



THE ROLE OF THE TEACHER'S SPEECH IN THE DEVELOPMENT OF CHILDREN'S SPEECH

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Annotation: *The behavior, speech of the educator, his appearance - everything is a model for children. The originality of thinking and perception of children, associated with imitation, should be used in the upbringing and education of children, and, in particular, in teaching children their native language.*

Key words: *preschool education, educator, connected speech.*

A characteristic feature of preschool children is imitative speech, which is due to the originality of their perception and thinking.

Not being able to think critically, children of this age imitate everything they see and hear in the environment, but most of all those people who are directly connected with them, to whom the children have a positive attitude.

Such a close person with whom the child is directly connected in kindergarten is a teacher.

The behavior, speech of the educator, his appearance - everything is a model for children.

The originality of thinking and perception of children, associated with imitation, should be used in the upbringing and education of children, and, in particular, in teaching children their native language.

What are the requirements for the teacher's speech ?

Knowing that children of preschool age master the language on the basis of oral speech, through communication with other people, the following should be considered.

1. The educator 's speech is a model for children in the broad sense of the word, primarily in colloquial speech, on the basis of which the child's daily communication with the educator takes place.

2. In the classroom, children, listening to the teacher 's speech, exercise in mastering their native language.

In practice, educators make mistakes in everyday communication with children: the teacher talks to the children carelessly, illiterately, inexpressively.

Here is one example: "You took these balls from the older group, take them there," the teacher says to the children. The children standing nearby say: "And Guli took a skipping rope from the older group."

So the incorrect turn of speech of the educator is immediately picked up by the children and enters into their speech.

Sometimes the educator uses specifically pedagogical terms that are incomprehensible to children: "Now we will engage in didactic games."

Often the educator allows unnecessary authoritarianism in addressing children:

“Asadbek, I will remove you from the group now.” Or: “Asal, I don't like the way you sit.”

With these remarks, the teacher does not educate the child, does not teach him to master the necessary behavioral skills in any situation, but fixes attention only on himself.

The shortcomings found in the colloquial speech of the educator are transmitted to the children, and then the children hardly get rid of them already at school.

What are the requirements for the teacher's speech ?

speech addressed to the child should be close and understandable to children.

When talking with younger children, the teacher 's speech should be more concise and simple. In relation to kids, remarks should be avoided, and at the same time, one should speak with them more categorically than with older ones, since children of this age cannot comprehend those arguments that are perceived by older children.

“Zhavlon, don't stain the tablecloth, eat with a spoon, don't pour water on the floor,” etc., the teacher says to the younger children.

Middle-aged and older children should be led to independent conclusions. For example: “You can't stain the tablecloth, it's not neat. A lot of work goes into washing tablecloths. We must protect the work of our nanny, who washes our tablecloths.”

2. The grammatical correctness of the teacher's speech is required. But, unfortunately, such mistakes are very common: “Take from the older group” (*here the preposition “from” is replaced by “with”*). ““Don't lie here” (*instead of “don't put”*). “Fold the tablecloths and put them back.” “I told you, but you don't listen back.”

In verbal communication with children, it is necessary to use the means of expressiveness of the language.

The monotonous, inexpressive speech of the teacher negatively affects the behavior of children, does not affect their emotions, and at the same time does not improve their speech culture.

During lunch in the younger group, the teacher addresses the children who eat slowly: “Eat, eat quickly, chew, swallow, don't look around.” And this dry, monotonous appeal to the children is repeated many times, the children do not react.

In the same group, another teacher evokes in children in a completely different way positive attitude towards food

“What a delicious soup today! Look at what beautiful green peas, take it on a spoon soon. Like this. Delicious. The child agrees.

Or: “Natasha is smart today, she learned how to eat quickly and accurately.” “And I can do it quickly,” the voices of the children are heard. “That's right, Slavik, your teeth are sharp, they can chew quickly,” confirms the teacher

The kids are smiling and making quick work of lunch.

The speech pattern of the educator in the classroom is of particular importance because here the attention of all children is drawn simultaneously to what the educator says.

educator 's speech pattern, both in everyday communication and in the classroom, should be used in the implementation of all tasks: vocabulary expansion, education of grammatical and sound correctness of speech.

The skills acquired in the classroom must be made strong so that children can apply them in life. Meanwhile, cases are not uncommon when the educator does not think through his appeal to the children. A particularly common mistake is verbosity, the use of incomprehensible words.

At a lesson in the younger group, the teacher points out to a three-year-old child: “This indicates that you are not neat” (*the child draws for the first time with paints*).

Example. The teacher in the senior group conducts a drawing lesson. She tells the children: “Today you will draw two girls (*instead of two girls*) with a sled. You all already know, since you recently drew boys. And now we will repeat everything, where to start.” The child repeats. The teacher confirms what the child said: “Absolutely right, you need to draw from the head, and then from the shoulders, in no case should you draw without shoulders. ”

Then the teacher continues: “Quite right, the torso is necessary, otherwise the girls will fall. Let's agree on what kind of fur coats we will draw for girls.

It can be seen from these examples that the teacher, addressing the children, unfortunately, does not set himself the task of making the addressed word a role model, but speaks casually, without thinking.

The ability to express one's thoughts accurately and convincingly is the most important quality of an educator.

If, when drawing, the visual perception of a sample (*object or pattern*) is accompanied by a verbal explanation, without which children can hardly complete the task, then in Russian language classes the sample is even more important, because children master all aspects of speech only on the basis of auditory perception, on the basis of heard from the teacher.

The sample as one of the main teaching methods must be considered in close connection with other methods, since both the question, the explanation, and the indication contain a speech pattern.

child of the younger group turns to the teacher: “Tomorrow was a holiday.” “Tomorrow will be a holiday,” the teacher corrects.

In this example, on the example of the teacher's speech, the child acquires the ability to express his thought, hears the correct sound pronunciation.

The skills of the exact use of words and the correctness of agreement are formed in conversations, in conversations with children, on the example of the teacher's speech.

Here, the teacher, during a walk, conducts observations with the children of the younger group of autumn phenomena in nature.

“The winds are strong,” she says. It has become cold, it is raining, there are puddles on the ground. The leaves have fallen from the trees. The park became quiet. Birds fly to warmer climes.

Accompanying the observation of children with a word, the teacher uses the model in order to clarify and systematize the knowledge of children.

In this case, the educator uses explanations as one of the teaching methods based on a speech sample.

Applying the model in teaching children the Russian language, we educate children in a culture of listening, increase their interest in the word.

But this can be done only when the teacher expressively, figuratively tells the children the material, relies on their feelings.

When conducting a conversation about autumn, summing up the statements of the children, the teacher says:

“Yes, children, in the fall Birds gather in large flocks and fly south to warmer climes. One Soviet writer saw the flight of cranes and wrote the following poem about them:

I feel sorry for the colored meadows
And my cranes.
Only I won't grieve
- And in the spring I will meet them.
M. Poznanskaya

The emotional side of the sample increases the culture of listening, instills in children the desire to tell something themselves.

The teacher conducts gymnastics and outdoor games with children of the middle group. To increase children's interest in the correct execution of movements, she resorts to expressive techniques.

"The bunnies need to follow a straight path, the forest is dense, you can get lost, keep up with each other." Bunny children begin to jump faster.

Raising children's interest in the word, it is necessary to use the expressive means of the language not only in the classroom, but also in everyday communication.

The requirements for the speech of the educator in everyday communication are also mandatory during classes.

The speech model of the educator in the classroom should be used in the implementation of all tasks in the work on the language.

In vocabulary work, in teaching sound pronunciation, the teacher's speech pattern is especially important, since children learn new words in the correct sound.

Sample used:

- a) when working with a picture;
- b) when retelling;
- c) when telling from personal experience;
- d) to come up with an ending to the story started by the teacher.

The methodology for using the model in teaching children storytelling is varied.

In the younger and middle groups, when looking at a picture and telling about it, one should always proceed from the model of the teacher, since the kids do not yet have independent storytelling skills.

In the older group, in the first lesson with pictures, a sample teacher is needed, and in the next lessons for the same picture it can not be used.

Listening to the story of the teacher in the picture (the older group, children can completely imitate the model, or they can speak in their own words. Both options • have their positive sides: repeating the model of the teacher, the child learns the correct turns, which he still does not own independently; telling in his own words, without distorting the meaning of the picture, the child attracts his speech experience.

The educator, knowing the individual sides of the children, uses this or that technique when carrying out work. How, for example, work with a picture is carried out. After independently examining the picture and analyzing it for questions, the teacher gives the children a short coherent story, without deviating from the image, tells only about what is drawn in the picture.

Here is an example of such a story based on the painting "The ball flew away". "The girl was walking around the house. The wind blew and snatched the ball from the girl. The ball flew high and caught on a tree. The girl cried: she is sorry for the ball. Schoolchildren passed by, they saw that the girl was crying. One boy climbed onto the balcony and untied the ball from the tree. He took it to the girl."

The teacher asks the children to repeat the story. In this case, the children are exercising in reproducing the model of the educator. And this is of great importance: children learn to correctly build sentences, practice coherent speech.

In the creative story of the educator, not only a description of what is depicted in the picture is allowed, but also assumptions about why and how the event happened.

Example. "A little girl lived in the house with her mother. One day, her mother was at work, and the girl was sleeping in her crib. At this time, a fire broke out in the house. Suddenly there was a smell of smoke, it became difficult to breathe, and the girl woke up, she screamed in fear: there was fire all around.

Firefighters quickly drove up to the house, they heard the girl's scream, set up a ladder and climbed to the second floor.

The fire was getting stronger, but the firefighters are brave and dexterous. They rescued a girl from a burning house.”

teacher 's creative story reveals not only the episode of the picture, but also the experience of the girl, and also educates children in respect for the work of firefighters.

A work of literature can serve as an example.

The significance of such a sample lies in the fact that children, repeating a literary work, learn correct turns of speech, more deeply understand the content of the story.

A sample of grammatically correct speech is used in special classes for teaching children grammatical and sound culture.

With the help of didactic games, riddles, the teacher exercises children in the correct use of words and making sentences out of them.

For example: in the game “Zoo”, children practice changing words by case.

When conducting these games, the teacher gives a verbal pattern that the children imitate.

Along with the requirements for the model of the educator, it is necessary to say about the requirements of the educator for children.

1. The educator needs not only to give a speech sample to the children, but also to check how the children have mastered it (*exercises and repetitions are used for this*).

2. It is necessary to educate children 's interest in the ability to speak correctly (*using encouragement, an example of well-speaking children*).

3. It is necessary to systematically monitor the speech of children, listen to what the children say, correct mistakes in time.

Serious attention should be paid to the speech of children in everyday life and in the classroom.

In conclusion, it should be said that the teacher’s speech pattern in teaching children can only be used when the speech culture of the teacher himself is impeccable.

In all classes in kindergarten, educators widely use questions as a method of teaching children,

Indeed, the role the question is very large: first of all, the question collects and directs the attention of children. Here, for example, the teacher leads a lesson on the painting “New Girl”. The very first question of the teacher: “Where are these children gathered?” - directs the attention of children to the main content of the picture.

Who do they show their toys to? Who came to them? - the teacher asks further. These questions reveal to children the meaning of the picture: in kindergarten, newcomers are very friendly.

An incorrectly posed question diverts the attention of children to the side, does not teach to focus it on the main thing. So, for example, in the practice of working on a picture, educators the following question is often posed: “What is drawn in this picture?” This question directs the attention of children equally to everything that is drawn in the picture: both to the main thing and to the details, and therefore it is quite natural that children begin to list everything that they see.

It is necessary that the first question immediately make the children pay attention to the main thing, to what they need to find out when looking at the picture, and then ask questions about the details, the details that clarify the main idea.

No less important is the question that it awakens a child's thought. But for this, questions must stimulate the work of children's thought. So, in a conversation about autumn, which summarized children's impressions and observations received on walks and excursions, the teacher, having found out with the children that many birds fly south in autumn, raises the question "Why do birds fly away from us in autumn? This question makes children think about the cause, look for it, learn to establish a connection between phenomena.

The question is of great importance as a means of increasing children's listening skills. Educators pay little attention to the ability of children to accurately hear the question and accurately answer it. For example, in a conversation about school, the teacher asks: "Who does the teacher teach?"

Zokir. The teacher teaches to read and write.

Educator (*not paying attention to the answer given not on the merits of the question asked*) does not correct Zokir's mistake and says: "What else does the teacher teach children?"

Finally, the meaning of the question is that the question activates the child's speech. If some teaching methods, such as, for example, an explanation, a model, require children, first of all, the ability to listen carefully, then the question, by its very form, causes the child to answer, that is, activates his speech.

So, the question of the educator is a very effective method of teaching children to think and speak, since the question directs attention, stimulates thought, accustoms to the accuracy of listening and activates speech.

In order for questions to fulfill their purpose, they must meet certain requirements.

The first requirement is that the question must have a certain content. In the practice of conducting classes, superfluous, unnecessary for the intended program content, and sometimes even empty and even meaningless questions are often posed. For example, looking at Savrasov's picture with the children: "The rooks have arrived", the teacher asks: "Children, think about why the artist depicted the arrival of the rooks so beautifully?"

The second requirement for the question is accuracy and specificity. When conducting classes with children, educators often pose questions that are too general, and therefore not specific. For example, in the final conversation about spring, the teacher asks: "Children, remember what was interesting about spring in its beginning?" Such a question is unacceptable in its general vague formulation.

Or another example. The teacher asks. "What changes have occurred in the spring with plants?" In this general question, it is not clear to the children, and what kind of plants the teacher asks about (about trees or flowers,

and what changes. Such general questions are little or completely inaccessible to children. Much easier, more accurate and therefore more accessible to children will be the question: "What appears on the trees in spring?"

The accessibility of a question also depends on its wording. The careless, incorrect construction of the question makes it difficult to understand. For example: "The policeman makes sure that the cars drive at what traffic light?" This question should be divided into two: "At what traffic light can cars drive?" and "Who makes sure the cars drive properly?"

Often, when posing a question, the teacher does not pay attention to the accuracy of word usage. For example: "Where does the postman throw letters?" or "Where do children get their certificates?" To the last question, in particular, the child answered: "Nina got it at school, but they gave it to her mother at work."

Of great importance for the clarity of understanding of the issue is the brevity of the wording. In a retelling lesson, the teacher says: "Children, listen, now I will ask you a question, you think carefully and answer me correctly, what is a blizzard?"

Such verbosity obscures the meaning of the question, tires attention and hearing, and the children are silent or answer incorrectly. The verbal heap also contains the following question: "Who will tell me where you can see from and why do you think that spring has come?"

Striving for accuracy and brevity, some educators fall into the other extreme: excessive brevity also makes the question incomprehensible. For example, in a retelling lesson, the teacher asks - "Where did Anwar go?"

Shakhlo. Anwar went to school.

Educator. So what? “The girl is silent, not understanding what the teacher is asking.

A very important requirement is focus and consistency in posing questions to children.

The teacher must remember that the purpose of posing questions is the assimilation of the planned program material by the children. Therefore, questions should not be asked about everything that is drawn, not about everything that can be said on a given topic, but about the main thing. Questions should be targeted. This purposefulness of the questions determines their sequence.

Here are two excerpts from the class notes on the painting “At School” as an example.

First lesson.

teacher asked questions in the following sequence: “Where are these girls?”, “What are they doing?”, “What can be seen outside the window?”, “What is the girl doing at the blackboard?”

The order of these questions shows how the thought of the teacher rushes around the picture: from the girl to the tree outside the window, from the window to the girl solving problems, etc.

An extract from another abstract shows a strict sequence that teaches children to think logically.

Questions: “Where are these girls?”, “What can you call the girls who study at school?”, “Who teaches schoolgirls?”, “What are the students doing now?”, “What is the student doing at the blackboard?”, “Why are there two Did the students raise their hands?

Thus, the main requirements for the question as a method of teaching are as follows: attention to the semantic meaning of the question, to the accuracy, brevity and correctness of the wording; the question should be accessible to the understanding of children, purposeful; It is necessary to follow the sequence in the formulation of questions.

The methodology for using questions is diverse, since questions are used during various types of classes and during a conversation, and in painting classes, and when retelling, and when reading a book, and in a didactic game. It is necessary that the use of questions in training is methodologically correct.

First of all, all questions should be formulated in such a way that they direct the children 's attention to clarifying and understanding the intended program material. Then the questions should force the children not only to recall what is already known, but also to think, looking for the simplest causes and effects, making elementary conclusions and generalizations. For this purpose, prompting questions should not be abused, using them only in exceptional cases.

It is pedagogically incorrect to use a question in a negative formulation. For example: “Do you know what this flower is called?”, Or “Do you know who lives in our aquarium?”, Or “Can't you tell what happens after spring?”. Such a wording of the question indirectly inspires the child with a negative answer and does not mobilize him for the active work of thought and language.

Questions that lead, i.e. guide, the child's thoughts in the right direction, are used in work with preschoolers; you should not only rush to help the child, but you need to accustom him to independent mental work.

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