

## PROBLEMS OF TEACHING PHONETICS IN ELEMENTARY GRADES

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**Abstract.** The article will talk about teaching phonetics in primary education. The conclusions obtained from the article can be used in the future in the training of teachers of primary education.

**Key words:** phonetics, native language, teaching, globalization, language, Uzbek.

At a time when the process of globalization is accelerating in the world, the issues of preserving, improving and teaching languages are becoming relevant. To date, various interactive methods related to language education are widely used in practice. The basis of any language is its system of sounds, that is, its phonetics. In the scientific literature on the teaching of English, French, German and other developed foreign languages, special attention is paid to phonetics, in particular, pronunciation, and phonetic exercises are most effectively used in the educational process. In world experience, pronunciation exercises do not end with one section or one topic.

The types of exercises presented in textbooks easily lead to the formation of correct pronunciation skills in the student. The teaching of languages in the world is based on a competency approach, and the formation of linguistic competencies in the course of the lesson leads to the development of speech competencies. At this point, it should be noted that with the teaching of foreign languages, the goals of teaching the native language differ in a sense, they cannot be imagined in one line. Nevertheless, the established levels of English learning are also being applied to the native language. Based on these requirements for language learning, listening, speaking, reading and writing skills are formed. Using such an approach creatively, it is possible to effectively organize mother tongue lessons as well. Classes such as speaking (speaking), writing (writing) in the language teaching methodology of developed countries mainly rely on exercise, the exercise and assignment are clearly differentiated, used in their place. For this reason, their language learning competence is higher. Also, through international assessment systems such as PISA, PIRLS, reading literacy of students is being identified in many countries around the world. The teaching of the native language in our republic was also based on a competency approach. Improving the content of educational materials on phonetics in the general secondary education system, the formation of literary pronunciation skills in students, as a result of which increasing spelling literacy is one of the urgent issues at the level of public policy today. Through the teaching of phonetics, it is necessary to form creative thinking skills in students. After all, the president noted that “we mobilize all the strength and opportunities of our state and society in order for our youth to be able to independently think, have high intellectual and spiritual potential, and to mature

and be happy as people who do not come to their peers in any field on a global scale,” puts up to the mother tongue education

In this sense, through the teaching of phonetics in the general secondary education system, there is a need to improve the methodological support of educational materials on phonetics for the full formation of speech and linguistic competencies in students, in particular, the skill of literary pronunciation, the development of spelling literacy, the creation of a foundation for increasing vocabulary and teaching independent thinking. Today, various new pedagogical technologies are being introduced into the educational process. However, in the education of the native language there are such topics that when teaching them, it is possible to achieve the desired results through practical work rather than didactic games. It should be noted that it is natural that pronunciation has an effect on spelling and, conversely, on oral speech. No matter how rapidly science and technology develops, nevertheless, written speech remains important. The reason why spelling errors are so common in students' speech today is also directly related to the issue of teaching phonetics, pronunciation. If students can use their native language with skill effectively, express their thoughts effectively, intelligibly, know their language at the level of deep understanding of the rich scientific, artistic heritage left by the ancestors, then the education of the native language will achieve its goal. To do this, the teaching materials used in the lessons of the native language should be extremely carefully worked out, be able to form skills in a comprehensive manner. At one time, both pronunciation, spelling and increasing vocabulary, and, moreover, creating conditions for orientation towards independent thinking, create a process of repetition, which increases speech skills. In fact, regular use of exercises in teaching phonetics, orthography, orthoepy, punctuation sections, which form the basis for the formation of speech skills in students, which is the main goal of mother tongue lessons, and teaching the rest of the sections on the basis of assignments, will give a more effective result. To what extent to absorb any information depends on the will of the listener's desire. From a psychological point of view, the student should be interested in the lesson, especially in the new lesson statement. Otherwise, the action may be ineffective. In this sense, various unconventional lesson methods should also be used in teaching phonetics. "Who is a calligrapher?" method. The class is divided into three groups. By drawing lots, one of them is allocated to the expert and the other two to the debating teams. The team of the expert group will say the words with the participation of the consonant x and H in a mixed way, from these words they write the words with the participation of the consonant X in the composition of one team, and the line of words with the participation of the consonant h in the composition of the second team. At the specified time, the work of teams is suspended. A team of experts will examine the work of both groups. At the end of the work, the teacher reviews and evaluates the work of all three groups. "Find a pair!" method. Three teams compete to find paronym pairs of words in which the parrot sign is involved. While the captains competed, the rest find

themselves in folk proverbs, in which the word with the participation of the parrot sign took part. Whoever has many examples wins the same team. 5 minutes of time. Defects are also found in the pronunciation of the words in which the parrot sign is involved. Although detailed information about the three functions of this sign in textbooks is given in the form of a rule, there is confusion in pronunciation. That is, both when it comes after a vowel and when it comes after a consonant, it is said to separate. Even in this case, pronunciation exercises, assignments and unconventional methods can be used. Task 1. First write the arrival of the parrot sign after the vowels, then after the consonants, finding examples from among folk proverbs and differentiating them based on pronunciation. The fulfillment of the promise is the work of the brave. The trench around the castle is filled with water.

In primary classes, students are given some necessary information on vowel and consonant sounds, spelling of some vowels and some consonants, alphabetical order, consonant and consonant consonants, syllable, accent singing. But in the 5th grade, the training of "phonetics" as a whole, as a whole department is envisaged. This department assumes the following tasks:

- \* teaching students to the norms of literary pronunciation;
- \* arm them with the necessary sets of knowledge, skills and abilities in order to improve spelling literacy;
- \* increase the vocabulary; develop skills for the correct and appropriate use of the word;
- \* improving artistic reading skills;
- \* to provide scientific and practical information from phonetics necessary for the statement of thought in oral and written forms;
- \* development of skills in students to work with various dictionaries and reference books.

The content of the school course "Phonetics" and the methodology of its teaching. The consistent course of the "phonetics" section covers topics such as "Phonetics and graphics", "speech sound and letter", "vowel sounds", "consonant sounds", "speech members", "Lip sounds", "language sounds", "nasal sounds", "syllable sound", "the task of distinguishing the meaning of speech sounds". When passing the topic "sound of speech and letter", the teacher can assign certain words to the attention of students, comparing the pronunciation of sounds in these words, determining the characteristics of vowels and consonants, determining the members of speech involved in their pronunciation. Based on observations, students determine that the lungs, vocal cords, buttocks, oral cavity, tongue, lips, teeth, lower and upper jaws, nose are involved in the formation of speech sounds. At this point, the places of formation of sounds are determined with the help of reflected images, where the aforementioned members of speech are located and where the sounds are formed. When students are armed with the necessary knowledge, skills and abilities in terms of speech sounds, they will learn about the reflection of sound in writing – the letter, and the topic "Uzbek Alphabet" will be studied. When studying this topic, the knowledge acquired in the elementary

grades is repeated; questions and answers are held on the importance of knowing the alphabet by heart, and competitions are organized for the rapid placement of the given words in alphabetical order. When studying this topic, you should pay special attention, especially when working with dictionaries. After all, a student of the 5th grade should be able to find the necessary word from the "spelling dictionary" in half a minute. Why is it necessary to know the alphabet by Heart "training"? "it will be appropriate if the topic ends with the creation of a text.

When studying the topic "vowels and consonants", based on the knowledge acquired by students, the following questions are raised: 1. what does the pronunciation of sounds a, i, e, o, u, o differ from the pronunciation of sounds such as b, v, g, d, z, k, l, m, n, p, r, s, t, f, x? 2. Which sounds consist only of sound, which of sound and noise participation and which of them only of noise? When studying vowels and consonants, the main emphasis is on improving students' spelling literacy, increasing their vocabulary, distinguishing word meanings, expanding the skills of its correct and appropriate use, and working on the formation of pronunciation norms. Separation of words from the text in which the letters a, i, o, u, o, e were involved in order to create the necessary knowledge, skills and skills in students in terms of vowels and their spelling, interpretation of their pronunciation features; finding and interpreting words that differ in sound pairs, such as i-e, u-o', i-u, a-o; in the first syllable he, o', in the second syllable he or I come to work on the pronunciation, spelling and meaning of words (such as war-beat, Dream-Dream); Making A list of words in which the sounds (letters) i-u fall;; separation of words in which the sounds o, e are involved in the text and interpretation of the relationship between sound and letter; the choice of word pairs (such as ana-mother, ata-father) differentiated by O - a, the creation of sentences with their participation, the creation of word pairs differentiated by the letter i, e (such as job-esh, bil-bel, tooth-tesh), the work as the creation of sentences with their participation is the most effective way to achieve the intended goal. Opportunities to work on the vocabulary of students in teaching "phonetics". The teaching of the "phonetics" section of the native language, like other language sections, pursues primarily practical goals. One of these practical goals is to increase students' vocabulary.

This important work is carried out in the following ways. Although "phonetics" garchand works with the sound system of the language, but the focus should be on increasing the vocabulary of students, improving the skills of quick and correct reading, using the rich possibilities of sounds when expressing an idea, teaching text creation. This is done in the following ways: by working on consonant words. Consonant words are words that differ from each other by only one sound, have different meanings. After studying the pronunciation, spelling features of each vowel and consonant sound, children can choose consonant words to the given words and interpret their meaning.

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