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Teacher's role in speaking activities.

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Abstract: The paper discusses different ways of improving learners' speaking ability and teacher's role in the process. The teacher's influence in forming students' speaking skill is inevitable which is presented in the paper.

Key words: expressive speech, mutual sympathy, mental development, conscious creative acquisition, orthoepic, communicative process.

The most important element of the modern pedagogue's professional skills is oral speech, which serves as a means of pedagogical activity. A teacher must have an excellent speech. After all, the child must learn to speak correctly, express his thoughts, and in the future he must learn to write for their written presentation. The starting point for the formation of children's speech culture is the speech of the teacher himself. M. A. Rybnikova emphasizes: "The teacher himself, his style of speech, expressive speech, story, reciting poetry - all this is a constant example for students." Therefore, paying attention to an exemplary speech, which should be a teacher's speech, helps to form a child's linguistic taste, a critical attitude to his or her speech, the need to improve it, and helps to understand the basic rules of speech behavior. Even Ya. A. Komensky believed that the teacher should master the word to the extent that he can ensure the full attention of the students. The teacher's language, in his opinion, should be clear and understandable, expressive, bright and attractive to students.

The teacher should influence the child not only with his words, organize his correct behavior, but also be able to change this behavior depending on different social situations. It is necessary for the teacher's speech to involve the students in the lively process of conscious creative acquisition of knowledge, and to arouse in

them a feeling of mutual sympathy. For the teacher, the most important thing in this process is not the act of transmitting information, but the evaluation of it by the audience, that is, the level of impact of speech. Much attention has been paid to the culture of human speech since ancient times. This is not a coincidence. Because this is evidence of his knowledge, intelligence, morals and knowledge. Having the culture of speech means success in society, prestige, prospects, promotion at work. And if there is no pedagogue, he is obliged to master speech culture. The peculiarity of the teaching profession is constant active contact with other people.

The activity of the teacher is aimed at the formation of the student's personality, formation of certain rules of behavior, mental development. Therefore, like no one else, he should have a high level of speech culture. In the speech, the teacher fully expresses himself: his heart, mind, feelings, will, character, temperament, philological abilities, attitude to students and the subject of study. Pupils, first of all, catch attitudes and emotions in the teacher's speech. The correct, emotional, communicatively appropriate speech of the teacher allows him to effectively influence the child's mind and feelings, to educate a well-rounded person. Among the methods of verbal communication between the teacher and the student, humor, humor, light irony in the lesson are also important. All of the above indicates that a teacher cannot be a cultured student without having a high culture of speech and observing the norms of speech etiquette.

The process of students' correct perception of the material depends on the perfection of the teacher's speech, and for them, the clarity of pronunciation is a professional necessity that helps students correctly perceive the teacher's speech. In the course of his work, the teacher must fulfill certain requirements in the classroom, which can be summarized as follows: monitor your speech, avoid violations of literary language standards; the teacher's speech is an example to the students; To carefully monitor the students' speech, to achieve its consistency, consistency, literary correctness; Require students to provide complete, accurate, detailed answers with evidence; Explain the meaning, pronunciation and spelling

of all new words that occur in the explanation of the study material. The effectiveness of educational work largely depends on the level of educational culture of the educator. It is especially important for any subject teacher to have a coherent speech, because one of the effective ways to explain the learning material is the teacher's coherent story. Correct, correct and pure speech is the first stage of speech culture. It is not enough for a pedagogue to follow only these requirements for speech. His speech should also be stylistically appropriate, consistent with the content, conditions and goals of the statement. Speech technique is equally important. To have speech technique - to achieve intonation mobility and expressiveness, a soft, free, clear voice; being able to use timbre subtleties. Concluding the conversation about speech culture, let's summarize some results and outline the perspectives related to the improvement of the teacher's speech culture. Speech culture is a complex multifaceted concept, its content reflects the relationship between language and speech, speech and thought, speech and consciousness, speech and reality. The nature of these correlations and interconnections provides a communicative process of communication between the teacher and students, the essence of which is the exchange of thoughts, feelings, experiences, moods. It should also not be forgotten that language, with the help of various tools, the educator forms and shapes the thoughts underlying one or another statement in the process of communication. The culture of the teacher's speech is the culture of communication with students. The teacher should not only influence the student with his words, organize his correct behavior, but also be able to change this behavior depending on different social situations. It is necessary for the teacher's speech to involve the students in the lively process of conscious creative acquisition of knowledge, and to arouse in them a feeling of mutual sympathy. Over the past twenty years, the Russian language has undergone many changes, not for the best. Low general speech culture, lack of vocabulary, inability to express one's thoughts is an actual problem today.

Nowadays, there is a popular saying that "Words are a person's business card." How competently a person expresses himself, his success depends not only in everyday communication, but also in professional activities. This statement is especially relevant to the speech of a teacher working with preschool children. Children of each age group communicate with their teacher in various activities: household and work, education. The teacher organizes games with children, talks with them in all classes, introduces children to the speech of the authors of works of art during reading, etc. Therefore, the development potential of the speech environment depends entirely on the quality of the teacher's speech. Mastering exemplary speech for a kindergarten teacher is an indicator of his professional training. He is obliged to master these speech skills in himself, which he will later pass on to children. Therefore, it is important to take care of improving the communicative and speech skills of the teacher in the pedagogical process of the preschool educational institution. Preschool age is a sensitive period of child speech development, therefore, the formation of oral speech and communication skills based on knowledge of the native literary language is the leading activity of a kindergarten teacher. In the studies of E.I. Tikheeva, F.A. As noted by Sokhin and other founders of the methodology of speech development in preschool children, children learn to speak thanks to the ability to hear and imitate. Preschool children say what they hear, because the internal mechanisms of speech are formed in the child only under the influence of the regularly organized speech of adults. Imitation is one of the main mechanisms of children's mastery of their mother tongue. MM. According to Alekseeva, the child, imitating adults, "absorbs not only all the subtleties of pronunciation, the use of words, the construction of phrases, but also the flaws and mistakes that occur in his speech." Therefore, high requirements should be set for the speech of preschool educators, the problem of improving the culture of teacher's speech is considered in the context of improving the quality of preschool education.

The requirements for the teacher's speech. Correct - compliance of the speech with the language norms. When communicating with children, the teacher uses the main norms of the Russian language: orthoepic norms (rules of literary pronunciation), as well as educational norms and changing words. Clarity is the semantic content of the speech and the consistency of the information based on it. The teacher should pay special attention to the semantic (semantic) aspect of speech, because it helps children to develop the skills of using words correctly. Coherence - expression in the semantic connections of the speech components and the relationship between the parts and parts of the thought. When communicating with children, the educator takes into account the emergence of ideas about the components of a coherent statement in preschool age, the formation of skills in using various methods of communication within the text. Expressiveness is a feature of speech that attracts attention and creates an atmosphere of emotional empathy. The expressiveness of the teacher's speech is a powerful means of influencing the child. A teacher who has various means of speech expression (intonation, speech speed, power, volume, etc.) contributes not only to the formation of the child's expressiveness of speech, but also to a more complete understanding. the content of adult speech, the formation of the ability to express one's attitude to the topic of conversation. Richness is the ability to use all linguistic units for optimal expression of information. The teacher's rich vocabulary helps to expand the child's vocabulary, helps to form his skills in the correct use of words, expressiveness and image of speech, because the basics of the child's vocabulary are before school. formed at age. Conformity is the use of units in speech that match the situation and conditions of communication. The appropriateness of the teacher's speech, first of all, implies having a sense of style. Taking into account the specific characteristics of the preschool age, the teacher aims to develop the culture of speech behavior in children (communication skills, the ability to use various formulas of speech etiquette, communication, attention to the state of the interlocutor, etc.).

Conclusion:

Requirements for the teacher's speech. Many difficulties in pedagogical activities arise from the inability to use the word as a tool that affects the child and helps to establish a relationship with him. It is not necessary to prove that the teacher's speech should be correct, moderately emotional and understandable. Children are surprisingly sensitive to how adults speak - calmly or angrily, moderately loud or shouting, respectfully or contemptuously, and imitate, copy. If you listen carefully to the words of kindergarten students, in their intonation, word usage, accent, and speech characteristics, not only close people - father and mother, grandparents, but also the language characteristics of the teacher are reflected. you can clearly see. The child expresses your gestures and facial expressions using characteristic and frequently used turns of speech. Language wealth, as well as the lack of linguistic culture of people with whom the child is constantly in contact, becomes his property. Perhaps, in a certain situation, every teacher has doubts: how to say correctly, avoid mistakes in phrases, pronunciation, how to express the idea more clearly? Such questions often arise in the teacher's council, in the written presentation of the speech in pedagogical readings. When we formulate our thoughts in written form, we want them to be reasonable, understandable, and therefore we consciously look for the right words in advance, think about the structure of the phrase, word order, etc. clear expression of thought.

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