

# On The Influence of The Phonetic Laws of The Uzbek Language in The Teaching of German

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**Annotation:** In order for a language learner to pronounce correctly, he or she must know the accents, rhythm, tone, which affects the content.

The specific features of the German phonetic system are:

Each vowel letter is represented by 4 different sounds, i.e. 6 vowel letters give 20 sounds or are pronounced;

More than one letter of sound: 26 letters correspond to more than 30 sounds;  
the presence of diphthongs; [ai] [ao]

**Key words:** Language, German phonetic system,

Today, our country pays great attention to the study and teaching of foreign languages, because in our country, which aspires to take its rightful place in the world community, it is important that citizens know foreign languages at a high level, because our people see their great future in cooperation with foreign experts. . It is obvious that our great future cannot be imagined without relations with developed countries, as well as relations with developed countries without perfect mastery of foreign languages.

Each language material has its own learning characteristics, methods, principles of selection, interference. Interference in the teaching of German means the influence of grammatical and phonetic laws in the native language, ie Uzbek. It is well known that the similarities and differences between the phonetic and grammatical rules in both languages not only facilitate the study of German, but also impede it.

A language learner will rely on his or her native language and its rules will basically make him or her want to learn a foreign language and make mistakes as a result. For example, when composing a sentence, he puts the cut at the end of the sentence, uses horses without articles, and allows Uzbekization of some sounds in pronunciation. Failure to follow phonetic and grammatical laws can lead to disruption of the communication process. Misunderstandings arise between the interlocutors.

There are three types of interference in German language teaching.

Phonetic interference

Lexical interference

Grammatical interference

One of the linguistic materials of speech activity is phonetics. In high school, high school, and college, phonetics is not taught as a separate subject. German pronunciation is taught, pronunciation training plays an important role in teaching speech activity. It forms the basis of speech activity, because a language composed of sounds has been and will continue to be the only language of communication in human society. Good pronunciation is the basis for a thorough mastery of speech activities. Pronunciation or phonetic material serves as material for speech activity. German sound, pronunciation of sound combinations, words, phrases, German speech affects listening comprehension, speaking, reading comprehension, written speech. This situation can be seen in the following examples:

1. If one sound is mispronounced in the words hour or hour, students misunderstand the meaning of the word, a completely different meaning emerges, and change the meaning of the words, the student listens and understands a different meaning.

In order for a language learner to pronounce correctly, he or she must know the accents, rhythm, tone, which affects the content.

The specific features of the German phonetic system are:

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the presence of diphthongs; [ai] [ao]

pronunciation of German sounds in the palate;

Sh [J], tsch [language, such as 2 letters giving 1 sound;

the presence of a long-short sound; i [i:]; e [e]; [a]; J

When comparing the phonetic system of the German language with the phonetic system of the Uzbek language, the features become more pronounced. They differ in quantity, quality, tension.

1) Quantitative difference: German vowels are pronounced short, long. In Uzbek, such sounds are rare. The long vowel sound changes meaning in German.

In terms of quality, vowels in German are divided into monophthong, diphthong and triphthong. In Uzbek it is not divided. For example: monoftong [i], dif-tong [ai] [ao]

In German, sounds are pronounced very differently from Uzbek. Uzbek consonant sounds differ from German consonants in sharpness, soft pronunciation, and the absence of exchange events.

When we pronounce German sounds:

Pronunciation of some German sounds rather than Uzbek sounds;

Longitudinal shortness of sounds;

The sound is pronounced the same and expressed differently, written;

We take into account that some letters in the word are not readable at all.

Without taking this into account, the linguist inadvertently transfers the features of the pronunciation of the phonetic system of the Uzbek language to the German pronunciation. The result is phonetic interference. The main sources of phonetic interference are: 1) pronunciation of Uzbek and German sounds in different places; 2) the absence of some German sounds in the Uzbek language; 3) the length and brevity of German sounds; 4) mispronunciation of sounds.

The use of listening and visual aids in teaching pronunciation difference V. Rogova shows:

By pronouncing a picture, representing a word, indicating the difference in sound, showing the object. The teacher shows a picture or draws a picture on the board.

By showing movement. For example, Er schreibt. Er liest.

The emphasis in teaching pronunciation also includes tone.

For example, Das ist ein Buch.

In schools, students are taught to pronounce sentences and sentences in ascending and descending tones, taking into account the emphasis. For this, the method of imitation is widely used. The teacher teaches the words in ascending and descending tones, taking into account the emphasis, by pronouncing the sentences or using technical means, individually, by individual pronunciation, imitation.

After the introduction of sounds and phonetic materials, exercises for mastering and strengthening them in speech are performed so that they can use them in speech activities.

Initially, language learners learn to pronounce words, write, read, listen, understand, and speak through them. As a result, language learners will have the skills and experience to express themselves in Uzbek orally and in writing, and will be able to pronounce similar sounds and words, read, write, use in speech, language experience, and skills.

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