

Ways To Work with Difficult Sounds in The Pronunciation of Younger Students

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Abstract: This article is related to study of difficulties face by younger students in learning and acquiring the phonic knowledge and its pronunciation and way to work with this difficulties.

Keywords: Pronunciation, phonic knowledge, speech

The importance of phonetic knowledge is great in acquiring oral and written discourse for young students:

- a) Based on phonetic knowledge, 1st graders learn to read and write during literacy;
- b) phonetic knowledge forms the basis of correct pronunciation of the word (pronouncing sounds correctly, distinguishing the female joint, following the orphoepic norm);
- c) in addition to knowledge of phonetic knowledge morphology and vocabulary, there will be a space for students to develop a number of spelling materials (the writing of unscrupulous and loud brothers);
- d) phonetic knowledge is necessary to correctly say a word, to follow logical urges and interruptions in the construction of speech;
- e) Knowing the sound side of a word is important for understanding its meaning and for intelligent use in speech.

Correct pronunciation of the word in 1st graders, Dividing into joints allows you to learn mental exercises such as analysis, synthesis, comparison, grouping, as well as to learn some elementary knowledge, such as the nature of sounds and the effects of words on each other. Lesson 1 gives a great place in studying phonetics and graphics, because students master the reading and writing process in this class.

Introducing literacy with sounds begins with units. In modern English, there are 6 flour phonemas: a, o, i, e, u, o.

There are 24 unposh sounds in English, which are expressed in 23 letters: 3 of which are characterized by a combination of letters and 21 by a single letter. These are: b, d, f, g, h, j (journal), j (jo 'ja), k, l, m, n, p, q, r, s, t, v, x, y, z, g,, sh, ch, ng. Teaching brothers is also based on a certain order, a requirement.

Students in grade 1 should know the following:

- a) we pronounce and hear the sound;
- b) we see, read and write letters;
- c) A letter is a sign of sound that is expressed in writing.

Depending on the complexity of the sound letter and the learning material, you can divide it into three phases:

- 1) unli tovush-harflar, ovozdor, sirg'aluvchi undoshlar, o-na, a-na, il, and, bi-lan tuzilishidagi so'zlar o'rganiladigan bosqich;
- 2) the stage in which words in structure such as r, k, and road-bars, friends, images are studied, which are difficult to articulation;
- (3) A phase where learned is repeated and used to read words such as j, catch sign (') and jockey, magazine, giraffe, morning, then, cucumber, sink, dew, and so on.

Here are a few reasons for the shortcomings in the pronunciation of 1st graders:

➤ **Poor Movement of Speech Organs**

If the movement of the pronunciation organs and the face is poorly expressed, it is precisely they that worsen the pronunciation of some letters. To eliminate the causes, gymnastics of the facial muscle fibers is performed. It is useful to twist your lips into a tube, stretch your smile, smile and actively move with your mouth.

➤ **Qisqa Tilli Frenulum**

Logoped's help will be needed to confirm that a child's speech suffers for the same reason. It determines the level of development. If the tangle of the tongue is short, the child will not be able to reach the tangle. After all, this is how the sound of "r" is made.

➤ **Incorrectly Accept Words with Letter "R"**

Incorrect pronunciation creates a violation of a child's perception of words with the letter "r". For example, a child is pronounced "tlaktol", not "tractor". This may sound funny to adults, but if you pronounce it often, the problem will get worse.

➤ **Respiratory Disorder**

Not everyone knows how to teach children to say letters, because the real causes of speech disorder in their home cannot be determined. However, if careful consent is done in the classroom, it is possible to determine whether the student's deficiency is that he or she may take his or her breathing frequently or is very slow. This can necessarily be related to home conditions or genes.

In the basic era of literacy, children are first taught to pronounce and then taught to write with perception through the eyes. This process is very important and laborious. Because a child needs to know how to write and read. At the same time, the pronunciation is required to be accurate, accurate, and pure. During this period, the teacher focuses primarily on the literacy process. However, children with speech deficiency do not engage separately (individually). Because a teacher, knowing the speech shortcomings encountered by the student, is unable to correct it. (Reason: The teacher himself will have little knowledge of addressing speech deficiencies)

Elementary school teachers do not pay deep attention to shortcomings in children's pronunciation. This leads to later squealing. And in the pronunciation of the baby remains a defect.

The sequence of letters in the "Alphabet" textbook is based on systematicism, and each letter is given from simple to complex, easily difficult, in Arabic order. Even letters that are difficult to write are taken into account. Some letters (o, n, a) make up only one page of the textbook. Most letters consist of two pages (i, m, t, l, b, k, r, o', d, u, y, e, g, ng, s, h, sh, p, q, ch, j, g, z, v, x, f). and this, in turn, easily fits the difficult principle. That is, easy letters are made up of one page, and difficult letters are made up of two pages.¹

Words given in the textbook also become slowly more complex from page 20, if they are given easy words to pronounce on the first pages. In an effort to prevent complications, quick speech, riddles, and articles are provided.

Bilimli Bilolmi ball?

Bilol is an educated child? Kind of.

After that, the first hard to say sound was given the sound of "Kk". Then comes the sound of "Rr". It shows that by saying it quickly, we will solve children's problems with language. We try to achieve a tongue shake.

According to the letters "Kk" and "Rr", we conducted an experiment with first-graders of the 15th elementary school in Fergana. Classes 1-A, 1-B, 1-D participated in the experiment. At first, we were limited to one quick saying. And after class, several quick words were taught and trained in extracurricular school. It then identified deficiencies in the speech of 4 students in 1-A grade, 4 students in 1-B grade and 3 students in grade 1-D. Students with speech impasse were given separate homework assignments. These are:

- Tilingiz chap va o'ngga aylantiring 100 marta
- Tilingizni yuqoriga ko'taring 100 marta
- Imitate the horse's dupur-dupur 50 times

¹ 1-sinfi uchun darslik Tashkent "Spirituality" 2018

- Mashinani guvillashini o'xshating 50 mink
- Repeat the graining of the saw 30 times and hk.

The next day, we will test the students in the lesson, where the letter "Rr" continues. The following condition was then identified. We will give this through the chart. (Table 1)
1-jadval

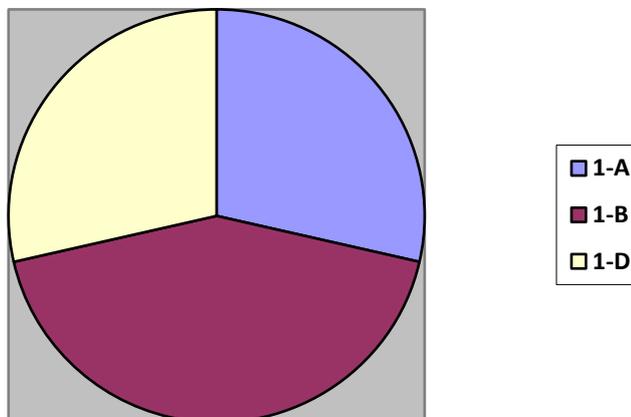


Table 1 shows that these exercises have achieved their effectiveness in Grade 1-B. In grades 1-A and 1-D, the growth rate is lower. So in the rest of the classes, the parents of the students were less engaged at home or the students themselves did not fully accomplish the task.

Literacy is a process that requires a short time, but great patience and hard work. In this process, the reader will not be able to fully literate each letter if he does not teach both a practical and theoretical approach to the heart. This process is not only interesting in the reading of each letter, but also significant in its writing, and its pronunciation is the most necessary aspect. Therefore, this process is the debacle and foundation of the 4-year program.

List of available publications

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