VOLUME 03 ISSUE 09 Pages: 238-245

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.



THE ROLE AND IMPORTANCE OF THE DEVELOPMENT OF CORRECT PRONUNCIATION SKILLS IN YOUNGER **SCHOOLCHILDREN**

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

Published Date: September 30, 2023

Crossref doi: https://doi.org/10.37547/ijasr-03-09-39

Hamdamova Zilola Sh Ahabidinovna Lecturer At The Profi University Of Navoi, Uzbekistan

ABSTRACT

The article discusses methods of teaching students literary pronunciation in primary school, types of exercises and tasks, instructions for their use. The territorial problems of the correct pronunciation of sounds were also studied and a reaction was given to the studies conducted to eliminate them.

Keywords

Correct pronunciation, sound, letter, syllable, stress, hard-to-pronounce vowels and consonants, dialect, literary language and their differences, differences, tone, stop, training tasks, exercise, task.

Introduction

In elementary grades, students are taught the basics of all subjects. Even from the mother tongue, the pronunciation of sounds is taught in primary school. Because correct pronunciation is not taught enough from 1st grade, students cannot learn literary pronunciation until 11th grade. "Native language" textbooks provide many exercises and various explanations on the formation of correct pronunciation and spelling standards as a skill. However, teaching the student the literary pronunciation and spelling of certain speech sounds during speech activity causes a number of difficulties.

We observe that the issue literary pronunciation and its norms in the primary class is thoroughly studied in the languages of the developed countries of the world [English,

Volume 03 Issue 09-2023

238

VOLUME 03 ISSUE 09 Pages: 238-245

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

OCLC - 1368736135











French, etc.]. In this regard, phonetic exercises are effectively used in the world experience, including in English. That's why the main textbooks and study guides provide detailed information about the process of formation of each speech sound. There are no special drawings (pictures) showing the pronunciation of sounds in textbooks and study guides published for general secondary schools. Today's pupils, students, and even some older intellectuals, especially teachers, realize that the correct pronunciation of some sounds characteristic of the Uzbek language cannot be taught adequately with simple, traditional exercises, speech also proves it.

The main problem goes back to the issue of teaching the mother tongue in the primary classes of secondary general education schools. Literary pronunciation is a sign of culture. Speech sounds, which are considered the main unit of pronunciation in the secondary general education system, are partially taught in the section of orthography from the 2nd grade. In the 5th grade, according to the educational requirements of the "phonetics" section, students are required to learn the correct pronunciation and spelling rules along with speech sounds.

G. Hamroyev stated that the Uzbek literary language grew out of different dialects, so there are serious problems related to regions in terms of its pronunciation. When creating school mother tongue textbooks, especially when providing teaching materials on phonetics, the authors should take into account the influence of the regional pronunciation of the population on

the language. In this sense, it is necessary to take into account the problems of the pronunciation of each region from the orthoepic point of view when creating programs and textbooks. For example, in the Khorezm oasis, 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 that are similar to the subject, but do not exactly repeat the educational tasks in the textbook, create a system of exercises and use them effectively.

In fact, in the Tashkent region, in particular, in the urban area, instead of the throat consonant [h], the back consonant [x] of the deep tongue is often used (Halim, khashar, vakhima, etc.), as well as in Bukhara, Samardand, it can be said that there are problems with the pronunciation of the vowel [o'] in some districts of Bukhara (urban area), Surkhandarya and Kashkadarya regions.

It seems that there are not enough theoretical information and exercises to strengthen the above-mentioned speech sounds in the 1st-4th grade "mother tongue" textbook. In order to bring these speech sounds to a literary standard in the speech of the students of the listed regions, there is a need to develop a special system of phonetic exercises, which is almost not paid attention to in today's textbooks and manuals.

Also, words involving the guttural consonant [h] are misused by many both in written and spoken

VOLUME 03 ISSUE 09 Pages: 238-245

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

OCLC - 1368736135











speech, and the fact that efforts to eliminate it are hardly noticeable is necessary in this regard requires the development of recommendations and their immediate implementation.

In the 5th grade "Mother Tongue" textbook, created by H. Nematov, the educational material for distinguishing the consonants [h] and [x] in spelling and pronunciation is more useful for the student than others.

In the elementary school, students are not informed about the different pronunciation of the vowel [o'] in different places of the word, the issue of distinguishing it to students remains a problem. The lack of attention to the nuances related to the pronunciation of the vowel [o'] in most "Mother Tongue" textbooks casts a shadow on our students' full mastery of the standards of literary speech. In the practical textbooks of primary education related to the field, there is theoretical information that is partially focused on this issue, as it is in the textbooks of higher education, it is included in this form, but it is not worked out practically. It should be noted that the 5th grade "mother tongue" textbook, which is widely used today, contains examples of the difference in pronunciation of the vowel [o']. This is, of course, a positive phenomenon, but this distinction should be taught to the student in the 1st and 2nd grades through pronunciation exercises. In fact, the comment that "in one case it is narrower and in another it is said more broadly" hardly helps the reader in practical terms. The given examples cannot be pronounced correctly without the teacher's help.

It is known that from a psychological point of view, human memory, including student memory, is divided into certain types. Data read once is temporarily stored in normal memory and forgotten in the short term. If it is repeated continuously, it will go to permanent memory. In order to transfer the necessary information to the student's long-term memory, which can serve for the correct implementation of communicationintervention in social life, it is necessary to repeat and restore the same information many times in the memory. At this point, it can be said that if meaningful and informative texts, which make up the educational material of exercises and assignments, are used appropriately, the student will "write" them in his long-term memory with one or two repetitions. As much as continuous practice is necessary for a physical action to reach the level of automation, so much practice and effort is needed for the formation of a specific speech skill.

Even in the "Mother language and reading literacy" textbook, which is used in practice today, there are not enough exercises to teach elementary school students to correct pronunciation. Some of the exercises given are also not systematic. If the student does not learn the correct literary pronunciation in elementary school, then this process will be difficult.

The role and importance of the systematic development of pronunciation skills in primary school, the impact on the development of language and speech is as follows:

VOLUME 03 ISSUE 09 Pages: 238-245

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

OCLC - 1368736135











T/r	To the speech	To the language
1.	He can clearly convey his thoughts to others	It helps to keep the lexical meaning of the word for a long time.
2.	Will have a pleasant and impressive speech	Prevents distortion of the morphological structure of the word.
3.	It helps to preserve the etymology of words by correct pronunciation.	The sound system of the language is kept pure.
4.	Will have proper writing skills.	Provides moderation of the graph
5.	It will be possible to learn other languages easily.	Etymology of toponyms is not affected

Effective use of advanced pedagogical technologies is also important in improving the education of speech sounds in grades 1-4. It is known that many innovative technologies are used in accordance with the requirements of the time by teachers who are active in the education of the "mother tongue" subject at school today. Naturally, this is very useful in speech sound education, including in the process of teaching the student the correct pronunciation of speech sounds. However, the current work is not sufficient, because the problems related to the pronunciation of sounds in the speech of elementary school students have not been completely solved. or reasonable recommendations and methodical instructions have not been developed and implemented in wide practice as a solution to this problem. .

There is another aspect of this issue, that in any case, primary school teachers explain this section based on their capabilities and capacities. Usually, students do not have difficulty in pronouncing and spelling all the sounds of their mother tongue.

G'. According to Hamroev, there may be confusions and mistakes in the pronunciation and writing of some vowels and consonants due to the influence of the local dialect. Practical observations show that in the speech of students in different regions of our republic, mainly vowels [i] - [e], [o'] - [u] and consonants [h], [x], [q], ba' zan [j] sounds are pronounced, and sometimes due to this, they also make mistakes in spelling. In such situations, it is difficult to achieve the expected result, no matter how much one works with exercises in the nature of tasks that are used in practice.

The student's oral speech comes to school formed under the influence of her husband, family, and relatives. Sometimes it is quite difficult to transfer

VOLUME 03 ISSUE 09 Pages: 238-245

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

OCLC - 1368736135











them from the situation they are used to to the framework of literary pronunciation norms. In such conditions, the teacher must start the initial activities in the process of teaching phonetics by focusing on working on difficult-to-pronounce speech sounds based on regional problems. Otherwise, some elementary school students may not be able to pronounce certain speech sounds well into adulthood. Such "speech slurs" can hinder a student for life in cultural circles. It is clear that if the elementary school teacher regularly works on special pronunciation exercises, paying special attention to students who have problems with oral speech, 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). A special place should be reserved for this, especially in the elementary school textbooks.

When analyzing the content of educational materials on phonetics in elementary school programs and textbooks, the following was revealed:

In the 1st grade, the topic "T 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 a and o, i and u, o and vowels. 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. importance of the alphabet.

The parenthesis (') is the correct form of s in its structure. The function of the consonant in the word is to make the preceding vowel longer, to separate the previous syllable from the next, and to differentiate the meanings of words. The parentheses ('), form it correctly in the word structure. The function of the consonant in the word is to make the preceding vowel longer, to separate the previous syllable from the next, and to differentiate the meanings of words.

Joint. Dividing words into syllables. Syllable transfer, syllabic transfer of one-vowel syllable words, stop words, consecutive words with the same consonant from one line to the next. Letter combination (sh, ch, ng) such as the transfer of the involved words from one path to another.

In the 2nd grade, 50 hours of phonetics are allocated after repeating (6 hours) what was passed in the first grade, and the following topics are covered in it:

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 of vowels [a] and [o], [u] and [i], [e], [o'] and consonants explosive Pronunciation and spelling of the sound ng represented by f and p, h and x and the letter combination. The apostrophe (') and its uses, such as the function of the apostrophe in a word.

VOLUME 03 ISSUE 09 Pages: 238-245

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

OCLC - 1368736135











There are also problems with teaching the following phonetic phenomena in elementary grades:

T/r	Accent	Joint
1.	Correctly stress the words in your class	Divide words correctly into syllables
2.	Correctly stress the words in your	Correct syllable transfer
2.	class	Correct symmote transfer
3.	Correct use of tone	To divide the poem into syllables
4.	Observance of sentence stress	Reading in syllables

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 composed of a vowel, a single vowel and a consonant, a single 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, orik, elak, etc. are not divided for transposition. Words written with a hyphen are divided for syllable transposition, the hyphen is left in the preceding syllable (va'-da, mash'- al, ta'-lim). Letter syllabic transfer of compound words (such as si-ngil, kon-ngil, tong-gi) is a sideby-side syllabification of words with different consonants (such as ik-ki, kat-ta, is-sik) voiced and unvoiced consonants, their spelling, checking the spelling of such words by adding a vowel to the end of the word: (my school is school, my book is book, my goal is goal, my hope - like hope) Consonants that are dropped in pronunciation. (such as child, tree, friend) educational materials on their spelling are included.

the 3rd grade, fewer hours are devoted to teaching materials on phonetics. 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 phonetics are allocated, which are as follows:

Vowels and consonants, their letter expression; Pronunciation and spelling of words with vowel sounds that differ in pronunciation and spelling; Pronunciation and spelling of voiced and unvoiced consonants; b words with the same double consonants and their spelling; Consonant words ending in s and their spelling, x-h sound

VOLUME 03 ISSUE 09 Pages: 238-245

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

OCLC - 1368736135











words and their spelling, such as the pronunciation and spelling of words with a hyphen.

T/r	Difficult sounds to pronounce	Words that are difficult to pronounce
1.	yes	Laugh, laugh, laugh
2.	II	Snake, two, drink, movie
3.	Yeh	Door, screen, enamel, free
4.	Huh	Humo, hil, smell, holva
5.	Xx	Happy, date, permission
6.	Qq	Melon, Samarkand, Kashkir
7.	Ng	To me, equal, wide, powder

, few hours are allocated to the topic " Joint ". Dividing words into syllables; syllable formation of vowels; moving words from one line to another by syllables; Analyzing s nouns in terms of syllables, sounds and letters, as well as rearranging s nouns in alphabetical order, Information on the importance of a bra is covered.

When analyzing primary 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. At this students should develop literary stage, pronunciation skills. Preparation of modern pronunciation exercises, audio and video materials for young students is the demand of the time.

REFERENCES

- **1.** Ne ' matov H. and others. Mother tongue. Textbook for 5th grade. - T.: Teacher, 2000. p. 102.
- **2.** Tursunov U., Mukhtorov A., Rahmatullaev Sh. Modern Uzbek literary language. - T.: Uzbekistan, 1992. - p. 19.
- 3. Mahmudov N. and others. Mother tongue. Textbook for 5th grades of secondary schools . - T., 2013. - 224 p.
- 4. Goziev E. General pedagogy. T., 2010. pp. 221-222.
- **5.** Hamroev G'. Methodology of creating educational assignments from the mother tongue. Monograph - Tashkent. A wise man. 2022. 156 p.
- **6.** Hamroev G'. Improvement of methodical supply of educational materials on phonetics in general secondary education system. Ph.D.

Volume 03 Issue 09-2023

VOLUME 03 ISSUE 09 Pages: 238-245

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

OCLC - 1368736135













in Pedagogical Sciences. Autoref. - Samarkand. 2019. 27 p.



Volume 03 Issue 09-2023