



ROLE OF EXERCISES IN FORMING CORRECT PRONUNCIATION SKILLS IN STUDENTS

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| Article history: | Abstract: |
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| Received: 4 th October 2023 Accepted: 3 rd November 2023 Published: 4 th December 2023 | This article is written about the role of exercises in the formation of correct pronunciation skills in students. We observe that the student has thoroughly studied the issue of literary pronunciation and its norms in the languages of the developed countries of the world. In this regard, phonetic exercises are used effectively in the world experience, including in English. |
| Keywords: student, pronunciation, skill, form, exercise, literary, developed.. | |

Students are taught the basics of all subjects for students. Even from the mother tongue, the pronunciation of sounds is taught to the Student. Since correct pronunciation is not taught enough from the 1st year, students cannot learn literary pronunciation until the 3rd year. In the "Mother tongue" textbooks, 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[1].

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, know that the correct pronunciation of some sounds characteristic of the Uzbek language cannot be adequately taught with simple, traditional exercises. speech also proves it[2].*

The main problem is medium goes back to the issue of teaching mother tongue to students of secondary schools. Literary pronunciation is a sign of culture. Speech sounds, which are considered the main unit of pronunciation, are partially taught in the section of orthography from the 2nd year of the secondary general education system. In the 3rd year, according to the educational requirements of the "Phonetics" department, students are required to learn the correct pronunciation and spelling rules along with speech sounds[3].

G. Hamroev said 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, the problems of the pronunciation of each region from the orthoepic point of view should be taken into account when creating programs and textbooks. For example, in the Khorezm oasis, it has become a habit to use speech sounds instead of consonants in the pronunciation of certain words[4]. 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 similar to the subject, but not exactly repeating the educational tasks in the textbook, create a system of exercises and use them effectively[5].

In fact, in the Tashkent region, in particular, in the urban area, the back consonant of the deep language is often used instead of the throat consonant (*khalim, khashar, vakhima, etc.*), as well as in Bukhara, Samardand, Karshi, Bukhara (in the urban area). , it can be said that there are problems with the pronunciation of vowels in some districts of Surkhandarya and Kashkadarya regions.

It seems that the 1st-4th course "Mother Tongue" textbook does not contain enough theoretical information and exercises aimed at mastering the above-mentioned speech sounds. 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[6].

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. It is appropriate to mention here the conclusions of G. Ebbinghaus about the content,



quantity and quality of the information that the reader can remember, as noted by [7] Egoziev. That he remembered 38 meaningless syllables when the student repeated them 55 times; He found out that 6-7 repetitions were enough to remember material consisting of 38-40 words. In order to transfer the necessary information to the student's long-term memory, which can serve for the correct implementation of communication-intervention 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 movement to reach the level of automation, so much practice and effort is needed for the formation of a specific speech skill [8]. Effective use of advanced pedagogical technologies is also important in improving the education of speech sounds in the 1st-4th year. It is known that many innovative technologies are used in accordance with the requirements of the time by the teachers involved in the education of the subject "Mother tongue" in the school today [9]. 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 actual work is not sufficient, because the problems related to the pronunciation of sounds in the students' speech have not been completely eliminated, or reasonable recommendations and methodical instructions have not been developed and implemented in wide practice as a solution to this problem [10].

There is another aspect of this issue, that in any case, student 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 [11].

A student's oral speech comes to school formed under the influence of his place of birth, family and relatives. Sometimes it is quite difficult to transfer them from the situation they are used to to the framework of literary pronunciation norms. In such a situation, 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 students will not be able to pronounce some speech sounds even when they reach the end [12]. This kind of "speech awkwardness" can hinder a student for life in cultural circles. If the student teacher regularly works on special pronunciation exercises paying special attention to students who have problems in oral speech, it is clear that 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). It should be given a special place in the Student's "Mother Tongue" textbooks [13].

Analyzing the content of the educational materials on phonetics in student programs and textbooks revealed the following:

In the 1st year, 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; a and o, i and u, Pronunciation and spelling of vowels o and o'. Consonants and letters representing them. Pronunciation and spelling of some consonants (pronunciation and spelling of the consonants dt, bp, zs), the consonants d, t, which are dropped in pronunciation 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 [14].

*Joint. Dividing words into syllables. Syllable transfer, syllable-by-syllable words consisting of one vowel, stop words, consecutive words with the same consonant following the same path moving to the road. Letter combination (sh, ch, ng) **such as** the transfer of the involved words from one path to another [15].*

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

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 [16].*

the 3rd year, it can be seen that fewer hours are devoted to the study material on phonetics. For example:

In the 4th year, 10 hours have been allocated for the teaching of educational materials on phonetics, 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, xh sound words and their spelling , such as the pronunciation and spelling of words with a hyphen, few hours are devoted 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[17].

When the student programs and textbooks were analyzed, it became clear that they also lacked 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 stage, students should develop literary pronunciation skills. Preparation of modern pronunciation exercises, audio and video materials for young students is the demand of the time.

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