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Research Article

DEVELOPMENT AND ASSESSMENT OF CORRECT PRONUNCIATION SKILLS IN PRIMARY SCHOOL STUDENTS

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Hamdamova Zilola Shahobiddin Kizi

Lecturer At The Profi University Of Navoi, Uzbekistan

ABSTRACT

The article reflects the methods of teaching students correct pronunciation in primary school, types of training tasks, instructions for their use. There was also a reaction to solving existing problems in the correct pronunciation of sounds, as well as to the question of evaluation, experimental testing.

Keywords

Test experience, correct pronunciation, sound, letter, syllable, stress, difficult-to-pronounce vowels and consonants, dialect, literary language and their mutual difference, differences, intonation, stop, learning tasks, exercise, assignment.

Introduction

When a person is active in social life, it becomes necessary for him to have skills such as communicating with the team, conveying his opinion to many people, reporting, calling. In this sense, one of the main issues is the development of correct pronunciation skills in elementary school students, starting from secondary schools. At the general secondary level of the educational

system, the main task of today's education is to form the skills of students to work independently on the basis of the subject of their native language, to express their thoughts fluently and effectively in oral and written forms. After all, special importance is required to educate students as enlightened, in a word, well-rounded individuals.

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In this process, it is important to emphasize the importance of the young generation having knowledge, skills and abilities suitable for the development of society. In particular, the content and purpose of today's mother tongue education is to improve the pronunciation skills of students of the 1st-4th grade of general education schools, as well as to teach them to think independently and creatively, and to increase vocabulary, which is the basis of attractive oral and written speech. Its implementation also poses the problem of using modern pedagogical technology and creating innovative projects for mother tongue education.

It should be noted that in the "Mother Tongue" textbook, which is widely used today, information on the difference in pronunciation of the vowel [o'] is provided with examples. 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" hardly helps the reader in practical terms. The given examples cannot be pronounced correctly without the teacher's help. In primary classes, this phenomenon is not distinguished.

For example, although the word "lake" is more narrowly pronounced, "wolf" is given more broadly, this does not always give the expected result. Taking this into account, it is necessary to give ample space to exercises related to the pronunciation of the vowel [o'].

Exercise is effective only if it is based on continuous repetition. Effective assimilation of educational materials by the student is related to repetition. Because "The mother of knowledge is repetition."

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. E. Goziev noted the conclusions of G. Ebbingauz about the content, quantity and quality of information that the reader can remember. That he remembered 38 meaningless syllables when the student repeated them 55 times; He determined that 6-7 repetitions were enough to remember the material consisting of 38-40 words.

O'. Usmonova points to dialects as the reason for difficulties in solving this problem . 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 scientist F.K. Kamolov and professor S.I. Ibrohimov, who were the first to set the standards of literary pronunciation in his work.

From this point of view, in the system of important issues that should be researched in the direction of general secondary education, on the basis of educational materials related to the teaching of vowel sounds in students, to develop and implement a system for the formation and improvement of the pedagogical skills of independent, creative thinking and expressing one's opinion correctly and fluently in accordance with the conditions of speech. introducing new

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methodological approaches and testing them in practice is an important pedagogical problem.

1. Preparatory stage. This experimental test is the most productive method of scientific research, it determines the level of effectiveness of the idea born in the process of observations, the presented recommendation and the developed educational tasks.

The main goal of the experimental work is to study the didactic possibilities of the formation of the native language subject, in particular, the pronunciation skill, as well as to teach them to think independently and creatively, to increase the vocabulary, which is the basis of attractive oral and written speech, in students of grades 1-4, and to study the modern approach to this process. development of scientific and methodical recommendations for the implementation of methods.

In the course of the experiment, the ability of 1-4th grade students to master textbook materials was determined, and in this process, the levels of professional-pedagogical preparation determined for explaining the development of pronunciation skills to the teachers of the native language subject. Students' knowledge levels were determined based on the questionnaire, presented text and topics. The following will also be known:

- Pronunciation skills were determined for students of 1-4th grade;

achievements and shortcomings in the use of textbooks and other visual aids in teachers' native

language classes. particular, the in development of pronunciation skills, were identified:

- questionnaire-answers were conducted in order to determine the students' attitude towards the exercises and tasks based on the development of pronunciation skills and to summarize their opinions.
- 2. The methods, forms and means of eliminating the shortcomings identified in the emphatic experiment-test stage are determined, and the pronunciation skills are developed in grades 1-4. Based on the exercises and tasks, a methodology was developed for the formation of literary pronunciation and spelling skills in students.

Teaching tasks based on creative research, through the development of pronunciation skills, first of all, attention was paid to the ability of the student to pronounce correctly, to write correctly, to read prose and poetic texts expressively, and to express his personal opinion about the problem in oral and written form. After all, skill formation in the student is one of the most urgent and important pedagogical problems today. Therefore, it is necessary to form the skills of the correct application of the product of creative thought in accordance with the speech situation in the students of the 4th grade through the lessons of the mother tongue.

In the course of experimental work, the following scientific hypothesis was tested and proved:

- formation of students' pronunciation skills and speech competence through assignments;

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- the process of development of pronunciation skills was specially studied, its shortcomings, their causes were identified, ways and factors of their elimination were developed;
- the significance of the development of pronunciation skills and the didactic possibilities were understood, it was applied methodically correctly;
- the content, form, methods and tools were developed by developing the correct pronunciation skills in students;
- scientific-methodical recommendations were developed for teaching students the correct pronunciation skills, which form creative thinking, develop the ability to express one's thoughts correctly and fluently in various forms, and the level of efficiency is determined.
- 3. The following tasks were performed in order to realize the purpose of the work at the formative experiment-test stage:
- teachers were introduced to the developed scientific-methodical recommendations;
- the developed scientific and methodical recommendations were fully implemented in the teaching process;
- the scientific and methodical recommendations developed according to the obtained results were improved.
- Unexplained aspects of teaching 1st-4th graders correct pronunciation, enriching their vocabulary, and forming independent work skills

were identified, and recommendations were made that could be material for future scientific research.

In order to determine the content of educational materials for teaching correct pronunciation skills in the "Mother Tongue" textbooks of general education schools and the current state of students' speech skills, test sites were first identified. Experimental work was carried out in the 34th school of the Uchquduq district of the Navoi region, the 14th school of the Andijan city, and the 192nd and 102nd schools of the Almazor district of the Tashkent city.

A total of 400 students participated in the experiment. 200 of them were included in the test group and 200 in the control group. In the first days of the experiment, written work was collected from both control and experimental classes. It turned out that both groups had almost the same level of learning. Topics such as "We protect animals!", "Save trees!", "Congratulations to my friend" were given, and 30 minutes of preparation time was set.

During the experiment conducted in the 00th general education school of Karmana district, the following shortcomings were found in the speech of students:

- inability to write letter forms correctly;
- inability to write vowels correctly;
- there are mostly spelling mistakes in written speech. The results of the report obtained from

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the experimental and control groups showed that 80% of the students had these errors.

- it was noticed that students' behavior does not meet the requirements. For example, a 3rd grader cannot pronounce the sounds o', u, e, i, h correctly.

It is well known that the development of correct pronunciation skills in students has a great impact on their life skills. In general, how to organize a lesson depends on the qualifications of the teacher. One of the problems related to writing vowels in secondary schools also affects school teachers. During the experiment, it was found that some teachers do not have enough skills and qualifications in the formation of letter forms, factors of change, and teaching to write gracefully. Even experienced teachers are able to the lesson organize interactively interestingly using various modern methods, but they are not able to give the students the necessary skills and competences in the subject of the mother tongue, in order to develop the correct pronunciation skills. It is good to be able to interest the students in the lesson, of course, but it is necessary to always remember that the main issue is to arm the student with the knowledge and skills that are always needed in social life through this interest. In order to find out the reason for this situation, the following was revealed when a questionnaire was conducted among school teachers in the city of Navoi:

- 1. What sounds do you have trouble saying?
- 2. Which sounds do students mostly have trouble pronouncing?

- 3. What pronunciation exercises do you use?
- 4. Which consonants cause problems pronunciation?
- 5. Are the teaching materials provided in the textbooks sufficient for teaching the pronunciation of sounds?
- 6. What additional exercises do you use to teach correct pronunciation?
- 7. Is a set of exercises necessary for primary mother tongue classes? Have you tried it in practice?
- 8. Is there a student in the class who can correctly pronounce all the sounds in a word? How are they formed?
- 9. What information will you tell students about the benefits of literary pronunciation?
- 10. Do you use information technology opportunities to teach correct pronunciation? Which audiovisual aids work best?

As can be seen from the above answers, the professionals who organize mother tongue classes and teach students to use the language proficiently are not clear about the mother tongue DTS qualification requirements and, more importantly, the purpose of mother tongue education. The behavior of some people does not meet the demand.

The goal of teaching correct pronunciation also stems from the main goal of mother tongue teaching. It should be said that among the

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teachers there are those who clearly answered the question. In particular, the teacher of the 00th general education school in Navoi wrote the correct answer. But this is very little compared to the total number of teachers.

There is no logical answer to the question, "What skills or competences should students acquire through the topic of pronunciation?" Some will be referenced. Is there a student in the class who can correctly pronounce all the sounds in a word? How are they formed? The question was answered incorrectly.

and interrelated. are interrelated Topics Especially in the teaching of vowels, explaining them by connecting them to other (orthopedic, graphic) units of the language gives a great result.

In order to find out the opinions and skills of students in this regard, the following question was included in the questionnaire:

- 1. What sounds do you have trouble saying?
- 2. Which sounds do your classmates mostly have trouble pronouncing?
- 3. Have you practiced saying hard-to-pronounce sounds and words?
- 4. Which consonants do you have difficulty pronouncing?
- 5. What sounds do you say you get wrong when you speak?
- 6. Do you make independent tests on the correct pronunciation of sounds?

- 7. What sounds did your teacher repeat over and over to teach you in class?
- 8. Is there a student in the class who can correctly pronounce all the sounds in a word? Whose poem or book do you like best? Why?
- 9. Is there a difference between the language you speak to your family members at home and the language you speak to the teacher at school? What difference do you notice?
- 10. Which teacher's words are nice in your school? Comment why you like it!

These questions will help students identify problems with correct pronunciation.

The reason for raising the questions is that the content of the textbooks, which are the main means of education, must be at the required level, the educational materials must be able to serve the purpose of education, otherwise, the fact that some teachers do not have the necessary skills qualifications teach the correct to pronunciation indicates the source of the problem. Educational materials in textbooks should be structured in such a way that they automatically direct the student to learning and independent work. If we take into account that the teachers working in remote districts of the republic do not have the necessary skills and qualifications for correct pronunciation, all attention should be paid to the creation of excellent textbooks and practical guides in this regard.

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The main purpose of testing the correct pronunciation exercises and tasks created during the study of the educational materials in the "mother tongue" textbooks was as follows:

To increase students' interest in learning correct pronunciation in 1-4th graders;

- students of 1-4th grade have correct pronunciation, ability to work independently, creative approach, regularly increase their vocabulary and, based on this, achieve the ability to express their thoughts correctly and fluently in various forms:
- convincing the student that he can work independently in the process of performing the recommended exercises and exercises;
- to be able to influence others through one's speech;
- to develop correct pronunciation through exercises and assignments, first of all, to achieve that the student can pronounce each speech sound correctly, write correctly, read prose and poetry texts expressively, and logically express his personal opinion about the problem in oral and written form.

As a conclusion, it should be said that in primary mother tongue education, it is necessary to work with pronunciation exercises in a wider and deeper way, to develop various methods of exercise.

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