

IMPROVING SPEECH COMPETENCIES OF PRE-SCHOOL EDUCATION TEACHERS

Karimova Navbaxar Mahmudjanovna

Student of correspondence preschool education at Urgench State University and educator at the multidisciplinary specialized preschool organization No. 9 in Gurlan district

Annotatsiya: maktabgacha ta'lim pedagog-tarbiyachilarining nutqiy kompetensiyalarini takomillashtirish ushbu sohadagi muhim masalalardan biridir. Nutqiy kompetensiyalar, pedagogning professionalligi va tarbiyachilik faoliyati samaradorligini belgilaydi. Ushbu tadqiqotda, pedagog-tarbiyachilarning nutqiy ko'nikmalarini rivojlantirishga qaratilgan metodologiyalar, usullar va vositalar tahlil qilinadi.

Kalit so'zlar: nutqiy rivojlanish, mulqot ko'nikmalari, emotsional intellekt, pedagogik metodlar, til o'qitish strategiyalari.

Аннотация: совершенствование речевых компетенций педагогов-воспитателей дошкольного образования является одной из важных проблем в этой области. Речевые компетенции определяют профессионализм педагога и эффективность его воспитательной деятельности. В данном исследовании анализируются методологии, методы и средства, направленные на развитие речевых навыков педагогов-воспитателей.

Ключевые слова: речевое развитие, коммуникативные навыки, эмоциональный интеллект, педагогические методы, стратегии обучения языку.

Abstract : improving the speech competencies of preschool education teachers is one of the important issues in this field. Speech competencies determine the professionalism of the teacher and the effectiveness of their educational activities. This study analyzes methodologies, methods, and tools aimed at developing the speech skills of preschool educators.

Key words: speech development, communication skills, emotional intelligence, pedagogical methods, language teaching strategies.

In order to effectively influence children in preschool education institutions, it is essential that the educator-teacher possesses a well-developed speech culture and competencies. The importance of practical training in higher education institutions for forming the speech competencies of preschool educators is significant. The speech culture of a preschool educator fully encompasses their speech activity and its components. There are certain standards for all parts of speech culture, which primarily manifest as communication norms:

- Cognitive (perceiving and understanding others);

- Affective (attitude towards others);
- Behavioral (choosing behavior in a specific situation);
- Ethical norms;
- Communicative norms.

Communicative and ethical norms represent specific rules that are part of speech competence standards. The most important factor for a child is the words they hear with their own ears. It is not without reason that being polite to children is commanded not only in science but also in religion. This is because the speech culture and communicative competence of the people around children are the main factors influencing their mental state. The components of a teacher's professional speech are as follows. The content of a teacher's professional activity imposes a number of specific and strict requirements on their speech, compelling them to develop certain speech qualities as professional, necessary, and mandatory. One of the integral parts of speech is the quality of the teacher's voice.

The voice is the most important element of speech style. For a teacher, it is the main tool of work. The following requirements are set for the voice:

- The voice should be free from unpleasantness, possessing nobility and softness.
- The educator-teacher should be able to change the tone of their voice depending on the situation.
- The educator-teacher must be able to control their voice and understand that speech is not for themselves but for the listeners.
- The educator-teacher should be able to manage the students using their voice.
- The educator-teacher's voice should be sufficiently firm.

Based on the above requirements, it can be said that the educator-teacher's voice should reflect nobility, firmness, kindness, and strictness. Another important component of the voice is diction. Diction is the clear and distinct pronunciation of speech sounds. Good diction is ensured by strictly adhering to the oral characteristics of sounds. Diction is one of the mandatory elements of a teacher's speech style because their speech serves as a model. An important part of speech is orthoepy — the correct literary pronunciation of all words in the native language. The complexity of mastering correct literary pronunciation lies in the fact that pronunciation does not always correspond exactly to the written text. Therefore, the generally accepted norms of literary pronunciation must be studied.

The distinguishing characteristics of preschool educators in early childhood education institutions can be described as follows:

Clarity – the correspondence of speech to its semantic content and the information it conveys. The educator must pay special attention to the semantic aspect of speech, which helps children develop skills for accurate usage.

Logic – the expression of semantic connections between the components of speech and the relationships between parts and elements of thought. The educator should consider that preschool children begin to form ideas about the structural parts of coherent statements and develop the ability to use various methods of intra-articulatory connection.

Relevance – the use of units in speech that correspond to the situation and communication context. The relevance of a teacher's speech primarily implies having a sense of style. Taking into account the specific characteristics of preschool children, the educator focuses on forming children's speech behavior culture (communication skills, the ability to use speech signs, attention to the communication situation, etc.).

Correctness – the absence of foreign elements in speech from the literary language. Eliminating non-literary word combinations is one of the tasks in the speech development of preschool children. In solving this problem, the educator must pay attention to the purity of their own speech: negative words, dialectal, and jargon words should not be used.

Speech is one of the most important means for human interaction with the environment. For a preschool educational institution (PEI) pedagog-educator, speech is not just a means of communication, but a key professional tool that determines the quality of the educational process. The level of the educator's speech competencies directly influences the formation of speech skills in children, their cognitive development, emotional sphere, and social adaptation. Therefore, the continuous improvement of pedagogues' speech skills is a pressing task for the modern preschool education system. A pedagog-educator serves as the primary role model in the field of speech for preschool-aged children. Children absorb the pronunciation, intonation, sentence structure, and vocabulary characteristics of the adults with whom they spend most of their day. A high level of speech culture in the pedagog helps in the following ways: Children learn to pronounce sounds, construct sentences, and enrich their vocabulary by listening to the educator's literate speech. A pedagog with well-developed speech competence can effectively communicate with children, ask questions, encourage dialogue, which stimulates the development of their own speech. The educator's rich, expressive, and diverse speech makes the educational process more interesting and engaging, helping to develop curiosity and cognitive activity. The intonation, timbre, and emotional coloring of the educator's speech convey feelings and create a certain mood, which is crucial for the child's emotional well-being. The pedagog's speech competence includes several interrelated components:

Phonetic competence: correct and clear pronunciation of sounds, adherence to stress norms, absence of speech defects. Lexical competence: extensive vocabulary, the ability to choose precise words to express thought, understanding the meanings of words and their nuances.

Grammatical competence: correct construction of sentences, adherence to syntactic and morphological norms of the language. Intonation-expressive competence: command of various intonations, tempo, timbre, and volume of voice to give speech expressiveness and emotionality. Communicative-pragmatic competence: the ability to construct dialogue and monologue in accordance with the communicative task and situation, using speech tools to achieve pedagogical goals. Didactic competence: the ability to adapt one's speech to the age and developmental level of children, using understandable vocabulary, explaining complex

concepts with accessible words. Ways to improve speech competencies. The improvement of pedagogues' speech competencies is a continuous process that requires a systematic approach and self-development.

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