VOLUME 03 ISSUE 09 Pages: 229-237

SJIF IMPACT FACTOR (2021: 5.478) (2022: 5.636) (2023: 6.741)

OCLC - 1368736135













Website: Journal http://sciencebring.co m/index.php/ijasr

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.



Research Article

TEACHING FUTURE MOTHER LANGUAGE AND LITERATURE TEACHERS TO LITERARY PRONUNCIATION AS A PEDAGOGICAL PROBLEM

Submission Date: September 20, 2023, Accepted Date: September 25, 2023,

Published Date: September 30, 2023

Crossref doi: https://doi.org/10.37547/ijasr-03-09-38

Do'stmurodov G'iyas Husan

Teacher Of Tashkent State University Of Uzbek Language And Literature Named After Alisher Navoi, Uzbekistan

ABSTRACT

in the article, the development of literary pronunciation skills in future teachers of the mother tongue is a pedagogical problem. The benefits of using animation, audio and video texts over traditional exercise examples for intensive development of nikma are discussed.

KEYWORDS

Literary language, literary pronunciation, exercise, types of exercises, modern exercises, animation, audio and video materials, innovative education, creativity.

NTRODUCTION

The high culture of oral and written speech is important for the successful communicative activity of future language and literature teachers, it is based on a deep knowledge of the structure of the modern Uzbek literary language, including sound, and practical knowledge and skills. is the correct use of speech tools in certain situations of communication. In pedagogical universities, in the formation of students' speech skills, in the process of expressing their opinions in the trainings (practical, seminar), the orthoepic aspect is hardly paid attention to. As a result of this, after starting his career as a teacher, schoolchildren have a tendency to mispronounce the sounds that occur in the speech of schoolchildren, to teach using dialects, and even to pronounce certain sounds without attention can be carried out. This is the main obstacle to the

Volume 03 Issue 09-2023

229

VOLUME 03 ISSUE 09 Pages: 229-237

SJIF IMPACT FACTOR (2021: 5.478) (2022: 5.636) (2023: 6.741)

OCLC - 1368736135











correct formation of literary pronunciation in students.

It is not a secret that among the professions whose main tool of activity is speech, teaching ranks first, moreover, the number of teachers is significantly more than the number of people engaged in other professions of the same type. This shows that teachers should pay attention to the standards of literary pronunciation, speech technique, diction, as well as the quality of speech sounds. From this point of view, a criterion was developed for future teachers of mother tongue and literature.

Among the developed criteria, including the teacher's speech culture, the ability to create a comfortable environment in the educational process, and the level of readiness to cooperate with colleagues, parents and the public were noted. In addition to the above, qualification examination programs for literature teachers are provided for active study of scientific information in social studies, pedagogy and psychology, speech culture and spelling (the teacher's spelling and orthographic literacy was checked with tests).

In the methodology of teaching the Uzbek language as a mother tongue, the use of a comprehensive approach to the orthoepic preparation of the future mother tongue teacher is the most important component multidimensional education aimed at organizing active professionally oriented speech activities of students. should be At the same time, it is necessary to improve the pronunciation culture

of students bv correcting the tvpical shortcomings related to the pronunciation of speech sounds, and to improve the methodology of teaching orthography. In our opinion, this approach reflects the established view of orthoepy as a practical science, the actualization of which occurs only in the study of phonetics. However, in the practice of teaching orthography in schools and universities, it is not sufficiently taken into account that the formation of orthographic skills and abilities is a long and complex process, the ability to master the orthographic norms of the Uzbek language along with spelling literacy should form the basis of linguistic knowledge.

The methodology of teaching Uzbek orthography is relatively sufficiently developed and even later improved due to the interference effect of dialects at the level of pronunciation.

It can be seen that the study of the orthography of the Uzbek literary language by students of the native language and literature will not be successful without analyzing their pronunciation. Theoretical training in orthoppy is not enough: it is difficult to form an exemplary orthoepic speech without special observations of one's own or someone else's speech.

Knowledge of orthoepic norms, well-developed speech hearing in a philological student is an indispensable condition for a well-expressed reading technique, which is very necessary for the teacher's oral speech.

A school teacher - a master of words should set himself an important task: it is important to take

VOLUME 03 ISSUE 09 Pages: 229-237

SJIF IMPACT FACTOR (2021: 5.478) (2022: 5.636) (2023: 6.741)

OCLC - 1368736135











at least half a step to form the correct, pure, fluent speech culture of his students and to solve this urgent problem in every lesson. , because a person with real culture (general professional) cannot be imagined without literary pronunciation skills, the most important component of which is speech culture.

Teaching orthography today is one of the least developed sections of the methodology of teaching the mother tongue. This situation is related to a number of objective and subjective factors, without which it is impossible to create an effective system of teaching orthoepic culture. The socio-cultural factor occupies one of the leading positions in this sequence. The current socio-cultural situation is fundamentally different from the situation twenty to thirty years ago, which is mainly focused on the existing developments and recommendations on the methodology of teaching orthography in primary and secondary schools.

Significantly complicate the solution of the tasks of teaching speech. culture in general, and orthoepic culture in particular, today tends to expand the field of literary pronunciation.

The degree of standardization of the sound content of each literary language depends on the practical elaboration of its alphabet, orthographic and orthoepic norms. It should be mentioned here that after the revolution until the 1930s, most of the Turkic languages used the Arabic alphabet. Later, this alphabet was reformed according to the pronunciation and writing standards of each of the 22 Turkic languages. The

reformed Arabic alphabet also created some difficulties in acquiring the language. Therefore, during the 1930s and 1940s, most Turkic languages were forced to switch to the Latin alphabet. And finally, since 1940, these languages have been using Uzbek graphics. Naturally, such a frequent change of the alphabet of Turkic languages caused their spelling pronunciation standards to change as well. The transfer of the current Uzbek script to a new alphabet based on the Latin script is a requirement of the needs and requirements of the period of independence. Such changes indicate that the Turkic languages had to go through a very complicated path before they had their standardized literary languages. Of course, spelling dictionaries play a big role in the standardization of every literary language. After the use of Cyrillic script based on Uzbek graphics. spelling dictionaries of several Turkic languages, such as Kazakh, Azerbaijani, Kyrgyz, Turkmen, Karakalpak, Chuvash, Yakut, Tuva, and Komik, were published. There are a lot of scientific studies about the historical improvement of the spelling of Turkish literary languages, ways to correct spelling mistakes, some difficult situations in it, the spelling of personal names, compound words, abbreviations, and proper words, theoretical and practical ideas are given. These undoubtedly ideas gained importance in the formation and development of the Turkish literary language in general, and in particular the spelling norms. It should be noted that in most historical languages, literary pronunciation standards have not yet been strictly regulated.

VOLUME 03 ISSUE 09 Pages: 229-237

SJIF IMPACT FACTOR (2021: 5.478) (2022: 5.636) (2023: 6.741)

OCLC - 1368736135











Some languages retain dialectal elements of pronunciation, while others have not fully implemented pronunciation rules. Despite this, scientists have created several scientific works devoted to the theory and practice of pronunciation. It is a secret that along with the achievements achieved in the created scientific works, there are also works that should be studied and researched. In particular, no clear criteria have been developed regarding the accent that creates the tone of speech and can even change the meaning of words in a speech situation. True, the general rules for accent: which adverbs are unaccented in Uzbek, changing the meaning of a word by moving the accent, accent in double and repeated words The lexical and morphological significance of its usage has been researched, but less attention has been paid to the orthoepic side, in our opinion.

Orthoepy - an important feature of literary language is its adherence to a certain norm. As in the field of grammar and lexis, pronunciation has a standard that is common to all. Deviation from this norm creates all kinds of difficulties in the process of exchange of ideas. Orthoepia (Greek orthos - "correct", epos - "speech") consists of a set of rules for the literary pronunciation of words and their parts in the language. Pronunciation norms are specific to oral speech. The rules of orthography are connected with the phoneme system of the language, with the changes of phonemes in certain positions. Correct pronunciation is important in the process of exchanging ideas. Orthopedics, which is a part of the culture of speech, helps to increase the culture

of literary pronunciation, to make it a system. It should be noted that the standard of correct pronunciation has its own basis, which is different from the standard of correct spelling. Because in many cases the word and its parts are not pronounced the same way as they are written [2].

Orthoepic pronunciation norms are formed together with literary language. The previous standards of literary pronunciation were created on the basis of the old Uzbek literary language, and then, as a result of the development of science, technology and culture, the convergence of written and spoken forms of the literary new standards of language. literary pronunciation of the Uzbek language were formed. During this period, factors such as the active involvement of the mass of workers in political life, the social nature of production, the growing cultural level of the people, general literacy, and the development of secondary and higher schools create conditions for the mastery of the literary language by the mass of the people. Radio broadcasting and cinema play an especially important role in the spread of literary pronunciation and its unity. These tools, schools, and higher educational institutions have become very important in the conscious assimilation of the single literary pronunciation, in the adoption of the norms of Uzbek literary pronunciation by the general public [3].

Usually, deviations from the norm of literary pronunciation are more influenced by live speech and the local dialect: it is incorrect from the point of view of literary norms to pronounce gappi or

VOLUME 03 ISSUE 09 Pages: 229-237

SJIF IMPACT FACTOR (2021: 5.478) (2022: 5.636) (2023: 6.741)

OCLC - 1368736135











gapti instead of kelyappan instead of kelyam . is ri. In this sense, such dialectal forms are not included in the scope of literary pronunciation. In pronunciation, it is necessary to work for many years to get rid of the features of the dialect and instead to freely form the corresponding literary pronunciation skills. The task of orthoepy is to eliminate such deviations from literary pronunciation and to turn colloquial speech into understandable means and communication [4].

Orthoepy determines the pronunciation of vowels and consonants, words and syllables, morphematic structure of words and words (root morpheme and affix) and pronunciation of word combinations.

Orthoepy is a system of rules for the correct pronunciation of words, their sounds, as well as word forms consisting of stems and suffixes. The branch of linguistics about this system is also called orthoppy. Orthopic norms are actually created on the basis of the facts of the living language of the people - from the various forms of pronunciation in the living language, those that correspond to the traditions of the literary language and the traditions of development are selected. For example, one word is pronounced differently in Uzbek dialects: no-goz, koz-goz, otaata, aka-oka, anor-onar. The suffix of the present continuous verb is used in the dialects in the forms -yapti, -opti, -utti, -vot(ti) : boryapti, boropti, borutti, borvotti, etc. In the literary language, none of these variants, koz, ota, aka, anor, boryapti are classified as the literary pronunciation standard (orphoepic standard).

Correct pronunciation is one of the important signs of speech culture. Correct pronunciation is as important as correct spelling in literary language. That is why the formation of correct pronunciation skills in pupils and students is given serious attention at all stages of education [2].

The granting of the state language status to the Uzbek language radically changed the attitude towards the mother tongue. The renewal of the content of mother tongue education has determined the scope of work to be done in this area. The first President of our republic spoke about the problems in the field of education and said: "Until now, no one has fully justified from a scientific point of view what it is appropriate to teach in which class to the students studying in primary grades and beyond" [1].

Dialect in Greek (dialectos) means conversation. A dialect is a group of dialects that combine similar dialect features. For example: Karshi dialect, Tashkent dialect, Samarkand-Bukhara dialect. If we take the Tashkent dialect from these, this dialect includes the dialect of the city of Tashkent, dialects such as Piskent, Parkent, Karakhitay in the Tashkent region (except for the dialects that belong to the Kipchak dialect in the Tashkent region). Uzbek dialects are distinguished by their phonetic, lexical and morphological features. For example: Margylan in Tashkent - Namangan in Kok:/ buvek eyel.. cheqeleg' 1 narven shet' shet'/ /shet' n'nech' sezenek zsozenek tenche sendel sendel bervett' beryett' borutt' evening late evening etc. k. [3]

VOLUME 03 ISSUE 09 Pages: 229-237

SJIF IMPACT FACTOR (2021: 5.478) (2022: 5.636) (2023: 6.741)

OCLC - 1368736135











Literary Pronunciation is civility symbol Medium general' lim from the 5th grade in the system starting from pronounce it main unit calculated speech "Orfoepia " section of sounds in the composition systematic it 's tickling starts_ Department of "Orthopeia". education _ _ at the request of according to _ that's it on the ground to students speech sounds with together correct _ _ _ pronunciation and spelling the rules absorb demand too is placed._

Uzbek _ _ literary language different from dialects o ' sib that it came out because of his pronunciation about regions with dependent serious problems there is Mother language textbooks in composition, especially orthography circle study _ _ materials in giving the authors population territorial pronunciation to the language ta' secret in consideration to get need (For example, in the USA each one state for separately textbook created.) That no __ program and textbooks in making orthoepic the point from the point of view each one of the area in pronunciation problems Note _ _ taken it is necessary

Pedagogy sciences doctor Q. _ Husanbayeva's education _ to the content the teacher _ too input extremely correct _ _ _ approach _ Because language levels exactly orthoppy and orthopy in education o' of the teacher role very important be, students__literary pronunciation directly o' from the teacher they learn _ _

That's it the point from the point of view than education _ _ _ content spread of education _ didactic means, including school _ textbooks is

considered General medium _ _ education _ _ of schools " Mother language " in textbooks of orthoepy study _ _ some circumstances definition and with description limited remains However, it is Uzbek of the language phonetic construction to himself _ special to complexities have become him _ _ _ mastery _ _ not only from foreigners, but from Uzbeks too diligent with to work Demand is enough After all, it 's today in the day public information in the means some TV presenters , radio reporters own _ _ in his speeches g'unnatural their use of pronunciation person's g'ashini brings and this condition their literary pronunciation me' shores correct _ _ _ _ he mastered it that they didn't get it feeling stands

However, it is Uzbek to students too orthoepy education _ _ in the process only speech bodies in the textbook common graph drawing with limited without remaining, sounds pronunciation status reflection reached special drawings based on education _ _ give , phonetic to exercises opportunity as long as start 'drink in classes more __ sit down _ separation, high in classes to them place _ with back stand up literary language me 'shores take over important factor that that's it o 'rinda separately to emphasize _ it is necessary

School " Mother language " in textbooks too, higher education in textbooks too phonetic to exercises sit down _ not separated . This condition it 's Uzbek literary pronunciation of values he is a student and students by enough o' without being absorbed to stay take coming of reasons is one Mother language education _ _ to history look If we throw it, it's like this exercises it 's Uzbek

VOLUME 03 ISSUE 09 Pages: 229-237

SJIF IMPACT FACTOR (2021: 5.478) (2022: 5.636) (2023: 6.741)

OCLC - 1368736135











language science as formed initial in the years (1930 -1940) print done in textbooks too not to meet witness we will be As a result, limiting teachers to these exercises (actually, alternative textbooks can also be used) leads to insufficient formation of literary pronunciation of students.

, it has become a habit to use the speech sound [k] instead of the consonant [q] in the pronunciation of some words. Therefore, the two exercises given in the textbook will not be enough to teach the Khorezm student the norms of literary pronunciation. Not all teachers are able to create educational tasks similar to the subject, but not exactly repeating the educational tasks in the textbook, create a system of exercises and use them effectively.

In the Tashkent region, in particular, in the urban area, the use of the back consonant of the deep tongue [h] instead of the throat consonant is regular (khandaley, khurmat, khamma, etc.), as well as in Bukhara, Samarkand (in the urban area)., it can be said that in some districts of Surkhandarya and Kashkadarya regions there are problems with the pronunciation of the vowel [ο'].

In this regard, Samarkand region can be mentioned separately. In the districts Pastdargom, Urgut and Nurabad, there is confusion in the pronunciation of vowels [i]-[e]. Similarly, there are problems with the use of vowels [o'] - [u] in Kattakogon district. Residents, students, and even teachers [o] vowel [u], [u] vowel [o'] they use instead.

In order to bring these speech sounds to a literary standard in the speech of students of the listed regions, it is necessary to develop special phonetic exercises, which are almost not paid attention to in today's textbooks and manuals, and separate oscillographic drawings (pictures) that reflect the appearance of speech organs during the pronunciation of sounds.

Also, the fact that the guttural consonant [h] is used incorrectly in both written and spoken speech by many people, and that efforts to eliminate it are almost not noticeable, make it necessary to develop the necessary recommendations in this regard and implement them immediately, requires implementation.

1999-2000 in the 5th grade "Native language" textbook created under the leadership of H. Ne'matov, which was widely used [h] and [x] The educational material given for differentiating consonants in spelling and pronunciation is much more useful to the student than others [1].

Along with the pronunciation of the above consonant letters, there are also a number of problematic situations related to vowel sounds in students' speech. In particular, [u], [o'], [i], [e] are among them.

in Uzbek [o'] It is known that the vowel is pronounced differently in different places, but the issue of distinguishing it for students remains problematic. The fact that most native language textbooks do not pay attention to the nuances related to the pronunciation of the vowel 0' casts a shadow over our students' full mastery of the norms of literary speech. In the practical

VOLUME 03 ISSUE 09 Pages: 229-237

SJIF IMPACT FACTOR (2021: 5.478) (2022: 5.636) (2023: 6.741)

OCLC - 1368736135











textbooks of higher education related to the field, there is theoretical information that partially focuses on this issue, but it is not developed in a practical way [2]. It should be noted that only in the "Mother Tongue" textbook, which is widely used today, information on the difference in pronunciation of the vowel [o'] is provided with examples [3]. This is, of course, a positive phenomenon, but the comment that "in one case it is narrower and in another it is said more broadly" is hardly helpful to the student in practical terms. The given examples cannot be pronounced correctly without the teacher's help.

According to Shcherbak, one of the most important distinguishing signs of vowels in Turkic languages is width-narrowness, that is, a sign characteristic of the degree of opening of the mouth. According to this sign, vowels form a twostep opposition in a number of Turkic languages, in particular in Yakut, Altaic, Karagas, Tuva, Kyrgyz, and Bulgarian languages: a, (ã), o, õ - wide (compact), i, ĩ, ü, u - narrow (diffuse). The number of vowel phonemes is counted as eight in the above languages, not taking into account the contradiction according to their quantitative sign. Studies on the phonetics of the Uzbek language show that there are three levels of conflict: wide a - o; semi-wide e - o'; tor i - u. The reason why vowels are divided into wide, semi-wide, and narrow is that during their pronunciation, the lower jaw is lowered or the distance of the tongue from the hard palate is different. For example, during the pronunciation of the vowel i, the tongue rises to the maximum, the lower jaw also takes this position. As a result, the gap between

the tongue and the hard palate is brought closer to a minimum level, and the airway in the oral cavity is also reduced and narrowed to a minimum level. That is why the phonemes i and u are called narrow vowels. The reason for placing u and i on the same line here is that during their pronunciation the space between the hard palate and the tongue is almost the same. But since the lips are actively involved in the pronunciation of u, there is a phenomenon of lipping.

A student's oral speech comes to school formed under the influence of his place of birth, family and relatives. Sometimes it is quite difficult to transfer them from the situation they are used to to the framework of literary pronunciation standards. In such a situation, the teacher must start the initial activity in the process of teaching orthography by focusing on working on difficultto-pronounce speech sounds based on regional problems. Otherwise, some students may not be able to pronounce certain speech sounds well into adulthood. Such "speech deficiency" can hinder a student for life in cultural circles. If the teacher regularly works on special pronunciation exercises, paying special attention to students who have problems with oral speech, it is clear that there will be no room for problems. However, in this regard, phonetic exercises are not given a special place in the actual didactic educational tools of the school (textbook, manuals).

G'. Hamroyev scientifically and theoretically justified the role of exercise in the development of speaking skills: Below we can understand that each term has its own meaning. That is, exercise if it refers to acquiring the skills and qualifications

VOLUME 03 ISSUE 09 Pages: 229-237

SJIF IMPACT FACTOR (2021: 5.478) (2022: 5.636) (2023: 6.741)

OCLC - 1368736135











expected from this activity by repeating a specific action several times, then the assignment means a task, a task that is given to a person, including a student, to be performed once in order to strengthen a subject [1].

So, practice is a means of developing skills or competences. A task is like a device that stores data. It has a guiding feature. A student can be taught to think and work independently through assignments. After all, both exercises and tasks are an important component of "Mother Tongue" Theoretical information. textbooks. i.e. grammatical rules, creates knowledge and understanding in the student within the defined topic. In the educational content, the skills and competences expected to be acquired by the student are mainly formed by exercises. Assignments serve to enrich the student's knowledge in this place.

In our opinion, based on the analysis of the formation and historical development of orthoepy educational materials, a detailed study of the problems in this regard will allow to find their solution.

REFERENCES

- 1. Makhmudov N. Teacher speech culture. Textbook for undergraduate students of "Teacher Training and Pedagogy Science". Publishing House of the National Library of Uzbekistan named after Alisher Navoi -Tashkent. 2007. 188 p.
- 2. A healthy generation is the foundation of Uzbekistan's development // I.A. Karimov's

- speech at the 9th session of the Oliv Majlis of the Republic of Uzbekistan, August 29, 1997. -T.: Marifat-madadkor, 2002. - 62 p.
- 3. Lerner Ya. Didakticheskie osnovy metodov obucheniya Text. / I. Yes. Lerner.-M. : Pedagogy, 1981. – 186 p.
- 4. Aliev A., Nazarov K. Reference book of the Uzbek language. - "Fan" publishing house of the Tashkent Academy of Sciences of the Republic of Uzbekistan. 1992. p. 5-6.
- **5.** Husanboeva Q. Scientific-methodological foundations of teaching students to think independently in the process of literary education: ped. science. doctoral diss. autoref. - T.: TDPU, 2006. - 262 p.
- **6.** Ramazan Q. , Qajjumij H. Grammar. Consumption. Textbook for secondary schools. Part I. -T:. Oquvpeddavnasr, 1937. -149 p.
- 7. Nematov H. and others. Mother tongue. Textbook for 5th grade. - T.: Teacher, 2000. p.102.
- 8. Tursunov U., Mukhtorov A., Rahmatullaev Sh . Current Uzbek literary language _ - T .: Uzbekistan , 1992. - p . 19 .
- 9. Mahmudov N. and others. Mother tongue. Textbook for 5th grade of general education schools. - T., 2013. - 224 p.