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Everyday Situations as Parental Support for Developing Their Child’s Speech

Sytuacje dnia codziennego jako wsparcie rozwoju mowy dziecka przez rodziców

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Abstract

Aim. The article is aimed at presenting everyday situations as a possibility of supporting a child’s speech by parents. Everyday situations are often an unused area of support in this field. Parents play a key role in the process of developing a child’s speech. Their support and involvement can significantly affect the development of communication skills in a child. What is presented in this study by analysing the issue in the title in a theoretical and practical approach are the concepts of child speech development, the role of the family in supporting this development, and the practical possibilities of using everyday situations as a source of support for speech development.

Methods and materials. On the basis of the analysis of expert literature, the characteristics of the development of the child’s speech are presented. The individual stages of its development are shown, as well as the role of the family as a system that can support the child’s communication skills. The importance of everyday situations as an opportunity to support the development of the child’s speech is also presented.

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Results and conclusion. Speech is a social activity, and its development is possible only in contact with other people. The family, as the child's closest developmental environment, significantly affects the advancement of their speech and communication skills. Therefore, parents should use all possible situations to support the development of their children's speech. Everyday situations are a very good opportunity, not only to support speech development, but also to build relationships, to strengthen the bond with the child, and to play together.

Keywords: child, parents, speech development, everyday situations, support

Abstrakt

Cel. Celem niniejszego artykułu jest przedstawienie możliwości wsparcia dziecka w procesie rozwoju mowy przez rodziców. Sytuacje dnia codziennego stanowią często niewykorzystany obszar wsparcia rozwoju mowy dziecka przez rodziców. Rodzice odgrywają kluczową rolę w procesie rozwoju mowy dziecka. Ich wsparcie i zaangażowanie mogą znacząco wpłynąć na rozwój umiejętności komunikacyjnych u dziecka. W niniejszym artykule analizując w ujęciu teoretycznym oraz praktycznym temat zawarty w tytule zaprezentowano koncepcje rozwoju mowy dziecka, rolę rodziny w procesie wspierania tegoż rozwoju oraz praktyczne możliwości wykorzystania sytuacji dnia codziennego jako potencjalnego źródła wsparcia rozwoju mowy.

Metody i materiały. Na podstawie analizy literatury przedmiotu dokonano charakterystyki rozwoju mowy dziecka. Przedstawiono poszczególne etapy jej rozwoju, ukazano rolę rodziny jako systemu mogącego wspierać umiejętności komunikacyjne dziecka, a także przedstawiono znaczenie sytuacji dnia codziennego jako możliwości wsparcia rozwoju mowy dziecka.

Wyniki i wnioski. Mowa jest czynnością społeczną a jej rozwój możliwy jest tylko w kontakcie z innymi osobami. Rodzina jako najbliższe środowisko rozwoju dziecka w znaczący sposób oddziałuje na rozwój jego mowy i zdolności komunikacyjnych. W związku z tym rodzice powinni wykorzystywać wszystkie możliwe sytuacje do wspierania rozwoju mowy swoich dzieci. Sytuacje dnia codziennego stanowią bardzo dobrą okazję, nie tylko do wspierania rozwoju mowy, ale również do budowania relacji, zacieśniania więzi z dzieckiem i wspólnej zabawy.

Słowa kluczowe: dziecko, rodzice, rozwój mowy, sytuacje dnia codziennego, wsparcie

Introduction

Speech is a key skill in human life. Proper speech development meets the child's psychological needs and affects their intellectual development. The ability to communicate is of great importance for the development of intelligence, which determines success at school, work, and society. Supporting a child in the process of speech development can provide them with a solid foundation for acquiring new skills and developing their potential.

Supporting the development of a child's speech does not only mean working in a speech therapy office. An important element of this process is using everyday situations for playing together, which is both a preventive and therapeutic activity. Apart from a speech therapist, parents play a key role in this process. As the closest environment for the child's development, they can significantly support their speech development in various everyday situations. The article is aimed at presenting everyday situations as an opportunity for parents to support their child's speech. These situations are often an unused support area in this field. Parents play a key role in the development of their children's speech. Their support and involvement can significantly affect the development of the child's communication skills.

Development of the Child's Speech

Early speech development is an extraordinary capital for a child, which will pay off throughout their whole life. Speech is the starting point for the development of many other skills. Human language is related to other means of communication – the way of listening and using gestures, as well as reading and writing (Clark & Ireland, 1998). In speech therapy, psycholinguistic and pedagogical literature, there are various periodisations of speech development. They differ in the assumptions adopted by the authors, the focus on various aspects of speech development and its distinct phases.

Leon Kaczmarek (1966) divided the developmental stages into two subperiods:

- prelingual – prelinguistic: in which the child's means of communication with the environment is crying and screaming that the child uses to signal their needs, *i.e.*, hunger, pain, need for closeness;
- lingual – linguistic: in which the child, going through subsequent stages of speech advancement, develops language skills in order to communicate verbally with the environment.

Maria Przetacznikowa and Grażyna Makiello-Jarża (1977) distinguished two stages in speech development: the period of melody, *i.e.*, the initial and preparatory phase up to 1 year and 6–9 months of life and the period of verbal forms of speech from 1 year and 6–9 months to three years.

Richard L. Schiefelbusch (1981) linked the stages of speech development with the processes of social interaction and distinguished the following phases: smiling and social stimulation, babbling and social bonding word acquisition and social exploration, and language acquisition and social experience.

Ida Kurcz (1992) indicates universal phases, which include: prelinguistic phase (the first year of life), phase of one-word utterances (from 10 to 20 months of age), phase of two-word utterances (end of the second year of life), and phase of acquiring the basics of language (the third year of life).

The development of a child's speech lasts from birth to the age of 7. Speech is formed until about the age of 3, and it is perfected from the age of 3 to the age of 7 (Jastrzębowska, 1999). Regardless of the adopted view, however, researchers agree that speech is not an innate ability and its development is long-term and gradual. Some believe that it begins as early as the moment the child utters its first cry, *i.e.*, right after birth; others believe that it takes place during the foetal period. Due to the limited scope of the article, a detailed discussion of the presented periodisations according to individual authors has been omitted. Instead, the most popular one in speech therapy, proposed by Kaczmarek (1966), has been presented, according to which the following periods can be distinguished in speech development: preparatory stage (prenatal period), melody period (the first year of life), word period (the 1st–2nd years of life), sentence period (2–3 years of age), and specific child speech period (3–7 years of age).

The melody period lasts from birth to the first year of life. There are four phases in this stage:

- crying and screaming – they indicate communication with the environment, signal the various needs of the infant, and are also an exercise for the respiratory system;
- cooing – appears in the 2nd–3rd months of life. The child makes random sounds resembling cooing. Cooing is an unconditioned reflex and serves as training for the speech organs. All children coo, including deaf children;
- babbling, appears in the 5th–6th months of life. The child intentionally repeats sounds that they have heard in the environment; these are sets of syllables, *e.g.*, *ma-ma-ma*, *da-da-da*, *ba-ba-ba*, *ta-ta-ta*. The infant does not yet understand the imitated sounds;
- echolalia, which appears around the 10th month of life. The child repeats words it has heard, made up of syllables they know, *e.g.*, *mama*, *dada*, *baba*¹. These words do not yet have a specific meaning for the child.

Around the age of 1 year, the child begins to connect words with some meaning. Towards the end of the melodic period, the child should consciously use several words

1 All the sounds mentioned in this study refer to the phonetic system of the Polish language.

such as: *mama*, *dada*, *baba*, as well as onomatopoeic expressions that replace many words that are difficult to pronounce (Kaczmarek, 1966).

The word period lasts from the first to the second year of life. At this time, the child uses all vowels, except nasal ones. It also pronounces consonants: *p, b, m, t, d, n, k, ś, ć*. The remaining sounds are replaced by easier-to-pronounce ones with a similar place of articulation. Multi-syllable words are shortened to the first or last syllable.

The sentence period lasts from the second to the third year of life. The first sentences appear, consisting of the child's combining and pronouncing two words replacing whole utterances. At this time, the child already pronounces the consonants correctly: *p, b, m, f, w, g, h, t, d, n, l, ś, ź, ć, dź, ń, k*. At the end of this stage, the sounds *s, z, c*, and *dz* appear. The above-mentioned sounds are not always fully valuable due to the low efficiency of the articulatory organs and are still replaced by easier sounds with a similar place of articulation in more difficult combinations. Full articulatory awareness is closely related to the correct articulation of individual speech sounds, which is why pre-school children, based on the language skills they possess, are characterised by high vocalisation awareness (Wasilewska & Szafran, 2012).

The last of the speech periods distinguished by Kaczmarek is the period of specific child speech. It lasts from the third to the seventh year of life. During this time, the child's articulation and vocabulary continue to develop. At the end of this period, the child's speech should be clear and correct, and the child should correctly pronounce all the sounds of the Polish language. In the particular years of life, the child improves the following skills within speech development:

A 3-year-old should be able to pronounce all oral and nasal vowels (*a, o, e, u, y, i, ą, ę*), although they may still change *a* to *o*, *e* to *a*, and *i* to *y*. They should also be able to pronounce the consonants: *p, b, m, f, w, ś, ź, ć, dź, ń, k, g, h, t, d, n, l, j*. At this age, the hissing sounds appear: *s, z, c, dz*. A child can pronounce many of these sounds correctly in isolation, but in colloquial speech, they may still replace them with easier sounds. Most often, the sounds *s, z, c, dz, sz, ż, cz*, and *dź* are replaced by their softened counterparts: *ś, ź, ć, dź*. The sound *r* is often pronounced as *l* or *j*, and the sound *f* as *h*.

A 4-year-old consolidates the pronunciation of the sounds of the sibilant series: *s, z, c, dz*. They should no longer replace them with the easier-to-pronounce sounds of the quiet series: *ś, ź, ć, dź*. Yet, the sounds of the rustling series: *sz, ż, cz, dź* are often still replaced in colloquial speech by *s, z, c, dz*, and the consonant groups are simplified. Towards the end of this age, the sound *r* appears.

A 5-year-old consolidates the pronunciation of the sounds: *sz, ż, cz, dź*. The sound *r* should already be pronounced, but sometimes it only appears at this stage. The consonant groups are still simplified (Kaczmarek, 1966). In the period between 5 and 7 years of age, the acquired skills are perfected.

In each of the above stages of speech development, parents can actively support their advancement in various everyday situations. In the first months of a child's life, verbal and visual contact with the child is the most important. The closeness of parents, their availability and response to the child's needs are the conditions for the child's proper emotional development and the basis for further speech development. Talking to the child while performing everyday activities, talking about them, *i.e.*, in the form of a "word bath," allows the child to listen to the sounds and prosody of speech. In the following years of the child's life, through playing together, recreation and routine everyday activities, parents can engage the child in developing speech.

In order to make the child's speech social, communicative, it is necessary to be able to name objects, define their properties, capture states and actions using words, expressed in the appropriate grammatical form. Noticing similarities and differences leads to the formation of ideas in the child, and the ability to concentrate attention and to remember viewed objects and facts allows them to formulate even primitive conclusions and to guess the consequences, effects or causes of phenomena. Speech helps to organise observations more precisely, consolidate them in memory, and shape the imagination (Palacz *et al.*, 2004). It is worth emphasising that the greatest influence on the development of children's speech is exerted by parents and permanent caregivers, who stimulate the mind of a young person with words and sentences of ever-increasing complexity, in this way stimulating learning to speak (Clark & Ireland, 1998).

Role of the Family in Developing the Child's Speech

Despite numerous sociocultural changes in the contemporary reality, the family remains the "basic, also called primary, developmental context that supports the development processes of its members in direct and long-term interactions based on close bonds²" (Bakiera, 2003, p. 47). It is a place for a child to collect the first experiences, acquire basic knowledge about the world, values and moral and social norms. Family influences the individual's behaviour, their attitude to other people, to the world of values, to the system of norms and patterns of conduct. The family environment is the first and closest to have the most intensive impact on children, transforming their innate, temperamental, and biopsychological traits into acquired traits, which in turn influence children's attitudes, habits, and principles of conduct (Wojciechowska-Charlak, 2005). Moreover, the closest family has the greatest significance in the process of a child's speech development, because the burden of work on the correct development of speech in the first years of a child's life rests with the parents (Pluta-Wojciechowska, 2014). Through intentional and unintentional interactions, parents pass on to their children both the knowledge about the world

2 Author's own translation.

and ready-made patterns of perceiving reality. Through the processes of identification, imitation, modelling, and internalisation, children assimilate values and axiological systems and gradually create their hierarchy of values (Elżanowska, 2012).

Family is also the basic environment for shaping a child's thinking and speech. The development of these functions takes place there spontaneously and is related to various everyday situations: dressing, washing, eating, or playing. The child has the opportunity to ask about everything on an ongoing basis. This is particularly important in the so-called *age of questions and defiance*, when the child bombards family members with an avalanche of questions. Emotional factors and attractive events enrich speech (e.g., new clothes, toys, trips, home celebrations). When talking about factors influencing the formation of speech, it should be remembered that its development is genetically determined, depends on the innate properties of the human body, but at the same time, it is only possible in contact with the social environment. For speech, in order to fulfil the communicative function, the meaning and content of selected words and sentences must be understood, and the arrangements of sounds pronounced by the child must be gradually given content. This occurs during the child's activity, which is accompanied by the speech of adults, peers, and the child's speech. Speech development is related to the entire psychomotor development of the child and the environmental and educational determinants. It is a process in which biological and social factors interact. A child, being among its closest adults, strives to communicate with them, to establish close bonds, which inspires the child to speak.

The development of a child's speech is based on imitation and stimulation from the immediate environment. One of the most important tasks is to organise children's life situations in such a way as to activate and encourage them to speak. These situations must change, allowing children to discover something new that arouses the desire to express their thoughts verbally. The period of early language stimulation has a decisive influence on the child's language functioning (Palacz *et al.*, 2004). Many children can be helped to achieve future school success by eliminating possible difficulties in speaking, reading, and writing through broadly understood language stimulation. Efficient use of speech is one of the conditions for active and creative participation in the life of adult society. Negligence in this area can have negative effects in later years.

Parental Support

The role of family support in a child's development is widely described in the literature on this subject. "Theories referring to learning argue that the environment can provide a child with experiences necessary to acquire a language, and that the principles of social learning are part of this process. Functionalists claim that the primary

motivation for a child to acquire a language is the need to obtain a communication tool. Parents facilitate this process thanks to the language support system, through which the child masters specific elements of language as fragments of games, playing and songs³” (Zalewska, 2002–2003, p. 173–174). Adults interacting with children, and above all parents, can as early as the first years of a child’s life, in the form of pleasant and enjoyable play, take actions that support the proper development of speech. The role of verbal and emotional contact with the child turns out to be extraordinary, thanks to which the child can avoid many disappointments related to communication skills in the future life (Nosek-Kozłowska, 2023).

Preschool age is a time of increased exploration of the world. Then the child’s curiosity concerning the environment grows. Children’s questions are a form of satisfying their spontaneous cognitive curiosity. Initially, they serve a cognitive function. Then, they allow for separating the real world from fantasy. Another function of asking many questions by a child is to maintain contact with their interlocutors. Questions are a good opportunity for fun and interesting discussions, which are only possible when both parties are willing and open to the undertaken activities (Kowalik-Paluch, 2019).

Moreover, as the closest people to the child, parents have other options for influencing the harmonious development of the child’s speech, including language games and play. “By taking part in word games, the child becomes familiar with the language and begins to play with words, and as it is commonly known, playing should be the main activity undertaken by a preschool child⁴” (Gruszczyk-Kolczyńska & Zielińska, 2004, p. 32). It is good when children develop speech in everyday situations in the family with their parents and loved ones. Then they feel comfort and a sense of security, which supports the acquisition of new vocabulary and the ability to communicate freely with family members, peers, and strangers. As emphasized by Małgorzata Żytka (2010, p. 8), “Thanks to communicating with others in various situations, children get ideas for using language from their peers, observe their reactions to their own language, and in direct contact they feel how others use language.⁵”

Everyday Situations

Everyday situations are repetitive activities that are part of a routine and use the daily schedule, *e.g.*, hygiene activities, the way to and from kindergarten, a walk, games and fun, trips, time spent together, eating meals, etc. Thanks to them, the child organises their world, builds individuality, develops social and emotional competencies and motivation to actively participate in the environment. The nature of everyday situ-

3 Author’s own translation.

4 Author’s own translation.

5 Author’s own translation.

ations creates the culture of a particular place and builds an educational atmosphere. The way they are organised is crucial for the development of small children, as it concerns meeting their basic physiological and emotional needs. This directly affects the quality of children's experiences, their sense of security and proper development. These situations can also be used to organise interesting exercises and games that support and develop the child's speech.

According to Danuta Emiluta-Rozya (2006), the supporting role of parents in the development of a child's speech does not end with creating opportunities for interaction and setting an example of correct pronunciation. It is important to treat speech therapy exercises as fun: not to stress the child with them, not to treat them as another task to do, but to weave exercises into everyday activities, do them "by the way." Therefore, it is important for parents to actively support the child in improving articulation by doing exercises at home to improve speech. Preventive or therapeutic influence should be a form of spending free time together and of playing that brings joy to the child and parents.

The first step for parents is to understand and accept their child's communication needs. Parents can support the development of their child's communication skills by creating a supportive home environment. It is important to provide the child with plenty of opportunities to talk, listen, and express themselves verbally and non-verbally. Regular conversations, reading books, watching cartoons, listening to music, and playing together are excellent ways to develop communication. Onomatopoeic games play an especially important role in speech development. These involve imitating the sounds of animals, listening to sounds from the environment and trying to repeat them, playing with musical instruments, which train the child's non-verbal hearing (Bekus-Richane, 2017). It is worth using these games with the child as often as possible during the day. There are many audiobooks available on the market, or books containing drawings with descriptions of sounds, which the parent can present to the child.

Everyday situations, such as meals, games, or walks, can become an excellent opportunity to practice communication skills. Parents can encourage their children to talk about their observations, experiences, ask questions and communicate their needs and feelings. It is important for parents to listen patiently to their children and give them time to express themselves. What is necessary for children to feel like expressing their thoughts, talking about their impressions and observations, is a friendly atmosphere. This can provide them with acceptance, recognition, and a sense of security. They need to get to know and accept themselves better. The way they share their impressions, experiences, and express their desires plays a key role in communicating with the environment and has an impact on linguistic activity. A child must have conditions for multifaceted activity so that they have something to talk about. Having the op-

portunity to observe, investigate, and act, they collect impressions and observations about the world around them.

Word games have a prominent place among activities that develop verbal expression. By playing with language, a child learns the meaning of unfamiliar words, discovers them, and creates a network of associations, connecting known facts with new ones. Frequently, due to the existing associative gap, logical errors occur in free speech, causing funny situations. Humour, jokes, and absurdity appearing in word games, intentionally or not, should accompany them on purpose, because they stimulate the child's creative abilities. Developing language skills should take place alongside the awakening of imagination. Children use fantasy during free and thematic games, in situations where they can move in time and space, change the purpose of objects, and take on any character. Direct participation in learning about objects, phenomena, and processes during trips, exploratory games, experiences, or contacts with art, literature, theatre, and film triggers the child's need to express their own experiences in their favourite form. Through verbal, artistic, and movement expression, the child can show their delight, surprise, admiration, or dissatisfaction. Task situations force children to ask questions, search for answers, and solve problems – they activate their thinking processes and creative abilities. It is worth encouraging children to play games aimed at developing and enriching their vocabulary. The child should learn unfamiliar words, expand and distinguish the meaning of familiar words, and notice the relationships between them. A source of ideas can be children's literature rich in word combinations, associations, and meanings.

Supporting and motivating the child is a key role of parents. It is important to show children support and understanding, even when they face difficulties. Positive reinforcement, praise for effort and celebrating small successes can significantly increase the child's motivation and engagement in exploring the environment and developing speech. Playing, as a natural form of learning for a child, is an excellent opportunity to support this process. How can everyday games be transformed into effective tools supporting speech development? Below, there are some suggestions for using everyday situations for joint play that will allow the child to improve speech.

Talking about everyday activities – every action one does in the presence of a child can become a learning opportunity. Describing your activities, from preparing meals to cleaning, gives the child a chance to listen, process, and understand speech. Everyday interactions, such as getting dressed or shopping, can be a narrative that introduces the toddler to the world of words and sentences.

Singing – music has an extraordinary power to influence the emotional and intellectual development of children. By singing lullabies, educational songs, or just singing along to the radio while driving, one can create a space for children to learn rhythm, melody, and the structure and sound of words. Singing is also a great way

to break routine and introduce an element of fun into everyday activities. Singing is a combination of music and speech, which is why it has a positive effect on brain development and supports the cooperation of both hemispheres.

Finger pointing – when a child starts pointing with a finger, it is a signal that their language skills have entered a new stage. Responding to these gestures, naming objects that the child points to and talking about them supports speech development. Frequent conversations and responses to communication attempts are the foundation for further linguistic development.

Reading books and fairy tales – reading books should become a daily ritual, e.g., before going to bed. Depending on the age of the child, the complexity and subject matter of the content should be adjusted. The pictures in the book can be discussed together, the child can be provoked with questions to tell what is there and what is happening in the illustration. Reading books is one of the most valuable activities that one can offer children in the context of learning to speak. Regular reading aloud not only introduces the child to the world of literature but also develops vocabulary, listening, and concentration skills. By choosing books appropriate for the child's age, one can gradually increase the complexity of the texts, which naturally supports language development. One should not limit oneself to picture books; it is also worth reaching for stories and poems, which help to learn unfamiliar words through rhyme and rhythm. Reading together is also an excellent way to build a strong, emotional bond.

Breathing games – breathing is an activity necessary not only for life, but also for speaking. A correct breathing path determines correct pronunciation and the proper development of articulation organs. Exercises that extend the respiratory phase affect the air management in speaking. Speaking is inextricably linked to breathing. Proper breathing during speech is a quick inhalation (without lifting the shoulders) and a long, slow exhalation, during which the speech is made. The child should inhale air through the nose and exhale through the mouth. As part of everyday activities, the following games work very well: blowing on feathers, soap bubbles, a pinwheel; blowing on small elements hanging on threads; blowing a ping-pong ball into a goal; blowing boats on the water; blowing a balloon; and blowing off a piece of tissue paper or aluminium foil from a smooth surface.

Articulation exercises – the proper functioning of speech organs is a basic condition for the child to correctly produce sounds. The child should be encouraged to repeat vowels (*a, o, u, e, i, y*). One can combine imitation of vowels with playing, e.g., the fire brigade is coming – *ooo, ooo*, the doll is going to sleep – *aaa*, the kitten is doing – *meow*. Exercises that improve the speech organs also include: clucking, snorting, sending kisses, making a balloon with the mouth, counting teeth with the tongue, or licking lips. A few minutes a day of such playing, e.g., on the way to kindergarten

or during a walk, is enough. Suggestions for games that improve the articulation apparatus, which can be used during a children's daily activities, include: picking up individual grains of puffed rice from a plate with the tip of the tongue; licking lollipops or ice cream with the tip of the tongue; licking honey, yoghurt, etc., spread on a plate with the tip of the tongue; licking lips smeared with honey or Nutella; carrying cornflakes through straws; or eating crisps without using their hands.

Word games – introducing word games into everyday activities will help the child develop language skills in a pleasant way. Parents and their child can rhyme, guess riddles, play word games or language challenges together. This type of fun not only develops communication skills but also strengthens the bond between parents and the child.

Manual games – develop fine motor skills, have an impact on the overall development of the child, including speech. They develop hand muscles, master coordination, object manipulation, and motor planning. These are basic skills for acquiring other, more complex ones in the future, such as writing. During everyday games, it is worth using plasticine, creating plasticine masses, threading beads or pasta pieces onto a string, painting with fingers dipped in paint, creating constructions from blocks, involving the child in kitchen activities by cooking together, pouring and preparing simple dishes.

Hearing games – are aimed at improving physical hearing by developing sensitivity to sounds, intensity, pace, rhythm, stimulating auditory perception by recognising, identifying, and differentiating sounds, and improving the child's auditory attention by analysing what they can hear. Games that develop hearing and auditory attention prepare the child for proper perception of speech sounds and the development of speech and hearing. In home conditions, many games can be organised that stimulate auditory perception, which has a huge impact on the development of the child's speech. Localisation, differentiation, and identification of sounds can be developed during joint walks and trips through recognising the sounds of nature, sounds of the environment, playing tapped or clapped rhythms, listening to and imitating the sounds of animals, *e.g.*, dogs, cats, chickens, and geese.

When working with a child, it is important to remember that only patience, gentleness, understanding, and methodical work on the part of parents will bring good results. It is important to adapt the requirements to the child's abilities, to encourage and build confidence in their own abilities. Punishing and forcing a child to practice will discourage them from working on correct pronunciation. Contact with the family environment has a direct impact on the development of the child's speech, its grammatical correctness, vocabulary, and intonation. A pleasant atmosphere, peace, and care for the child in the family are an excellent basis for supporting their speech.

Summary

In the daily care of their child, parents should provide the child with such stimulation that will allow them to fully develop their potential in speaking and acquiring knowledge. Most parents naturally support their children in developing speech, not fully realising how this skill develops. Lack of knowledge in this area means that some parents may not effectively use many everyday situations to stimulate speech development. During everyday activities, every parent can find more than one opportunity to support their child in developing speech. By using everyday situations, one can effectively support the child's speech development, simultaneously spending time together on creative play, strengthening bonds, and building a sense of agency in the child, motivating them to practice through positive reinforcement, and developing the child's creativity. It is important to adjust the level of difficulty to the child's age and skills, and also encourage independent thinking and language exploration. The research on speech development has shown beyond any doubt that this is the only skill of which the early acquisition determines the child's favourable position in later life (Clark & Ireland, 1998).

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