITERATURE REVIEW AND METHODOLOGY

The issue of developing preschool children's speech, especially enriching their vocabulary, has been widely studied in pedagogy and psychology as one of the important scientific directions. Scientific studies conducted by local and foreign scholars on this topic demonstrate that children's speech development plays a significant role in their intellectual, social, and spiritual growth.

In preschool pedagogy, the scientific works of several scholars are of great importance in studying vocabulary enrichment through introducing children to the surrounding environment. In particular, K.D. Ushinsky emphasized that a child's speech and thinking are closely connected with their perception of the environment. According to the scholar, children acquire new concepts and enrich their speech through observing the surrounding environment and comparing objects and phenomena.

L.S. Vygotsky, in his cultural-historical development theory, substantiated that the development of children's speech is inseparably connected with the social environment and communication processes. According to his scientific views, children acquire new words during communication with adults and learn to use them actively in speech. This indicates the important role of educators and parents in vocabulary development.

The studies of A.N. Leontiev and D.B. Elkonin emphasized that play is the main type of activity for preschool children and that speech development through didactic games is highly effective. Especially role-playing games, conversations, and observation methods are recognized as important means for expanding children's active vocabulary.

Among Uzbek pedagogical scholars, F.R. Qodirova, M.X. Toxtaxodjayeva, Sh.A. Do'stmuhamedova, and other researchers widely covered methods of speech development in preschool education, introducing children to the surrounding environment, and working on vocabulary enrichment. Their scientific works noted that teaching based on children's age and individual characteristics, applying the principle of visualization, and using didactic tools positively influence speech development.

Methods Used

1. Observation Method

Children's speech activity during daily lessons, games, and conversations was observed. Through observation, the level of children's acquisition of new words, their use in speech, and their communication culture were studied.

2. Conversation Method

Individual and group conversations with children were organized. During the conversations, children's knowledge about the surrounding environment, vocabulary level, and ability to express thoughts were identified.

3. Didactic Games Method

Various didactic games were used to enrich vocabulary. Games such as "What is this?", "Who finds it faster?", "Describe the object", and "Create a story based on the picture" helped increase children's speech activity.

4. Visual Method

Children were introduced to the surrounding environment through pictures, objects, multimedia tools, and natural objects. Visual aids strengthened children's ability to remember and acquire new words.

5. Analysis and Comparison Method

The obtained results were analyzed, and the effectiveness of different methods was compared. The most effective approaches for vocabulary enrichment were identified.

The methodological basis of the research consisted of learner-centered education, activity-based approaches, and consideration of children's age and individual characteristics. During the research, special attention was paid to developing children's free thinking, communication, and independent speech skills.

DISCUSSION AND RESULTS

The pedagogical opportunities for enriching vocabulary during the process of introducing preschool children to the surrounding environment were studied, and the effectiveness of the applied methods and techniques was analyzed. The research results showed that systematically introducing children to the environment has a significantly positive impact on their speech development.

Observation, conversation, didactic games, and visual methods were used during the activities. Throughout the lessons, children gained new knowledge about natural phenomena, animals, plants, means of transportation, professions, and everyday household objects. At the same time, they learned to actively use new words related to these concepts in their speech.

The observation results showed that the use of visual aids during the process of introducing children to the environment increased their interest and helped them acquire new words more quickly. In particular, lessons organized through pictures, natural objects, toys, and multimedia tools proved effective. By naming objects and describing their color, shape, and function, children expanded their vocabulary.

Activities conducted through didactic games also yielded positive results. Games such as “Who does what?”, “What do you see?”, and “Create a story based on the picture” developed children’s independent thinking and increased their activity in using new words.

During the research, it was observed that children’s dialogic and monologic speech improved and their sentence-building skills developed. When using the conversation method, children attempted to express their thoughts freely, which contributed to increased speech activity. Initially, some children tended to give short answers, but during the activities, they began to respond with complete sentences. As a result, children developed communication culture and independent thinking skills.

In developing children’s vocabulary, the educator’s speech, question-and-answer process, and pedagogical skills play an important role. Correctly selected methods and tools by the educator help children quickly acquire and remember new words.

CONCLUSION

The issue of developing vocabulary enrichment during the process of introducing preschool children to the surrounding environment is considered one of the important directions of pedagogy and preschool education methodology. The theoretical and practical analyses conducted during the research showed that expanding children’s understanding of the environment has a direct positive effect on their speech development. Activities aimed at introducing children to the surrounding environment serve as an important pedagogical tool in enriching preschool children’s vocabulary. During acquaintance with nature, society, objects, and phenomena, children acquire new words, learn to use them actively in speech, and develop the ability to express their thoughts freely. The effectiveness of the observation, conversation, didactic games, and visual methods used during the work process was identified. In particular, didactic games and visual aids were observed to arouse children’s interest and help them acquire new words quickly and easily. Furthermore, involving children in free conversations played an important role in developing their communication culture and independent thinking abilities.

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