

Teaching Pronunciation in German Language Classes

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Annotation: This article discusses the importance of pronunciation in foreign language teaching. With the help of this article, the author tried to teach his students the importance of a foreign language, to create a German environment in the classroom, to pronounce and speak in the organization of the lesson. The factors mentioned in the article will undoubtedly create a sense of pride and pride in the Motherland among cadets and officers.

Keywords: pronunciation, phonetics, tone, speech, sound, sound combinations.

Attention to teaching German phonetics is not in vain, because a foreign language teacher must not only have a dictionary of the language being taught, but also be able to pronounce them correctly, clearly. After all, it is known that often incorrectly placed stress can also change the meaning of the word: *übersetzen* - to carry, but: *über setzen* - to translate.

This type of error inevitably leads to misunderstandings of communication partners. Our real life shows that how a person speaks a language and his or her pronunciation norms often determine his or her professional career, future, and well-being.

That is why I believe that in teaching German, especially in the early stages of education, it is necessary to pay equal attention not only to grammar and vocabulary, but also to phonetics. In addition, children need to develop the ability to hear and pronounce correctly, as well as the ability to correctly place stress in words.

The correct placement of accents in complex German words deserves special attention: first, because the abundance of compound words is a characteristic of German; second, mastering the rules of stress in complex German words, as a rule, poses the greatest difficulties for children at every stage of education. Such multi-syllable words are rare in Russian, the accent in Russian is free and moving, and in German it is motionless. And it is precisely the unchanging nature of German stress and its propensity for the beginning of a word that is the most difficult assimilation for children. In addition, compound German words are characterized by a secondary accent, but this phenomenon is not unique to the Russian language.

Knowing the rules of pronunciation in simple and complex German words, along with other skills, allows children learning German not only to understand and comprehend the speech of the native speaker, but also to be respected by their peers it is also mandatory for - to be a native speaker, knowledgeable and versatile person. The great German poet and scholar I.V. Goethe once said, "He who does not know a foreign language knows nothing about his own language."

The concept of stress

If the stressed joint differs from the unstressed joint by a large force due to the large tension of the muscles of the speech apparatus, then the stress is called force (dynamic). If the accented syllable differs from the unstressed syllable by a change in the pitch of the main melody, the accent is called musical. The accented joint can also be characterized by an increase in duration (quantitative emphasis). In many languages, all types of stress are combined. In Russian, an accented syllable differs from an unstressed syllable in strength, duration, and clarity. Unaccented syllables are weakened, the sounds in it are shorter, have a blurred articulation, and the vowels are shortened in quantity and quality. Therefore, Russian stress is quantitatively dynamic.

Many linguists and phonetics (O.A. Nork et al.) Argue that the German accent is dynamic, but not quantitative. Although the German accented syllable is characterized by a slight increase in duration, but because the duration of German vowels is a phonemic feature, not only long but also short vowels can be pronounced in an accented syllable. However, in unstressed joints, both are shorter. Since the quality of vowels in unstressed syllables in German does not change, there is no qualitative reduction of vowels in

German. It should also be noted that in both German and Russian, changes in pitch do not determine the stress of the syllable.

External signs of verbal stress:

The external features of a word accent are its place and mobility.

The question of the place of stress in a word usually arises when it comes to the stress of words consisting of two or more syllables.

Verbal accents in languages can be free (falls on any syllable in a word) or connected (attached to a specific syllable: first, last, etc.). The accent of a word in German (also in Russian) is phonetically free, it can fall into any syllable in a word, for example: "machen, ver" gessen, unter "nehmenva etc. German accent is more prone to the first syllable, which falls mainly on the head or prefix (half prefix), while the number of unstressed prefixes in German is less.

Historical research has shown that the emphasis in the Indo-European language was free, that in the course of later development it was linked and reinforced behind the first syllable in the Germanic group languages. During the development of Old German, the accent became more free, as evidenced, for example, by the accentuation of a number of verb prefixes, as well as the preservation of the original accent in the words assimilated. other languages of that period. In most German words, the emphasis is traditionally kept on the first syllable of the root.

In German, the principle of free stress is used to separate words, for example: "passive (passive) vapas" sivpassiv (adjective).

This is especially evident in verbs with prefixes: durch-, ü ber-, unter-, broader-, um-. The use of the same principle is observed in some adjectives with the prefix- and suffixes: -lich, - ig, - Sam, - bar, - haft. When suffixes are present, they have a negative meaning, the accent falls on it, for example: "unmö glich (nothing glich)," unverstä ndlich, "unvorsichtigva, etc. stress, stress usually takes root, e.g. When a word changes as it moves within it (e.g., plural nouns when it is formed), mobile stress is a morphological feature of words, not a phonological one. In terms of quality, the German accent should also be described as mobile, although this mobility is limited and in some cases characteristic, for example: "Doctor - Doc" toren. There are situations where stress also acts in the process of word formation, e.g. "Bü Cher - Bü Che" rei

The number of stresses in speech and its functions:

There are three levels of verbal stress in German in terms of strength: primary, secondary, and zero. The level of stress depends on the type of morpheme. The main emphasis falls on the root of the word, the distinguishing prefix, some foreign language suffixes, and the defining component. compound words. German suffixes with full vowels have a secondary accent, as well as a definite component of compound words. Zero stress is an integral prefix, suffix, and suffix with abbreviated (e).

Simple words in German are pronounced with one accent, for example: "Surren," gestern, "arbeitenva, etc." German compound words have two accents: one component unites the whole compound word carries the main emphasis, the second component is secondary. In a small group of complex German words two stresses of the same strength are noted.

The distribution of stresses in a compound word distinguishes it from a phrase consisting of two important words with two strong accents, for example: "Nuss" is agile.

The only distinguishing feature in some complex German words is the use of this appropriate type of stress. Since the components of a compound word may consist of two or more stems, the distribution of phonologically significant accents is preserved as in the case of a two-term phrase.

The accented syllable has the property of subordinating adjacent unstressed syllables, forming a phonetic unit - a phonetic word. This function is called organizational [Krushenitskaya G.K. : 6].

Emphasis in language also serves a semantic function - distinguishing a word, it helps to distinguish lexical and grammatical meanings and forms by emphasizing different syllables of words with the same phonemic content , that is. where emphasis is a feature that distinguishes a single word. For example: "active (active sound) -ak" tivfaol - quality), "umschreiben (rewrite) -umsch" reiben (description).

The rhythmic function of the accent is also emphasized. A phonological word is usually longer than a word form because its structure includes proclitics and enclitics specific to each language.

Proclitics in German: article, preposition, conjunction, relative pronoun and adverb, particle.zuVashunday; auxiliary verbs, modal verbs, person and reflexive pronouns, impersonal pronouns. By studying the

phonological word, the accent creates a certain rhythm of speech, which occurs in the ratio of the strength of the stressed and unstressed joints. The most obvious rhythmic function is manifested in secondary stress: We must take into account the features of the German phonetic system in comparison with itself and the phonetic system of the native language. These features have a positive and negative effect on the teaching of German pronunciation. Positive influence helps to teach pronunciation, which is a source of cadet conscious mastery. Negative effects are confusing, cause interference. Knowing these features, we can prevent negative effects. The teacher chooses methods, techniques, tools to teach them.

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