



Linguodidactic Features of the Development of Literary Pronunciation Skills in Future Native Language Teachers

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Annotation: the article discusses educational tasks that form the skills of literary pronunciation in future native language teachers, and their role in the educational process, their importance in the formation of skills and abilities, as well as the advantages of using animation, audio and video texts instead of traditional examples of exercises for intensive development of pronunciation skills.

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

The high culture of oral and written speech is important for the successful communicative activity of future language and literature teachers, it is the structure of the modern Uzbek literary language, including deep knowledge of sound, and certain pedagogical communication based on practical knowledge and skills. is the correct use of speech tools in situations. In the methodology of teaching the mother tongue in pedagogical universities, especially if we talk about the teacher's oral speech, the orthoepic aspect is not paid attention to in the training of teachers.

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 higher than the number of people engaged in other professions of the same type.

We are a complex, multi-dimensional set of such speech skills, qualities of the student, which contribute to the successful preparation of information for the delivery of oral speech training of future teachers to schoolchildren, ensure the appropriate selection and reconstruction of the material. We consider it education. Depending on the level of preparation of students, their age, personal characteristics, in addition, they allow to make certain educational material as clear and expressive as possible.

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 exam programs for literature teachers are provided for active learning of scientific information on social studies, pedagogy and psychology, speech culture and spelling (the teacher's spelling and orthographic literacy was checked with tests).

Correct pronunciation is one of the important signs of speech culture. Correct pronunciation is just 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 status of the state language 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 related to 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 students studying in primary grades and later stages" [1].

The concept of educational content is interpreted differently in scientific and methodological sources. For example, Uzbek pedagogues-scientists I. Ya. Lerner[2] and M. N. Skatkin look at the content of education as a part of rich social experience, which is selected for learning and intended for students' mastery.

Dialect is Greek (dialectosis means conversation. Dialect is a group of dialects that combine the characteristics of dialects close to each other. For example: Karshp dialect, Tashkent dialect, Samarkand-Bukhara dialect. If we take the Tashkent dialect from these, this dialect is the dialect of Tashkent city, Tashkent includes Piskent, Parkent, Ipyozboshi, Karakhitay Sığari dialects in the region (except for the dialects belonging to the Kipchak dialect in the Tashkent region). Uzbek dialects are distinguished by their phonetic, lexical and morphological features. For example: Margilon-Qo' in Tashkent in blood Namaiganda chelele:/ buvek eyel.. cheqeleg' 1 narven shet' shet'/ /shet' n'nech' sezenek zsozenek tenche sendel sendel bervett' beryett' borutt' evening late evening etc. [3]

Doctor of Pedagogical Sciences K. Husanboyeva's inclusion of the teacher in the content of education [4] is an extremely correct approach. Because the role of the teacher is very important in the teaching of spelling and orthography from language levels, students learn literary pronunciation directly from the teacher.

From this point of view, the dissemination of educational content is the didactic means of teaching, including school textbooks. The study of orthography in the "Mother tongue" textbooks of general secondary schools is limited to the definition and description of some cases. However, the phonetic construction of the Uzbek language has its own complexities, and mastering it requires diligent work not only from foreigners, but also from Uzbeks. Because today in the mass media, the use of abnormal pronunciation by some TV presenters and radio reporters in their speeches makes people angry, and this situation makes one feel that they have not mastered the norms of literary pronunciation.

However, in the process of orthoepy education, Uzbek students should not be limited to the general graphic drawing of the speech organs in the textbook, but should be taught on the basis of special drawings showing the state of pronunciation of sounds. It should be emphasized here that returning to them is an important factor in mastering the standards of literary language.

H. Jamolkhanov approached vowel orthography as follows:

- 1) like tooth, know, secret;
 - 2) when used side by side with the consonants q, g, x, it is pronounced thick (in the form of a back row vowel): such as winter, brick, xil;
 - 3) before the consonants y, ng, it is pronounced thin and a little long: like чий, кийминг;
 - 4) it is pronounced a bit long and thin even when it is paired with h: like smell, Hindi, feel;
 - 5) the unstressed syllable of polysyllabic words is weak and short (like with, but, sira, tilak, gilam, ghilos, vikor), and in the stressed syllable it is pronounced stronger and longer (as in thin, alik, roshklik);
- b) it expands a little in the open syllable at the end of the word (pronounced with a vowel that is



wider than "i" and narrower than "s").

U vowel:

1) short in monosyllabic words and in the unstressed syllable of polysyllabic words (like dream, dream, money, spring, wheat).

and in the accented syllable it is pronounced stronger and longer (like bulut, yukut, popuk);

2) after the consonants k, g, y, it is pronounced thin (in the form of a front row vowel), and after the consonants q, g', x, it is pronounced thick (in the form of a back row vowel). Compare: ash and quU atifgul and sorghum are like burden and behavior;

3) -uvchi, -uv affixes are pronounced longer in the composition: writer, reader, weaver, oluvu, add.

O' vowel:

1) it is pronounced short in monosyllabic words, as well as in the unstressed syllable of polysyllabic words: bor, tor, romol, so' like rock;

2) in the first component of repeated forms (stressed syllable) the long is pronounced: as in many, great, abundant;

3) shallow tongue back k, g, tongue middle u and throat consonant (h) after soft (front row) vowel style, deep tongue back q, g', x hard after consonants and thick (back row) is pronounced as a vowel. Compare: lake and hand, cave and cave, wet and dirty, road and snow.

Vowel E:

1) it is pronounced wider at the beginning of words and syllables (like free, plant, remember), a little narrower inside the syllable (like night, clover, free, slow).

A vowel:

1) the shallow language is soft and thin when it is combined with the back k, g consonants (such as kam, big, gat, gat, gaslama, mood), and when the deep language is used in combination with the back q, g \ x consonants, it is "ghon" is pronounced in the vowel form (like kalam, karga, qasida, gham, galvir, folk, khabar, khat).

Vowel O:

1) is pronounced in the form of a low wide, weakly labial vowel: like stone, spring, straw, wind. In dialects and in the living language, there are also cases of this vowel being pronounced close to "a" in an unstressed syllable: like samon, davan, but this is not considered a hoi literary pronunciation (orphoepic standard);

2) the shallow language is pronounced soft after the back consonants k, g, the deep language is pronounced with a thick vowel after the back consonants q, g', x. Compare: kosib and spoon, katib and kalip, kamil and kain, gov and gov, govnish and govlamak;

3) the accented syllable is pronounced stronger and a little longer: compare the pronunciation of the vowel o in the first and last syllables of the words борбон, обод;

4) even when used in conjunction with the consonants u and h, the vowel o is pronounced as a soft, thin vowel. Compare: yor and snow, like judge and impartial.

Neither in the textbooks of the school "Mother tongue" nor in the textbooks of higher education, there is no place for phonetic exercises. This situation is one of the reasons why the standards of Uzbek literary pronunciation are not sufficiently mastered by students. If we look at the history of



mother tongue education, we can see that such exercises are not even found in the textbooks published in the first years (1930-1940) when the Uzbek language was formed as a science.

At this point, it is permissible to distinguish between the terms "exercise" and "assignment", and to dwell on their role and importance in language didactics. Methodist M.Saidov divides educational tasks into three types among educational materials and distinguishes between them, and most often teachers use "exercise", "assignment" and "problem" during their work. emphasizes that they confuse their concepts. The scientist agrees with the opinion of Doctor of Pedagogical Sciences A. Ghulomov that "exercise is both a form of educational task and a specific method of teaching" admits that the task expresses a narrower concept than the exercise [1].

In our opinion, the task includes an exercise, the tasks guide the student, encourage him to think; Repetitive exercises serve to build skills and competencies.

Since the "Orthography" branch of linguistics is directly related to "Orthography" and "Orthography", the means of teaching them are also closely related to each other. From this point of view, the terms exercise and assignment were approached differently in this work. Although the terms "exercise" and "assignment", which are often found in textbooks and manuals, are related to each other, there is no synonymous relationship between them. However, based on our observations, we can say that in a number of textbooks and manuals that have been in use for many years, there are cases where these two concepts are confused, one is used instead of the other.

Literary language influences dialects and dialects, and as they become closer to their features, it is nourished by the living language and enriched by the words and phrases of the dialects. The names of some things and phenomena are not found in the literary language and its dictionaries, but they exist in dialects and dialects [2]. In the "Annotated Dictionary of the Uzbek Language" the term exercise is defined as follows: "Exercise 1. [Arabic. -husnikhat, samples for painting] study of an activity in detail, work performed to develop skills, preparatory training. Military exercise. To exercise. Siddiqjan was practicing calligraphy with his chest on the sandal, while Kanizak was reading a book in front of him. A. Qahhor, Koshchinar lights. "It's a bad job," said the policemen who arrived, "the policemen who haven't seen much practice and don't know how to shoot a rifle yet, what could they do." S. Ainiy, Slaves. 2. A specific work, action performed for a specific purpose. Spelling exercises. Physical exercises. Children hold each other's hands and perform gymnastic exercises easily and beautifully. From the newspaper.[3]

In the "Encyclopedia of Pedagogy" you can see a more refined form of the definition of exercise and adapted to the field of education:

Exercise (Arabic - husnikhat, examples for drawing) - repetition of an activity many times in order to master it thoroughly or improve its quality. For example, reading, writing. M. plays an important role in the formation of skills and competencies in education [4].

The term task is defined in the "Annotated Dictionary of the Uzbek Language" as follows: "Task 1. A task, task assigned to someone. Government assignment. To give an assignment. The detective was also a hit. After all, he didn't come here to play. He came with a special mission to separate white from white and black from black." [5].

G. Hamroyev gave a scientific-theoretical justification of the role of exercise in the development of speaking skills: "It is clear that each term has its own meaning. That is, if the exercise implies acquiring the skills and competences intended by this exercise by repeating a specific action several times, then the assignment is a work, a task that is given to a person, including a student, to be performed once in order to strengthen a topic. means[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" textbooks. Theoretical information, 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 school, usually, a textbook related to a specific subject is the main tool and support for students and teachers to provide knowledge and obtain information on this subject, both during the lesson and even after the lesson. Therefore, the main attention should be paid to the composition, structure and, of course, the content of the educational materials in the textbook. The statement that school textbooks should reflect the most advanced examples of national thought and ideology [2], in our opinion, is more relevant to "Mother Tongue" textbooks. Proverbs, proverbs, wise words, figurative expressions, phrases, which are the most advanced products of thinking that have come down to the present day from the ancestors, in general, from the geniuses of mankind, should form the content of mother tongue education, not in tens of them, but in every lesson it is desirable to use it effectively in every educational task. Such folk and national masterpieces, inculcated in the thinking of students in their place and at the right time, help to deepen their thoughts, expand their worldviews and produce

creates a basis for them to be able to express the product of their creative thinking in a fluent, clear and understandable way.

Current programs and textbooks should encourage the student to do independent research in accordance with the goal of mother tongue education. In such conditions, the most important part of the textbook should not be a theoretical database, but educational tasks that teach the student to use the innumerable possibilities of our native language effectively and appropriately. (Because mother tongue education at school does not aim to train a linguist, but to deliver to the society a creative thinker who can widely use language opportunities.) Therefore, it is possible to consider them as demanding only if the educational tasks can encourage the student to search. Some of the educational tasks in the school textbooks, which are currently in effect at the level of the republic, do not meet the specified requirements. For example, "Find and describe the vowels in the text", which are often found in the mother tongue classes, cannot be evaluated at the level of educational tasks, because it is difficult for them to create sufficient skills and competencies that can serve to form and develop creative thinking in the student.

If the textbook is compared to a steam train and its carriages are effectively used dictionaries for each subject, including a spelling dictionary for orthography, a collection of pronunciation exercises for orthography, an explanatory dictionary for lexis, a morpheme dictionary for morphology, etc. , the desired result can be achieved. In the age of information technology, the database is not a problem. That's why the task part of the textbooks should be perfect, systematic and carefully developed.

Today's mother tongue education is to increase the student's vocabulary, regardless of the language levels that are taught in schools, even in the teaching of orthography, so that they can express their thoughts independently, fluently, fluently and attractively in oral and written forms. requires to get it. It is difficult to achieve this goal effectively without special lexical resources, which are considered an unparalleled treasure of the Uzbek language.

Not only in the teaching of orthography, but also in the teaching of all levels of the language, the use of examples of matal, riddles, quick sayings, anecdotes, praises, terms and epics as analysis



material can serve as an important tool for achieving efficiency in mother tongue education and raising a mature generation.

In the textbooks "Native language" many exercises and various explanations are given 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 of literary pronunciation and its standards has been thoroughly studied in the languages of the developed countries of the world [English, French, etc.]. In this regard, phonetic exercises are effectively used in the world experience, including in English. That is why the basic textbooks and training manuals provide detailed information about the process of formation of each speech sound [1]. There are no special drawings (pictures) showing the pronunciation of sounds in textbooks and study guides published for high school and general secondary schools. The speech of today's students, students, and even some older intellectuals, in particular, teachers, proves that the correct pronunciation of some sounds characteristic of the Uzbek language cannot be adequately taught with simple, traditional exercises.

One end of the problem goes back to the issue of mother tongue teaching in secondary general education schools. Literary pronunciation is a sign of culture. In the general secondary education system, speech sounds, which are considered the main unit of pronunciation, are systematically taught in the "Orthopeia" department from the 5th grade. According to the educational requirements of the "Orthography" department, students are required to learn the correct pronunciation and spelling rules along with speech sounds.

Due to the fact that the Uzbek literary language grew out of different dialects, there are serious problems related to regions in terms of its pronunciation. Authors should take into account the influence of the regional pronunciation of the population on the language when creating textbooks of the mother tongue, especially when providing educational materials on orthography. (For example, in the USA, a separate textbook has been created for each state.) In this sense, when creating programs and textbooks, the pronunciation problems of each region should be taken into account from an orthoepic point of view.

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

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

A. Abduazizov expresses his attitude to the classification bases of these two groups of linguists. However, A. Abduazizov interprets the basis of separation of indifferent vowels in a different way. In his opinion, the separation of indifferent vowels depends on the object of research. Based on the pronunciation of the Tashkent dialect, V.V. Reshetov calls the vowels i, u, o, a in the Uzbek



language intermediate vowels. He emphasizes that this phonetic classification of the vowels of the Uzbek language is given on the basis of comparison with the vowels of the Uzbek language. In our opinion, when V.V. Reshetov thought about intermediate (indifferent) vowels, he approached the phonological system of the Uzbek language from a diachronic point of view. He argued that in the current Tashkent dialect of the Uzbek language, the conflicting vowels of the old series have disappeared, and intermediate vowels have been formed. That is why these vowels were united under the name convergents with the idea that they were formed from the convergence of vowels in two rows.

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 by many people both in written and spoken speech, and the efforts to eliminate it are almost not noticeable, making it necessary to develop the necessary recommendations in this regard and to implement them immediately. requires implementation.

In 1999-2000, the 5th grade "Mother Tongue" textbook created under the leadership of H. Ne'matov, which was widely used in 1999-2000, is more useful for the student than the others [1].

In Uzbek, it is known that the vowel [o'] is pronounced differently in different places of the word, but the issue of distinguishing it for students remains a problem. The fact that most native language textbooks do not pay attention to the nuances related to the pronunciation of the vowel [o'] casts a shadow over our students' full mastery of the norms of literary speech. In the practical 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 given 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 Sherbak, one of the most important distinguishing features of vowels in Turkic languages is wideness, that is, a feature specific to the degree of opening of the mouth. According to this sign, vowels form a two-step 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 eight in the above languages, not counting the contradiction according to their quantitative sign. Studies on the phonetics of the Uzbek language show that there is a three-level contrast: wide a o half wide e o' narrow i u the distance from the palate varies. For example, during the pronunciation of the vowel i, the tongue rises to the maximum, and 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 putting u and i on the same line here is that during their pronunciation, the distance 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 liping.

In our opinion, based on the analysis of the formation and historical development of educational materials related to orthography, a detailed study of these problems will allow to find their solution.



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