

Work on the pronunciation of vowels and consonants in elementary grades

Ahunjanov Ibragim

Andijan State Pedagogical Institute, 2nd year magistrant's student in Theory and Methodology of Education.

Annotation. Language learning at school from the very first steps is characterized by an inextricable link between the child's speech development and mastering the basic knowledge about the structure of the language, its basic units, which creates the necessary basis for the conscious improvement of speech, both oral and written.

Keywords: language teaching, education, methodological systems, exercises, sound

The most important moment in the language education of a schoolchild is his awareness of the language as an object of study, awareness of the symbolic nature of language units. As you know, for preschoolers and many first-graders, it is typical to identify the word and the object denoted by this word, therefore, an important task of the teacher is to distinguish in the mind of the child the two components of the linguistic sign: its content side (signified) and formal (signifier). "Having acquired the ability to objectify the matter of language (i.e., the sound - our note), the student will be able to understand what he learns in the lessons of his native language, to understand the subject of study. And this is the main condition for the success of training.

To solve this problem, language teaching at school must begin with the study of its phonetic system. Without referring to the phonetic side of the word, without analyzing its sound, it is impossible to deeply understand many concepts from the field of vocabulary, morphemics, and grammar. For example, when studying the declension of nouns, the student of the fourth grade, who does not have the skills of sound analysis, will not be able to understand (and not memorize mechanically) why the nouns table and horse belong to the same type of declension, although they have different endings (-a and -ya, -u and -yu, -om and -em, etc.).

In addition, the assimilation of knowledge about phonetic units and phonetic means of a language is the basis for improving a child's oral speech: his ability to distinguish not only the sounds of his native speech, but also shades of intonation, to understand various linguistic meanings that are transmitted using phonetic means, his ability to correctly, in accordance with orthoepic and accentological norms, pronounce words, form sentences intonation correctly, use intonation means of expression in speech. Knowledge about the phonetic system of the language and sound analysis skills create the basis for mastering reading and writing.

The inability to quickly analyze the sound composition of the word, evaluate the position of the phoneme as strong or weak will inevitably lead to difficulties in mastering the letter, its graphic and spelling correctness.

The significance of the assimilation of phonetic patterns for language education and speech development of a younger student determines the content of work on phonetics and time its study is almost complete phonetic knowledge and skills are acquired in the period of learning to read and write, i.e. at the beginning language training, further Russian course language, this knowledge is systematized and improved in the study of grammatical and orthographic topics.[1]

In accordance with the principle of the unity of language education and speech development of students, the content of work on phonetics in elementary school is represented by two interrelated areas:

1) the formation of knowledge about phonetic units and phonetic means of Russian language (syllable, sounds and their semantic features, stress) and sound skills (divide the word into syllables, determine the place of stress, highlight sounds and characterize them);

2) work on pronunciation culture students' speech - the formation and improvement of their skills related to the use of phonetic units and means in speech (distinguish by ear the sounds of the native language, pronounce correctly, distinctly separate sounds and sound combinations, pronounce words orthoepically correctly, use intonation funds in accordance with the task and conditions communication).

The content of knowledge and skills acquired in primary school in phonetics varies little in different methodological systems of education. language. The exception is the program Russian language in the system of D.B. Elkonin - V.V. Davydov, which also involves the formation in younger students of the concept of a phoneme as a series of positionally alternating sounds, of a strong and weak position of a phoneme, and the ability to determine the phonemic composition of a word. The child's success in acquiring knowledge and phonetic skills are largely determined the quality of his preparation for schooling. Significant difficulties are experienced by a child who, even before school, has mastered literacy (he can read and sometimes write), but has not learned to hear a sounding word, to distinguish in it real-sounding units without substituting sounds letters. Such a child will find it difficult to learn not only phonetics, but also in the future spelling. In this regard, the pre-letter stage of learning plays an important role in teaching phonetics. literacy, when the child develops an orientation to the sounding word and a clear distinction oral and written forms of speech. It is in this period, the teacher must assess the level of formation of phonetic skills (the ability to divide a word into syllables, distinguish sounds, etc.) and achieve awareness by all students of the sound matter of language. Premature transition to the study of letters and graphic patterns, the selection and characterization of sounds only in connection with the letter being studied, sound-letter analysis of writing words lead to a persistent mixing of sound and graphic forms of the word, to the appearance of orthoepic errors in the speech of children when they begin to pronounce the word in accordance with the spelling (boring [ch] y, se [g] of the day, etc.). Traditionally, a child's acquaintance with phonetic units is built in accordance with logic of analysis, articulation of speech into more and more small units: first, they are isolated from speech sentences (phrases) based on their intonational features, then from the sentence words. [2]

Words are divided into syllables and sounds. It should be noted that students do not distinguish at the conceptual level, a sentence as a grammatical unit and a phrase as a unit of phonetic articulation of speech, a word as a lexicogrammatical unit and a phonetic word, however, the isolation of both sentences and words carried out by them initially on based on phonetic features. So, initially the teacher asks the children to determine the number of words only in such sentences, where phonetic and lexico-grammatical the words match (Children saw a squirrel, but not Children walked in the forest). When moving to fixing speech on writing (using models or letters) a distinction is made between the sounding word and the written word - the children of the first once they encounter a spelling problem, in the future, students operate on the word as a lexical and grammatical unit.

The next unit of phonetic articulation of speech, which children get acquainted with, is syllable. As a rule, first-graders by the time school admissions already know how to divide the word into syllables, pronouncing it in parts (chanting). Difficulty can be caused by words in which at the end, a sonorant consonant is pronounced, where it is syllabic (tiger, ship). AT in accordance with the school curriculum in such words, a syllable with a syllabic consonant is not stands out, however, students, relying on the natural articulation of sounding speech, can distinguish it: ti-gr, co-ra-bl.

Anticipating the possibility of such a syllable division, one should avoid the first stage of similar words and include them in exercises only after the first graders learn that there should be one in the syllable vowel. Traditionally, in elementary school, the rules of syllable division are not studied, and any syllable division that does not contradict main law: vowel in syllable division never breaks away from the previous consonant: ku-kla and kuk-la. Moreover, in most alphabets (primers) and Russian textbooks language for primary grades, preference is given to a closed syllable, which is usually explained by the interests of teaching reading, spelling (word hyphenation rules) and morphemics. It is important for the teacher to understand that a syllable is a unit primarily phonetic, and not introduce any artificial rules that might lead to to dull the child's linguistic intuition. As with learning to highlight sentences and words, modeling is used in teaching syllable division. Syllabary

modeling word structure allows the child to visualize present the sound image of the word and highlight in The word has two sides: sound and meaning. The next step in learning the sound words is the development by first-graders of the concept of word stress. Practically possessing the ability to highlight the stressed syllable when pronouncing a word, the student must realize that a stressed syllable differs from an unstressed syllable voices, and learn to determine which of the syllables in a polysyllabic word is stressed. This skill is one of the key further teaching children the spelling of unstressed vowels, which make up the vast majority of orthograms in any text, as well as in mastering the correct pronunciation, therefore its formation is given a lot of time at the initial stage of training language. The teacher specifically teaches children to or another way of pronouncing a word to determine the place of stress: with intentional stretching of the stressed syllable during the whole pronunciation of the word (chaaayka); with interrogative intonation, when the stressed syllable is involuntarily pronounced with even greater force (Is it a seagull?); with artificial shifting of the accent from syllable to syllable (seagull, seagull). Last of of these methods is the most reliable and acts as a means of implementing child self-control in determining the place stresses in a word, however, only words with stable stress in both language and speech younger students. It is important to remember that for the formation of such a significant ability in a child to quickly and accurately determine the place stress in a word is necessary systematic exercises that are carried out throughout the first year of study: this is the compilation syllable-stressed scheme of the word, and the selection of the word to scheme, and establishing a correspondence between words presented in the form of subject drawings and schemes, and setting the stress mark in written words, and grouping words by place of stress, etc. others If familiarization with the basic phonetic units is purely practical meaning: schoolchildren learn to distinguish these units in speech, but do not master the corresponding concepts, then the study of stress also includes schoolchildren's understanding of it descriptive and meaningful functions and knowledge of its features. However, for organization of appropriate observations is necessary so that students can already determine and arbitrarily change the place of stress at least in two-syllable word, so first graders practically master the stress, and then learn about its functions and properties. The formative function of word stress is easily recognized by students if they are asked to pronounce the word by moving the place stress, or give an example of such an incorrect pronunciation. Thus, the children are convinced that it is stress that can turn a word into a "non-word", a meaningless set of sounds. The semantic function of stress in Russian language opens up to children when comparing the sound and meaning of words with similar

sound composition, differing in pronunciation only by the place of stress and, therefore, different in their meaning. Later on, when while reading, students observe differences in the pronunciation and meaning of words that are spelled the same (homographs), and once again become convinced of the important the role of stress, which can significantly affect the sound appearance of a word (cf. [stands] and stands [stands]). Acquaintance with stress as a means of distinguishing between grammatical forms of words (rivers and rivers) occurs later, when studying the inflection of different parts of speech.

Already in the first lesson of familiarization with stress, first-graders are faced with words in which the stress falls on the first, second, third syllable from the beginning, making sure in practice that in Russian the stress is heterogeneous. Also during the period of literacy, reading and writing different forms of one and of the same word, students observe the mobility of Russian stress, i.e. the ability of stress to move from syllable to syllable during inflection (pine, pine; river, rivers) and practically master the method of checking unstressed vowels at the root of a word. In the future, when studying the composition of the word there is an awareness by students of the properties of heterogeneity and mobility in relation to morphemic structure of the word - the stress can fall on any part of the word and move with one part of a word to another when it changes. Such an observation serves as the basis for mastering the spelling rules for unstressed vowels at the root of a word, in case endings nouns and adjectives (cf. on blue water and on a wooden desk), for conscious assimilation of the spelling of some prefixes and suffixes (cf. inscription and incision, spruce and aspen). Thus, younger students, without memorizing any definitions and rules, in process specially organized by the teacher observations learn about the phonetic nature Russian word stress, about

its main functions and properties. The study of sound as the main phonetic unit of language begins with the acquisition of basic signs of speech sounds that distinguish them from others sounds: comparing different sounds surrounding reality (for example, the noise of a passing car or the chirping of birds) and speech sounds, the teacher helps first graders to realize their similarity (we hear sounds) and difference (words are formed from speech sounds, speech sounds are formed at a certain position of the speech organs). When comparing the value and the sound of words that differ only in one sound (house, tom, com and catfish, house and smoke, bow and hatch, etc.), students learn semantic-distinctive function of the sounds of the language. Such observations continue throughout the entire period of literacy and are the basis for highlighting the differential features of the phonemes of the Russian language.

Basic for mastering knowledge of phonetics, including knowledge of differential signs of phonemes are developed phonemic hearing, the ability to distinguish sounds in a word in any position, set the sequence of sounds in a word, the ability to pronounce the selected sound in isolation. The listed skills are mainly formed in preschool learning, but a first-grader, unlike preschooler, must learn consciously perform the act of highlighting a sound in a word, controlling the correctness of its implementation, therefore, purposeful work is needed to the formation of this skill in the pre-letter period of literacy. In addition, children to varying degrees, possess the skills of sound analysis upon admission to school, since not each of them went through the system of preschool education. The task of the teacher is to identify the level of formation of phonemic hearing and the skills of sound analysis already at the stage of a preliminary interview when the child enters school or in the first days learning. To do this, you can offer children the following tasks: determine which is the first (last) sound in a word; name words that begin with a certain sound (end with a certain sound); determine from what sounds the word consists of; determine whether the first sounds in words are the same, etc. The results of such a study will the choice of teaching methods, the degree of independence of students in the conduct of sound analysis, the selection of material for teaching the selection sounds, number of exercises.

The ability to distinguish sound in a word is formed based on the child's mastery of the method of intonation selection (stretching, emphasized by the power of the voice or repeated pronunciation) of a sound in a full word. This method of highlighting a sound in a word was described in detail by D.B. Elkonin and is a solid basis for conscious assimilation by the first grader of the corresponding operation during the sound analysis of the word. Pronouncing the whole word intonation isolation of sound, the first grader learns to control the correctness of its isolation by hearing, as in the case of errors, the word is distorted. Completing the task to determine what sounds a word consists of, the student must reason as follows: "I pronounce the word [s o m]. Looking for the first sound [sssom]. First sound [s]. Looking for a second sound [coom]. The second sound [o]. Looking for a third sound: [somm]. Third sound [m]". When teaching intonationsounds in a word must follow the principle gradual complication of the material for analysis: first, offer words consisting of sounds that can be drawn out (vowels, sonorants, fricative consonants, affricates), explosive consonants initially highlight, emphasizing the power of the voice, in the most convenient for this end-of-word position ([kot]), then in a position not before a vowel ([Mole]), so as in position before a vowel (in the so-called syllable-fusion) the consonant is separated with difficulty child from a vowel. For such a position, it is recommended to use multiple pronouncing a sound in order to highlight it ([dd-dom]). Simultaneously with learning to isolate a sound, the formation of the ability to pronounce a separate sound in isolation takes place. Wherein Students may also experience difficulty explosive consonants - special attention should be paid to their correct pronunciation with a minimum vowel overtone.[3]

The assimilation of knowledge and skills in phonetics is the basis for improving the pronunciation culture of speech of younger students. Despite the fact that the skills associated with the perception and reproduction of sounding speech are mainly formed in preschool childhood, speech hearing and pronunciation of younger schoolchildren are still imperfect. Researchers of children's speech state a low level of auditory perception of sounds, especially close according to their articulatory-acoustic features, and the distortion of the pronunciation of individual

sounds such as [p], [p '], [l], [h], [s], [w], [h '] and others. In some first-graders, these shortcomings may be of a physiological nature, in this case, they are corrected by a speech pathologist. However, as studies show, even "a normally arranged speech apparatus students function in most cases insufficiently energetically or excessively tensely. This manifests itself in the first case in fuzziness, "blurring" of speech, and in the second - in excessive haste of pronunciation, "swallowing" individual sounds, syllables, especially final ones. Deficiencies in the development of articulation skills can manifest themselves in children also when pronouncing some words - a child who knows how to pronounce a separate sound correctly and distinctly enough, it may be difficult to pronounce it as part of a word, where it performs in combination with other sounds. Such pronunciation disorders are not associated with any pathology of the speech apparatus and therefore amenable to correction with the help of training exercises.

References:

1. Fedorenko L.P. Principles of teaching the Russian language. M., 1973. S. 23.
2. Repkin V.V., Nekrasova T.V. Russian language (D.B.
3. Elkonin - V.V. Davydova) // Program-methodical materials. Russian language. Primary school / Comp. L.A. Vokhmyanina. M., 1998.
4. Elkonin D.B. How to teach children to read. M., 1976.