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## Research Article

# METHODS OF TEACHING VOWEL PRONUNCIATION IN PRIMARY SCHOOL

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## ABSTRACT

The article describes the problems associated with teaching younger schoolchildren the pronunciation of vowel sounds, as well as suggestions and considerations for their solution. Hypotheses have also been put forward that the issue of teaching correct pronunciation based on words in the text is also being investigated in classes on native language and reading literacy.

## KEYWORDS

Sound, pronunciation, exercise, primary education, pronunciation form, sample, correct pronunciation, native language, reading literacy.

## INTRODUCTION

Teaching literary pronunciation in primary education is more effective than in later grades and stages. A student must have the necessary vocabulary for fluent and effective speech. As G. Hamroyev noted, "It is necessary to increase the vocabulary by continuously memorizing various instructive texts." [1]

In order for students to develop speaking skills, they must have the necessary vocabulary, and the training process must be properly organized. O'. Usmonova cites dialects as the reason for difficulties in solving this problem [2]. The researcher emphasizes that the problem of pronunciation is not studied in Uzbek language, and in this regard, he relies on the valuable

opinions of the scientist FK Kamolov and professor Silbrohimov, who were the first to set literary pronunciation norms in his work.

In this regard, the following thoughts of H. Ne'matov are still relevant for mother tongue education: "It is impossible and necessary to teach a high school student all the linguistic knowledge accumulated by mankind over the centuries. Therefore, choosing the most necessary knowledge from the mother tongue is one of the main issues.

The main criterion for choosing knowledge from the mother tongue is its level of usefulness and practical application. We believe that useful knowledge from the mother tongue serves to form the skills of children's literate writing, creative thinking, and the correct and fluent expression of the product of thought in oral and written forms in accordance with the speech conditions, and ensures their education and development in the spirit of high human qualities. we understand knowledge". [3]

In the education of the mother tongue, in particular, in the teaching of correct pronunciation, the question of the influence of the correct pronunciation of the dialect on the correct pronunciation of the literary language is the main problem that needs to be solved. There are 9 different pronunciations of the vowel in the local language. Most native language teachers do not make the distinction. In fact, the teacher should strictly teach in the literary language. This aspect should be taken into account in textbooks.

In "Mother Tongue" textbooks [ i ] Although important information about the pronunciation and spelling of the vowel is given, some debates arise in the process of teaching the correct pronunciation. in Uzbek [ i ] is not pronounced as in Russian. At this point, it is necessary to distinguish between the pronunciation and naming of letters representing sounds. In particular, there are problems in teaching the vowels [o'] and [u].

Table 1.2

Vowel pronunciation exercise in elementary grades

a	o	she is	oh	e	i
leaf	apple	night	mesh	sieve	snake
ditch	fiber	Dream	grid (grid of the house)	need	movie
generous	aunt	salt	braid (hair)	tole	came
net	trouble	hair	harvest (wheat)	poplar	sir

Table 1.3

[o'] pronunciation exercise

It is called long	It is said briefly	It is not said
needle	followed	do it
two	first	kill
music	trust	knee

When analyzing the content of educational materials on correct pronunciation in primary school programs and textbooks, the following was revealed:

In the 1st grade, the topic "Sounds and letters" was given, and a total of 28 hours were allocated to it. For example:

Sounds and letters. Vowels and letters; Pronunciation and spelling of vowels a and o, i and u, o and o'. Consonants and letters representing them. Pronunciation and spelling of certain consonants (pronunciation and spelling of consonants dt, bp, zs), consonants d, t, which are dropped at the end of the word. Letter combinations: sh, ch, ng. Alphabet: The name of the letters. Uppercase and lowercase letters. Write words in alphabetical order. The importance of the alphabet.

Punctuation mark ('), form it correctly in the word structure. The function of the hyphen in the word is to lengthen the preceding vowel, to separate the previous syllable from the next, and to differentiate the meanings of words.

Joint. Dividing words into syllables. Syllable transfer, syllable-by-syllable words consisting of one vowel, stop words, consecutive words with the same consonant following the same path moving to the road. The letter combination (sh, ch, ng) is given as the transfer of words from one path to another.

In the 2nd grade, after repeating (6 hours) what was learned in the first grade, 50 hours are devoted to correct pronunciation, which covers the following topics:

Vowels and consonants, their difference. Labeling sounds with letters. Vowels and letters. Designation of six vowel sounds in the Uzbek language with six vowel letters. Pronunciation and spelling of the vowels [a] and [o], [u] and [i], [e], [o'] and the consonants explosive f and p, h and x and the sound ng represented by the letter combination. The stop sign (') and its use, such as the function of the stop sign in a word.

The following information is provided on the topic "Joint". Move the part of the word that does not fit in the previous line to the next line. A word has as many syllables as there are vowels. Syllables are made up of vowels, one vowel and



one consonant, and one vowel and several consonants.

Special attention is paid to "joint transfer". Syllable transfer of a word from one path to the next. A single vowel that forms a syllable cannot be left in the previous path or moved to the next path. One-syllable words, (two-syllable words such as mother, ahil, apricot, sieve) are not divided for copying. Splitting 'in for transposition, leaving the stop sign in the front syllable (va'-da, mash'- al, ta'-lim). Transposing words with letter combinations (si-ngil , like kon'-ngil, tong-gi) syllabic copying of words with the same consonants that come next to each other (like ik-ki, kat-ta, is-sik) Voiced and unvoiced consonants, their spelling, checking the spelling of such words by adding a vowel sound to the end of the word: (my school is school, my book is book, my goal is my goal, my hope is hope) Consonants that are dropped in pronunciation (child, tree, friend as) educational materials on their spelling are included.

It can be seen that in the 3rd grade, fewer hours are devoted to teaching materials on correct

pronunciation. For example: Sounds and letters. Vowels and consonants and letters. Syllables, the rules for dividing words into syllables and moving them into syllables. Analyzing words into syllables, sounds, and sound-letters; The punctuation mark and its use. ш, ч, нг letter combinations, consecutive words with the same consonant and their spelling. It consists of the spelling of consonants that come at the end of a word, with voiced and unvoiced pairs.

In the 4th grade, 10 hours of teaching materials on correct pronunciation have been allocated, which are as follows:

Vowels and consonants, their literal expression; pronunciation and spelling of words with vowel sounds that differ in pronunciation and spelling; pronunciation and spelling of voiced and unvoiced consonants; words with the same double consonant and their spelling; such as words with consonants at the end of the word and their spelling, words with xh sound and their spelling, pronunciation and spelling of words with consonants.

**A recommendation for the use of the parentheses can be presented as follows:**

t/r	To pronounce	To pronounce distinctly	To differentiate
1.	Poem	Art	Isaac
	Meaning	Courage	
	Claim	Speed	
	Enlightenment	Talat	

In this class, 2 hours are allocated to the topic "Joint". Dividing words into syllables; syllable formation of vowels; moving words from one line to another syllable by syllable ; syllabic, phonetic, and letter analysis of words, as well as alphabetizing words, information on the importance of the alphabet is covered.

Analyzing elementary school programs and textbooks, it was found that they also lack special pronunciation exercises. However, during the period when the student's speech apparatus is being formed, it is necessary to regularly conduct phonetic exercises based on repetition of difficult-to-pronounce speech sounds.

The small stream worked tirelessly day and night, eroded one side of the rock, and started again. Along the way, he made friends with the trees. The trees did not allow the river water to seep underground. And the leaves blocked the sunlight and kept the water from evaporating. The small stream also watered its green friends .

Assignment. By answering the questions, you can find out the student's level of understanding of the text:

1. Why did the big river flow so fast?
2. What purpose did the trees lead to the road of the big river?
3. Why did the big brook run away from the trees?
4. How did the big tributary crash?
5. How did the trees help the small tributary?
6. Can such phenomena really occur in nature? If possible, how does it happen?

The following task will teach the student to develop his thinking, to choose the best option correctly:

Complete the tasks based on the text. Fruit trees stood in his way. Identify the answers that are similar to the content of this sentence.

- A. Fruit trees protested to him.
- B. Fruit trees welcomed him.
- C. He didn't like the fruit trees.
- D. He didn't like the fruit trees.
- E. Fruit trees welcomed him .

Exercises and tasks that form the basis of educational materials on correct pronunciation were analyzed in a didactic and methodical way, it was shown that there is a need to improve them, recommendations were given in the necessary places. The provision of educational materials that have been used and are being used in mother tongue classes, their gradual development has been examined in historical aspect.

I. Azimova, K. Mavlonova and Sh. He also prepared a methodical guide for teachers for the textbook "Native language and reading literacy" for the 3rd grade compiled by Tursunov. It shows how to work with the learning tasks in the textbook:

Where is the most beautiful place for you? 4-5 about that place write a sentence. Where is that place in what you wrote? about when you went to a place, what was there give information

In the textbook "Native language and reading literacy" for the 3rd grade, the following tasks are given for working with the text:

Answer the questions.

1. What is the king interested in?
2. How is his garden?
3. What did the princess eat?
4. Why did the executioner want to kill the bird?
5. What surprised the executioner?
6. What did the bird say to the king?
7. What do you think the bird might want?

The "Mother tongue and reading literacy" textbook for the new 1-2 grades does not contain exercises that teach pronunciation of Uzbek sounds. The textbook is mainly intended for working on the text and answering questions.

As a conclusion, it can be said that when classes are conducted on the basis of "Mother language and reading literacy" textbooks for grades 1-4, it is necessary to systematically work on exercises and tasks related to the pronunciation of sounds. After all, if the student cannot pronounce the sounds of his native language correctly, his speech will not be effective, moreover, this incorrect pronunciation can have a negative effect on the morphemic composition of the language. As the student works on the text, it is necessary to give him tasks to work with difficult-to-pronounce words and sounds.

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