

EDUCATOR'S SPEECH AS TOOLS FOR THE DEVELOPMENT OF SPEECH IN CHILDREN*Kokand University**Department of "Education"**Assistant lecturer Sevara Makhmudova*[*dr.sevararana94@gmail.com*](mailto:dr.sevararana94@gmail.com)

Annotation: in this article, pedagogical students who are put into the speech of the educator in the formation of speech of preschool children, the significance of their use in expressive means of speech is summed up, therefore, the norms of the speech of the educator are presented.

Keywords: speech, communication, pattern, culture, ability, language, pronunciation.

A person's speech is an indicator of his general culture. Knowledge of the literary language is a necessary component of Education, Intelligence. People who make many mistakes can be compared with foreigners: they are also difficult to understand, communication takes a lot of time, effort and does not bring pleasure.

Nowadays, the problem of communicative culture is relevant and puts the requirements for the professional activities of a modern educator. The formation of a communicative culture in the professional activity of the educator is an important condition and tool for self-realization of the individual, pedagogical search, personal improvement.

One of the conditions of the pedagogical process is the communicative activity of the educator, the process of organizing work with children through various contacts. Any pedagogical action involves the leading position of the educator in the process of communication.

The main basis of a teacher's communicative culture is politeness, which, as a personality trait, includes developed emotional intelligence, establishing emotional contact, and managing emotions.

For the constructiveness of communication, it is necessary not only to know and take into account the personality of the interlocutor (child, parent, colleague) and his specifics, but also to know the methods of creating optimal strategies of pedagogical influence. This is possible in directing the educator to the formation of communicative qualities, the ability to adequately assess interpersonal relationships.

In a preschool educational organization, preschool children master their native language and master the most important form of oral communication-oral speech.

The task of "transmitting and bridging" this knowledge will be the educational educator of the preschool educational organization. Preschool children imitate everything they see and hear in the environment, and most importantly, the person who is directly related to them, with whom the children

react positively, the closest person to the child is the educator. The educator's speech, his behavior, appearance-all this is an example for children.

The educator's speech has a significant impact on the development of the child. The speech of the child educator will absorb it, no matter how much it is. The shortcomings found in the teacher's colloquial speech are conveyed to children, and children hardly get rid of them at school.

Having an exemplary speech for the educator is an indicator of his professional training. Therefore, it is the moral and social duty of each educator to improve the culture of speech. The educator is forced to improve the ability to speak, because it absorbs them into children. Therefore, for the caregiver, who is in contact with the child throughout the day, passes a specific pattern of speech communication. In and out of training, the educator trains children to speak clearly, loudly, correctly, to give a complete answer. Unfortunately, this does not always happen. In many cases, it is difficult to determine the shortcomings of a person's speech, since during the conversation it is necessary to refer to the content of the statement (what to say?) pays attention, not to its construction (what words and phrases to use). In addition, some speech defects occur that the speaker does not perceive them (for example , excessive haste or, conversely, monotony in speech, excessive volume, sluggish speech, the use of the words "sadness", etc. Unfortunately, in practice, there are disadvantages that are presented below about educators:

- irregular articulation of sounds in the process of speech;
- pronunciation of words with accents or with the peculiarities of local speech;
- incorrect accent in words;
- monotonous speech in which interest in the content of the statement in children is sharply reduced;
- accelerated pace of speech, which makes it difficult to understand children's speech;
- unnecessary phrases in words;
- saturation of speech with complex grammatical structures;
- use of dialecticisms, obsolete words;
- frequent unreasonable use of words with diminutive suffixes;
- chalice words;
- copy children's speech;
- the use of words in speech that children do not understand, without clarifying their meaning, etc.

The educator must criticize his speech, try to listen to himself from the outside and identify shortcomings and try to eliminate them.

The process of successful development of a child's speech depends on the clear pronunciation of sounds in the educator's speech, intonational expressiveness.

Poems and fairy tales, read or told by the educator using intonational means, are perceived with great interest and understanding, feel the beauty and fluency of our language.

Listening to adults, the child learns to clearly, consistently express his thoughts, repeat texts, compose stories, draw conclusions. Therefore, it is important that the educator's speech, as integral, has the ability to convey to children in a consistent, interesting, convenient form. At the same time, too long phrases, words, complex speech turns, the use of incomprehensible words, the educator by the child makes it difficult to perceive speech. Ideally, the speech of the educator should correspond to the pronunciation, grammatical, lexical norms of the literary language, these norms are not invented by someone, objectively formed in the process of centuries-old language practice of mankind. At the same time, the norms will be changing, and they will gradually change. The norm does not divide the language tools into good and bad, it depends only on the conditions of speech communication. For example, in everyday communication, colloquial and even local structures may be appropriate, and in an official conversation or when drawing up documents, they will be inappropriate. In conversation with children, it is necessary to use literary language words, not to use verbal, rude words, to give them a sample statement. The richer and more diverse the vocabulary of an adult, the more fresh and interesting it will provide the child with the development of his speech.

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