



The Use of Exercises and Tasks for the Formation of Literary Pronunciation in Teaching Vowels and Consonants

Dildora Sagdullayevna Ganiyeva

Teacher, Samarkand State University of Kattakorgan branch, Uzbekistan

Annotation: The article analyzes the methods, types of exercises, the content and content of the development of literary pronunciation skills in students by teaching vowels and consonants in the lessons of their native language. There was also a partial attitude to the opinion of some methodologists who conducted scientific research in the field of methodology.

Keywords: phonetics, pronunciation, spelling, vowels and consonants, syllable, stress, exercise, task.

In the general secondary education system, students learn pronunciation and spelling, speech sounds and letters, spelling and pronunciation of some vowels and consonants by studying the "Pronunciation" and "Spelling" sections. One of the big problems in today's mother tongue education is teaching pronunciation and literary pronunciation. One way to achieve this is to diligently teach students the pronunciation and spelling of vowel sounds in a modern way.

After learning the pronunciation and spelling features of each vowel and consonant sound, it is useful to learn the educational tasks related to the formation of cognates (words that differ from each other by only one sound and have different meanings) For example, after studying the pronunciation of vowel sounds, students are asked to create words that differ only by one vowel (for example, ber-bor-bur-bor-bir-bar), the pronunciation of consonants is and after learning, it is possible to effectively use educational tasks that require listing words that differ by one consonant and interpreting their meaning. (1; 81b.)

In the study of the "phonetics" section, a large part of the educational tasks is focused on the formation of literary pronunciation standards and increasing spelling literacy in students. has. If the standards of oral speech are determined by pronunciation (Latin orthography), the standards of written speech are determined by spelling (Latin orthography).

Correct pronunciation and spelling is the first sign of a person's culture and literacy.

The main basis of our pronunciation standards is that the pronunciation is as close as possible to the writing. For example: if we write that we are going, we should also pronounce this word close to that. Saying this word as borotti, borvotti is a mistake, it is considered incorrect pronunciation. (4; p. 84)

In the textbooks of the native language, many exercises and various explanations are given on the formation of correct pronunciation and spelling standards as a skill. .

The knowledge of phonetics is of great importance in the acquisition of oral and written speech by primary school students:

a) based on phonetic knowledge, 1st graders will learn to read and write during the literacy period;



b) phonetic knowledge is the basis of correct pronunciation of the word (correct pronunciation of sounds, distinguishing stressed syllable, compliance with orthographic norms);

d) phonetic knowledge, together with morphological and word formation knowledge, is the basis for the formation of a number of orthographic skills (writing unvoiced and voiced consonants) in students;

e) phonetic knowledge is necessary to correctly say the sentence according to its tone, to observe the logical emphasis and stops in the construction of the sentence;

f) knowing the sound side of the word is important for understanding its meaning and using it consciously in speech; The difference in the meaning of the words now and now, atlas and atlas, is distinguished only by emphasis.

Visualization of the sound side of the word is necessary to distinguish words in pronunciation, to pronounce and use certain words correctly. The teacher constantly works on the clear and correct pronunciation of the word in the lessons of all subjects taught in primary grades, for this purpose he often uses the sound analysis of the word. According to the school program, primary school students form a system of phonetic-graphic skills: sounds and letters, vowels and consonants, voiced and voiceless consonants with a pair, voiced and voiceless consonants without a pair; they will have the skills to divide the word into syllables, distinguish the accented syllable according to pronunciation. Even before school, children practically learn the sound construction of speech, but they do not know how to divide the word into syllables and pronounce the sounds in the word consistently until they read specially. 5th grade students should work on the formation of the ability to pronounce the word correctly, divide it into syllables, say each sound in order, and in turn, analyze, allows to learn mental exercises such as synthesis, comparison, grouping, as well as mastering some elementary knowledge, such as the nature of sounds, their effect on each other in word structure. In the 5th grade, the study of phonetics and graphics is given a lot of attention, because it is in this grade that students master the process of reading and writing. This knowledge will be strengthened and improved in the next classes. [2;56]

Authors should take into account the influence of regional pronunciation of the population on the language when providing educational materials on orthography when creating school mother tongue textbooks. When creating textbooks and programs, it is necessary to take into account the problems of the pronunciation of each region from an orthoepic point of view.

It is natural that pronunciation has an effect on spelling, and vice versa, writing has an effect on oral speech. If the reason for the variety in pronunciation is the dialect, an effective way to form literary pronunciation is to work on phonetic exercises.

The most common confusion in both pronunciation and spelling is the throat consonant "h".

In the textbooks of the native language, many exercises and various explanations are given on the formation of correct pronunciation and spelling standards as a skill. .

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's why the main textbooks and study guides provide detailed information about the process of formation of each speech sound. There are no special diagrams showing the pronunciation of sounds in textbooks and study guides published for general secondary schools. The speech of today's pupils, students and some older intellectuals and teachers has proved that the correct pronunciation of some sounds characteristic of the Uzbek language cannot be taught sufficiently with simple, traditional exercises. is standing.



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

In the 5th 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.

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. Try syllabic transfer, hyphenated words, consecutive consonant words from one line to the next. 'rot. The letter combination (sh, ch, ng) is given as the transfer of the words from one way to another way.

In the 5th grade, after repeating (6 hours) what was learned in the primary class, 50 hours are allocated to phonetics, 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] and [o'] and the consonants plosives f and p, h and x and the sound ng represented by the letter combination. The apostrophe (') and its uses, such as the function of the apostrophe 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 line by syllables. There are as many syllables as there are vowel sounds in the word. 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, (such as mother, ahil, apricot, sieve) two-syllable words are not divided for transfer. Dividing words written with a hyphen to move syllables, leaving the hyphen in the preceding syllable (wa'-da, mash'-al, ta'-lim). Syllable transfer of words with letter combinations (such as si-ngil, ko'-ngil, tong-gi) Syllable transfer of adjacent words with the same consonant (ik-ki, like 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: (like my school - school, my book - book, my goal - goal, my hope - hope).*

Consonants that are dropped in pronunciation (such as child, tree, friend) have educational materials on their spelling.

In the 5th grade, it can be seen that fewer hours are devoted to the teaching material on phonetics. For example:

Sounds and letters. Vowels and consonants and letters. Syllables, rules for dividing words into syllables and moving them into syllables. Analyzing words into syllables, sounds, and sound-letters; Asterisk () and its use. Sh, ch, ng letter combinations, words with the same consonants and their spelling. It consists of the spelling of consonants that come at the end of the word, with voiced and*



unvoiced pairs, consonants that are dropped in pronunciation, and the spelling of the same consonants that come next to each other .

In the 4th grade, 10 hours of teaching materials on phonetics are allocated, which are as follows:

Sounds and letters

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 .

In this class, too, 2 hours are devoted to the topic "Joint". *Dividing words into syllables; syllable formation of vowels; moving words from one line to another syllable by syllable; analysis of words in terms of syllables, sounds and letters, rearrangement of words in alphabetical order, information about the importance of the alphabet* is covered.

When analyzing the primary school programs and textbooks, it was found that they also do not have 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.[20]

The Mother Tongue textbook for 5th grades, which is being used in practice since 2021, is mainly aimed at the formation of speaking skills. After analyzing the textbook, pictures representing words with different vowels and consonants in pronunciation and writing, i.e. *meat, leaf, ukki, nine*, were given. *learns to pronounce correctly, then focuses on written speech by making sentences with these words.*

"H" and "x" sound pronunciation and usage text "Water's Homeland" is given. By pronouncing the words in which the sounds x and h are included in the text, he understands the place of formation and the different aspects of the sounds.

Theoretical information on the use of the stop sign is given: if the stop sign (') comes after a vowel sound, this vowel sound is pronounced. For example: meaning, announcement, excellent.

If the stop sign comes after a consonant, then during pronunciation it is necessary to pause after this consonant. For example: courage, speed, fortress.

"What do vegetables say?" given the text. Two tasks were prepared based on the text. The first task contains questions about the text, which is aimed at developing the student's oral speech. The second task involves paying attention to the correct pronunciation and error-free writing of words with hyphens.

On page 78 of the textbook, there are several words with different pronunciation and spelling (*many, income, vegetable, cause, sun, sugar, microbe, patient, serob, fear*)[21]. prepares their audio version. Students write by listening to these words, which builds listening comprehension skills in the student.

On page 13 of the 5th grade Mother Tongue and Reading Literacy textbook, the words *Nobel, Sweden, dollar, fund, diploma* are given for correct pronunciation. When these words are first pronounced to the students, some of them pronounce them like *Nobil, Schwessia, dollarir, font, diploma* . By working on these mistakes and writing them on the board, the mistakes can be eliminated.



In the textbook "Who do we call a neighbor?" A dialog is given. Tasks are given based on this dialog. The teacher works on this dialogue with the students of the class during the lesson. One reader of the dialogue is Baba, the other is Temur in the process of reading, their correct pronunciation of words is monitored.

Microbe - microbe, microscope - microscope, million - million , biotin - biotin [3; 22] words are given. They will have to identify the correctly written words from these words by pronouncing them.

In conclusion, we observed that in the 5th grade "Mother Tongue" textbook, a number of tasks related to pronunciation are given, but the practice samples are not at the required level, although the skills are formed through exercises. In the 5th grade textbook, we can see that it is limited to 2-3 exercises. The correct pronunciation of the word *t* is considered one of the important signs of speech culture. Correct pronunciation is as important as correct writing in the literary language. That is why it is necessary to pay serious attention to the formation of correct pronunciation skills in students at all stages of education.

References:

1. Jamolxonov. H. Hozirgi o'zbek adabiy tili.– Toshkent. "Talqin" 2005. 131-b.
2. Saidov M. O'zbek maktablarining 5-sinflarida ona tili ta'limi jarayonida tafakkurni rivojlantiruvchi o'quv topshiriqlari va ulardan foydalanish metodikasi: ped. fan. nom diss-ya. avtoref.TDPU. –Toshkent, 2000. –84 b.
3. G'ofir Hamroyev. Umumiy o'rta ta'lim tizimida fonetikaga doir o'quv materiallarining metodik ta'minotini takomillashtirish.(PhD) Dissertatsiyasi. Samarqand – 2019.
4. Azimova I., K.Mavlonova va b. Ona tili va o'qish savodxonligi 1-qism. 2-sinf uchun darslik T. – 2021
5. K.Qosimova, S. Matchonov, X. G'ulomova, Sh. Yo'ldosheva, Sh. Sariyev Ona tili o'qitish metodikasi Toshkent – "Nosir" nashriyoti 2009.
6. Mahmudov N., Nurmonov A., Sobirov A., Qodirov V., Jo'raboyeva Z. Ona tili. Umumta'lim maktablarining 5-sinfi uchun darslik. – T., 2013. – 224 b.