

## Teacher's Speech as a Means of Speech Development in Children

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**ANNOTATION:** The article considers the requirements for a teacher in preschool institutions. Indicated the main directions of the organization of the speech developing environment of different age groups.

**KEY WORDS:** Teacher's speech, coherent speech, a certain pace, correctness, accuracy, consistency, purity, expressiveness, richness, relevance.

The speech of the teacher is the main model of the native language for children. The teacher's speech should be: grammatically correct, coherent; with a clear and distinct pronunciation of all the sounds of the native language; must be sustained at a certain pace, volume; must be intonationally expressive; accessible; with the correct and precise use of verbal designations. So the shortcomings of the teacher's speech include: Haste of speech (an accelerated pace makes it fuzzy, blurry, difficult to perceive, it is better if the speech proceeds at a slightly slow pace; Indistinct pronunciation; Monotony of speech (it tires listeners, reduces interest in the content); Increased volume voices (passing into a scream). If necessary (noise in the group), one should, by slightly increasing the volume, pronounce the words more clearly, while slowing down the pace; Inaccurate pronunciation of individual sounds or words; Violations of vocabulary - in grammatical design; The use of words - parasites in speech; Careless, sloppy pronunciation (ends of words are not agreed upon, individual sounds are swallowed, consonants are slurred); Pronunciation of words with the wrong stress; Dissonance of voice (hoarseness, hoarseness, nasality). A teacher, in this case, an educator, has a great influence on the formation of a high culture of speech in children.

**There are several requirements for a teacher in preschool institutions. Let's consider a few of them.**

**Correctness** - compliance of speech with language norms. The teacher needs to know and fulfill the basic norms of the Russian language in communication with children: orthoepic norms (rules of literary pronunciation), as well as the norms of formation and change of words.

**Accuracy** is the correspondence between the semantic content of speech and the information that underlies it. The teacher should pay special attention to the semantic (semantic) side of speech, which contributes to the formation of accuracy skills in word usage in children.

**Logic** is an expression in the semantic connections of the components of speech and the relationship between the parts and components of thought. The teacher should take into account that it is at preschool age that ideas about the structural components of a coherent statement are laid down, skills are formed to use various methods of intratextual communication.

**Purity** is the absence in speech of elements alien to the literary language. The elimination of

non-literary vocabulary is one of the tasks of the speech development of preschool children. Solving this problem, taking into account the leading mechanism of speech development of preschoolers (imitation), the teacher needs to take care of the purity of his own speech: the use of parasitic words, dialect and slang words is unacceptable.

**Expressiveness** is a feature of speech that captures attention and creates an atmosphere of emotional empathy. The expressiveness of the teacher's speech is a powerful tool for influencing the child. The teacher's possession of various means of expressiveness of speech (intonation, rate of speech, strength, pitch of voice, etc.) contributes not only to the formation of the arbitrariness of the expressiveness of the child's speech, but also to a more complete understanding of the content of the adult's speech, the formation of the ability to express his attitude to the subject of conversation.

**Wealth** is the ability to use all language units in order to optimally express information. The teacher should take into account that the foundations of the child's vocabulary are formed at preschool age, therefore the rich vocabulary of the teacher himself not only contributes to the expansion of the child's vocabulary, but also helps to form his skills in word usage accuracy, expressiveness and figurativeness of speech.

**Relevance** - the use of units in speech that correspond to the situation and conditions of communication. The appropriateness of the speech of the teacher implies, first of all, the possession of a sense of style. Taking into account the specifics of preschool age aims the teacher at the formation of a culture of speech behavior in children (communication skills, the ability to use various formulas of speech etiquette, focus on the situation of communication, interlocutor, etc.).

### **The main directions of the organization of the speech developing environment of different age groups.**

#### **junior group:**

- Organization of communication between children and adults through instructions from an adult (a sample of an appeal, a verbal request, etc. is given);
- Organization of contacts with peers (interaction through speech in various activities through a sample, hint of a word or phrase);
- Organization of viewing by children of books, pictures, toys, objects for the development of initiative speech, enrichment and clarification of ideas about the environment;
- Organization of the "Corner of interesting things" in order to develop active, initiative speech of children;
- Teacher's stories (to improve effective listening skills).

#### **Middle group:**

- Meeting the needs of children in obtaining and discussing information;
- Replenishment of the "Corner of interesting things" with sets of pictures, photographs, postcards, magnifiers, magnets, etc.;
- Listening to children, clarifying answers, hints;
- Stories of the educator (the main focus is on stimulating the cognitive interest of

children);

- Active use of techniques for the formation of communication skills with peers.

#### **Senior and preparatory groups for school:**

- Improving speech as a means of communication (acquaintance with the formulas of speech etiquette, purposeful formation of all groups of dialogic skills, as well as the ability to competently defend one's point of view);
- Purposeful formation of independent storytelling skills (encouragement of children's stories, transformation of statements into coherent stories, recording and repeating stories, clarifications and generalizations);
- Organization of activities in the "Corner of interesting things" (in the replenishment of the corner, the emphasis is on expanding children's ideas about the diversity of the world and organizing perception, followed by discussion);
- Creation of an individual "author's speech space" for each child (in order to stimulate the verbal creativity of children, improve the quality of their speech statements).

#### **Thus, when working with children, the teacher should pay attention to the following:**

1. Correctly pronounce all the sounds of the native language, eliminate existing speech defects.
2. Have an easy, clear and distinct speech, that is, good diction.
3. Use literary pronunciation in your speech, that is, adhere to orthoepic norms: 4. Strive correctly, use intonational means of expression, taking into account the content of the statement.
4. When communicating with children, use speech at a slightly slower pace, with a moderate volume of gloss.
5. Tell and convey the content of texts in a coherent and accessible way, using words and grammatical constructions accurately, in accordance with the age of the children.
6. Do not allow a high tone, rude expressions in a conversation with children.
7. Development of communication skills in children through play activities.

**Conclusion.** The teacher must improve and develop his speech, pronunciation, since his mistakes will entail hundreds of mistakes of his pupils, which are easier to correct at an early age than at an older age. Using various methods of teaching speech development and vocabulary enrichment, you can achieve more tangible results than if you use template techniques. Children are interested in changing activities and therefore the process of mastering knowledge will proceed more interestingly, lively and without fatigue of preschoolers. Having developed speech, the child will be ready for school

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