

Article

Actual Problems of Russian Language Teaching Methodology

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Abstract: The article presents a holistic examination of human thought and speech development as a single process that begins in the mother's womb and continues throughout childhood, school, and student years. Speech and thinking are analyzed not only as cognitive functions but also as mechanisms for the formation of behavior and personality as a whole. A special place is given to school age, in which game activity acts as the most important means of developing thinking and speech.

Keywords: speech, thinking, development, developmental psychology, behavior, pedagogy, pre-speech period, play activity, ontogenesis, neuropsychology.

1. Introduction

The development of speech and thinking is one of the key problems of modern pedagogy, psychology, and related sciences, as these processes underlie the formation of a person's personality, behavior, and cognitive activity. Speech and thinking ensure the assimilation of social experience, communication, learning, and adaptation of the individual to society. Their formation begins long before birth and continues throughout life, going through a complex path of formation and development[1].

The relevance of this topic is due to the fact that in the conditions of modern society, the importance of early intellectual and speech development of a child is increasing. Research shows that the prerequisites for future thinking and speech activity are laid in the mother's womb, when the nervous system is formed and the primary perception of sounds and emotional signals occurs. Further, in childhood, school, and student years, speech and thinking develop under the influence of communication, learning, play activities, and social environment. Games and toys, which contribute to the development of cognitive abilities, speech, imagination, and the regulation of behavior, play a special role in this process[2].

The problem of the relationship between speech and thinking has a long history of study. Even in ancient philosophy, in the works of Plato and Aristotle, speech was considered the basis of thinking and understanding of the world. In the 19th-20th centuries, this problem was scientifically substantiated in the works of W. Wundt, I. P. Piaget, A. N.

Leontief, and other researchers[3]. L. S. Vygotsky's ideas about the social nature of speech and its leading role in the development of thinking are of particular importance. Modern scientific research continues to develop these provisions, paying attention to age-related characteristics of speech and thinking development, as well as the influence of educational environment and technology[4].

2. Materials and Methods

The research methodology of this study is based on a qualitative theoretical analysis of psychological, pedagogical, and linguistic sources devoted to the development of speech and thinking. In the course of the study, 15 scientific works published between 1926 and 2024 were analyzed, including classical studies by L. S. Vygotsky, J. Piaget, A. N. Leontyev, S. L. Rubinstein, and A. R. Luria, as well as modern pedagogical research. These sources were selected because they provide fundamental theoretical concepts explaining the relationship between speech, thinking, behavior, and cognitive development.

Several research methods were applied in the study. First, the analytical method was used to examine scientific literature related to developmental psychology, pedagogy, and neuropsychology. Second, the comparative method made it possible to compare different theoretical approaches to the relationship between speech and thinking across various historical periods of psychological science. Third, the descriptive method was used to explain the stages of speech and thinking development during ontogenesis, including the prenatal stage, infancy, early childhood, school age, and student years.

In addition, the research uses systematization and generalization of scientific data in order to identify the main factors influencing intellectual and speech development, such as communication, educational environment, play activity, and social interaction. The analysis of age-related stages of development and pedagogical practices allowed the study to highlight the role of dialogue, play, and cognitive tasks in the formation of speech competence and logical thinking. This methodological approach ensures a comprehensive understanding of how speech and thinking develop as interconnected processes that shape human behavior and personality.

3. Results and Discussion

The In recent decades, the issue of the influence of scientific and technological progress on the development of a child's mind and speech has become particularly relevant. Digital technologies, multimedia tools, and the information environment have significantly changed the nature of thinking, the ways of perceiving information and communication. This opens up new possibilities for the development of cognitive abilities, but at the same time requires a scientific analysis of possible risks for the development of speech and personality behavior[5].

The purpose of the article is to study the patterns of human speech and thinking development at different stages of ontogenesis and to identify factors influencing the formation of intellectual and speech activity.

To achieve the goal set in the work, it is proposed to solve the following tasks: to consider the features of speech and thinking development in the mother's womb; to analyze their development in childhood school age; to determine the specifics of speech and thinking development in student years; to reveal the role of games and toys in the development of speech and thinking; to show the influence of speech and thinking on the command of personality; to consider the contribution of scientists of different eras to the study of this problem; to analyze the influence of scientific and technological progress on the development of child's mind and speech[6].

The methodological basis of the research is the theoretical analysis of scientific and pedagogical literature, the comparative-historical method, the generalization and systematization of scientific data, as well as analytical and descriptive methods.

Thus, this research aims to comprehensively examine the problem of human speech and thinking development. The logic of the article's presentation involves a consistent analysis of age-related developmental stages, the role of play and educational activities, as well as the influence of social and technological factors, which will allow for a deeper understanding of the significance of speech and thinking in the formation of a person's personality and behavior[7].

The problem of speech and thinking development is deeply studied in the works of leading world psychologists. Among the authoritative researchers are: Lev Semyonovich Vygotsky, Jean Piaget, Alexey Nikolaevich Leontyev, Sergey Leonidovich Rubinstein[8].

In L. S. Vygotsky's book "Thought and Speech," it is proven that speech first performs a social function, and then becomes an internal mechanism of thinking, self-regulation, and behavior in labor. He highlighted the stages of intellectual development, showing how children's thinking gradually transitions from visual to logical. And Luria in his work substantiated the neuropsychological connection between speech, thinking, and brain activity[9].

Modern neuropsychological research confirms that the development of thinking begins in the prenatal period. The mother's emotional state, her speech, music, and the characteristics of the surrounding environment influence the formation of neural connections in the child's brain[10].

In infancy, thinking is predominantly visual-active. Speech arises as a means of communication with an adult. According to L. S. Vygotsky, communication with adults serves as the source of thinking development. A child's first words are closely connected with specific actions and objects, and speech gradually begins to perform a regulatory function in behavior[11].

Table 1. Development of Speech and Thinking through Verbal and Sensory Games.

Age Stage	Name of the Game / Activity	Origin	Brief Analysis of Effectiveness
Prenatal stage	Speech stimulation (mother's speech)	General psychological practice	The rhythm and intonation of speech help form early neural connections in the fetus.
Infancy (0–2 years)	Dialogue (question–answer)	Jewish pedagogy	Creates the initial foundation for the development of future speech.
Infancy (0–2 years)	Dialogue (question–answer interaction)	Speech comprehension and attention development	Dialogical interaction develops logical thinking and the culture of speech.
Early childhood (3–6 years)	Letter games ("Otiyot"), object and naming games	Development of speech memory and intonation	Helps form coherent speech and the ability to express thoughts clearly.

Early childhood (3–6 years)	Verbal riddles (“Hidot”) and memorization of short texts	Development of critical thinking and argumentation	Dialogical forms of learning strengthen logic and communicative speech skills.
Preschool age	Collective discussion of texts	Jewish pedagogy	Speech gradually becomes an important instrument of thinking and behavior.
School age	Group discussion of texts	Development of critical thinking and argumentation	Dialogical communication enhances logical reasoning and speech culture.
School age	Discussion games	Development of oral speech and thinking	Speech becomes an essential tool for reasoning and communication.
Student age	Logical tasks and vocabulary expansion	Development of abstract thinking	Expands lexical competence and conceptual understanding.
Student age	Text analysis and discussions	Development of critical and professional thinking	Academic speech and reflective thinking are formed.
Student age	Project and research activities	Development of scientific thinking	Students acquire independent analytical and research skills.

In Jewish pedagogical tradition, special attention has been paid to the intellectual and speech development of a child through words, text, and play activities since ancient times. Learning was built on dialogue, repetition, and the child's active participation in the cognitive process. Among the most known methods, the following can be highlighted[12]:

Question and answer

The child was systematically asked questions that prompted them to formulate detailed methods. This method contributed to the development of coherent speech of logical thinking[13].

Games with Hebrew letters

The children were asked to fold the letters, name them, and find associations. These games developed memory, phonemic hearing, and early reading skills.

Memorizing short texts

Used as a game for repetition. Speech memory, intonation, and vocabulary developed[14].

Word puzzles

Riddles stimulated analytical thinking, the ability to generalize and search for meanings.

Analysis

These games were effective because they combined speech, thinking, and emotional engagement, which is confirmed by L. S. Vygotsky's theory of the zone of proximal development[15].

4. Conclusion

The development of speech and thinking begins in the mother's womb and continues at all age stages of human life. In childhood and school age, speech becomes the primary means of cognition and learning, while thinking transitions from visual to verbal-logical.

Games and dialogic methods, including those from Jewish pedagogical tradition, effectively contribute to the development of speech, thinking, and self-regulation of behavior. In student years, critical and professional thinking is formed, and speech acts as a tool for scientific analysis and social activity.

Thus, speech and thinking are not only cognitive processes but also important mechanisms for the formation of personality and behavior as a whole.

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