

SPEECH IS A CONNECTIVE TOOL OF COMMUNICATION BETWEEN TEACHER AND STUDENT

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Abstract: This in the article in students the speech in development communication formation method and tools scientific in terms of analysis made .

Key words: student , speech , communication , education process , education , motivation , child speech , communicative , lexicon , dialogue , thinking .

Speech development is complicated psychological process to be , it only child's heard to the speech imitation from doing consists of This is not process in children in general communication activity develop and first next , to the conversation need existence with The child 's of existence new to the sides Orientation : practical from activity the world , then people , their their relationship to study go new to goals service doer new communication tools necessity brought releases ¹. Child lexicon expansion , its own experiences further wide and variety to express self - absorption for opportunity creates . Speech modern and full - fledged develop for surrounding people with each other cooperation child's to communicate was need the composition enrichment necessary . Children's the speech occupying of receiving reason their communication of activities basis need - motivation organization to do , his composition It is because of the change . Verbal in stages in the child slow speech is formed . This to the stage was of the era main importance from that consists of its inside next stage – active speech appearance to be to the stage go for necessary was conditions to the body The child is coming . active the speech of appropriation second in the phase three main aspect separated comes out : emotional relationship ; together during the activity (cooperation) relationship ; sound relationship . The child's adults with communication to do seeing outgoing every one aspect his/her in front of adults by being laid and from the word in society each other each other understanding for conditional accordingly acceptance made tool as use demand from doing consists of was communicative task acceptance to do help gives . From this outside , communicative factor seeing outgoing every one aspect she is or this at the level and own as it is children's communicative task solution to them , that is , from speech to use help gives the speech development third in the stage - its material (lexical) and grammar (child) communication task changed without adults with to communicate was to the need and his/her to the composition integral related It will be . child of speech new , more complicated and wide comprehensive aspects to master take The child is coming . spiritually in the formation of speech solution doer place possession his/her various in stages to develop help giver conditions and of factors importance further increases .

Speech development driving force forces about issue they intensity with and suddenly done increase because of also separately importance profession Children speech to develop incentive or him/her retarder forces determination this in process clear the goal expected without pedagogical efforts organize " Indeed , also , language with thought one - without each other does not live , - writes A. M. Borodich - Although language with thought one - without each other live if not also they in the exactly one the event does not express . Thinking is objective of existence end , language and - the idea other to people delivery and reinforcement tool . Word with concept dialogic in a way each other requirement " It is known that preschool big aged children speech develop of activity every kind in types done increased : nature objects with introduction in training ; literacy in teaching ; game in activity ; social useful labor in the process various of affairs in execution . However AMBorodych , FASakhin , YE. I. Tikheyeva , OS Ushakova , APUsova , APFedorenko and other researchers showing as they have done in the past , the speech develop special planned and appearance done in training done increase every in terms of purpose content and planting the deadline into account received case planning ; children analytical-synthetic behavioral activities clear designation , objects between connections installation ,

Conclusion : pedagogical the speech development methodical principles are : (mental and speech development mutual dependency principle ; (speech whole one structure as develop principle ; (speech) individual characteristics of development into account to take principle ; (speech) practice provide principle ; (speech to develop relatively manageable and practical approach principle speech development is complicated psychological process He was only a child who heard to the speech imitation from doing consists of not , maybe this in the child communication activity develop and to communicate need existence with is related .

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