

PEDAGOGICAL REQUIREMENTS FOR TEACHER SPEECH

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Abstract: This article explores the pedagogical requirements for a preschool teacher's oral speech. It focuses on clarity, adherence to literary norms, expressiveness, speech culture, and the educational value of communication. The article highlights the importance of the teacher's speech in shaping a child's personality and moral development.

Keywords: educator, speech culture, pedagogical requirements, children's speech, expressive speech, literary language

Introduction. In order to further improve the preschool education system, strengthen the material and technical base, expand the network of preschool educational organizations, provide qualified pedagogical personnel, radically improve the level of preparation of children for school education, introduce modern educational programs and technologies into the educational process, and create conditions for the comprehensive intellectual, moral, aesthetic and physical development of children, the President of the Republic of Uzbekistan signed a resolution on measures to improve the preschool education system in 2017-2021. It follows that in order to educate children in preschool education, the educator must first be skilled enough to meet pedagogical requirements. For an educator, mastering exemplary speech is an indicator of his readiness for his profession. A well-known pedagogue, a methodologist and methodologist of teaching children their native language, a famous specialist in preschool education, Professor EITikheeva, highly appreciated the speech of the educator, saying: "In kindergarten, the model that children involuntarily imitate is the language of the educator, the language of the educator should combine everything that has an extremely effective and extremely strong influence on the language of children. The language of the educator should be flawless, free from any defects of literary pronunciation. One of the main tools of the educator in preschool educational organizations is his speech. The worldview, social skills and, of course, speech development of children largely depend on the speech of the educator. Therefore, the pedagogical requirements for the speech of the educator are always relevant. The speech of the educator is a means of pedagogical influence.

As the pedagogical scientist MT Akramova noted, "the speech of the educator serves as the main model in the speech development of a child, because the child first of all acquires language through hearing." Therefore the child consciously perceives and repeats every word of the educator. Accuracy of speech and compliance with the norms of the literary language. The educator's speech must fully comply with the norms of the literary language. According to linguists FR Gulumova and SS Jorayev, the educator should abandon dialectal and slang words in oral speech and use phonetically, lexically and grammatically correct expressions. This plays a major role in the acquisition of correct pronunciation and speech culture by children. Expressiveness and emotional responsiveness Psychologist-pedagogue LS Vygotsky emphasizes

that the speech of a person communicating with children is not only a source of information, but also a means of emotional and psychological influence. The tone of the educator's voice, pauses, stress and intonation focus the attention of children, arouse their interest. Based on the above considerations, each educator should identify the defects in his speech should keep a reflective notebook, identify his shortcomings in it, and then draw up a plan to eliminate them and organize his work. Each educator-pedagogue should be well aware of the requirements for his speech and should be able to identify the shortcomings in his speech. The main requirements for the educator's speech are as follows: 1. The correctness of the sound aspect of speech. If the educator's speech is clear, he pronounces sentences, words and each sound clearly, children will be able to successfully master the sound aspect of their native language. In many cases, some educators pronounce sounds incorrectly, omit some sounds in the composition of words, and replace sounds. 2. Correct pronunciation in accordance with the norms of the literary language. The educator should adhere to the norms of the literary language, not use various local accents in his speech, and use word stress correctly. 3. The correctness of speech correct use of intonation-expression means. In speech, thoughts and feelings should be clearly expressed. This is achieved not only with the help of words, but also through the use of intonation-expressive rhythm, stress, etc. 4. The teacher's speech should be lively and rich in intonation. Speaking in a hurry causes unclear pronunciation of sounds in words. Therefore, when communicating with children, it is necessary to speak at a moderate pace, without rushing. 5. The teacher's speech should be clear, simple, and thoughts should be coherently connected and understandable. 6. The teacher's vocabulary should be rich. If the teacher can use words correctly and clearly in his speech, then his speech will be understandable to children. The correct choice of words ensures that the teacher's speech is expressive and meaningful. Be very careful when using new words necessary. In this case, it is necessary to take into account: -firstly, choosing words taking into account the child's age; -secondly, constantly introducing new words into his dictionary, activating the words already in his dictionary, explaining their significance. The main role in developing speech, replenishing the child's vocabulary is played by the educator and his speech, because at this period of his life a preschool child spends a lot of time with him. An indispensable condition for his all-round development for a child is his communication with a teacher. Teaching and educating preschool children in kindergarten is one of many important tasks, such as teaching their native language, developing speech and vocabulary, developing speech communication. This general task consists of a number of special, specific tasks: educating a healthy speech culture, enriching, strengthening and activating the dictionary, improving the grammatical correctness of speech, forming colloquial (dialogical) speech, developing coherent speech, increasing interest in speech. artistic speech, literacy preparation. In short, the story of the educator should be complete, beautiful, with correctly selected words, grammatically correct, meaningful and expressive, logically connected. In kindergarten, preschool children master their native language and master the most important form of oral communication - oral speech. The educator acts as a conductor and support for this knowledge. A characteristic feature of preschool children is imitative speech, which is associated with the uniqueness of their perception and thinking. Children of this age, who are not capable of critical thinking, imitate everything they see and hear in the environment, but most often these are people with whom they are directly connected, with whom the children have a positive attitude. Such a close person with whom the child is directly connected in kindergarten is the teacher. The behavior, speech,

appearance of the educator - all this is an example for children. Imitation of children The uniqueness of thinking and perception related to should be applied in the upbringing and education of children, in particular, in teaching children their native language. Along with the requirements for the pedagogical model, it is also necessary to say about the requirements that the educator places on children.

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