Comments on the Methodology of Teaching Uzbek Phonetics

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Abstract
The purpose of the study of phonetics is to study the system of sounds in the native language, mainly the perfect mastery of pronunciation norms, as well as the formation of correct writing skills, increase students' vocabulary, word-to-speech correct and appropriate use, expressive reading of poetic works and mastery of the first secrets of artistic creation.

Keywords: phonetics, language units, mother tongue teaching, oral and written speech, science, comprehensibility, education system, skills, competencies.

Uzbek language is the state language of the independent Republic of Uzbekistan, and its teaching in secondary schools is a matter of national importance. The role and opportunities of the science of the mother tongue in the formation and development of creative thinking, creative research, the ability to choose the best of many opportunities, to educate them in the spirit of our national values, customs and traditions are enormous.

The teaching of this subject is even more important for our independent republic, especially in the context of the training of entrepreneurs and creative people.

Unfortunately, the teaching of the mother tongue in secondary schools is not in demand. One of the main reasons for this is the issue of textbooks [Nematov, 2000, 45].

Not all units of a language are fully studied from a national point of view. In particular, the sound system of language has not been sufficiently studied both scientifically and methodologically. Of course, it is natural that the languages of peoples with different customs and traditions have their own peculiarities. It is true that the phonetics of the Uzbek language has been studied in a scientific sense, but its peculiarities and national features have not been fully covered. Our language, which was once measured by other language patterns, has not completely got rid of its complications. As a result, many language confusions today have a negative impact on the educational process.

There are scientific and comprehensible principles in education. Another reason for misunderstandings is that in the general education system, the content of the topic is not fully understood due to the lack of understanding of theoretical knowledge by students, and as a result, the effectiveness of education remains low [Mahmudov, 2007, 196].

In particular, the existence of misunderstandings and confusions in the use of scientific terms in mother tongue education in some sense hinders the improvement of the quality of teaching in this area. It is no secret that most of the terms related to Uzbek linguistics came through Russian and Russian. This is confirmed by the scientific opinions of A. Gulomov, H. Nematov and I.K. Mirzaev.

It is necessary to further refine the native language, which is a symbol of spirituality and nation, to discover the optimal options for the formation of the norms of our literary language as a skill in students. As with the beginning of every event, the basic knowledge given to students in their mother tongue is the sound and letter system of the language.

The views of A. Gulyamov and H. Nematov on what knowledge should be imparted to the student through the phonetics department of the language are noteworthy. How you teach a particular subject, of course, depends on the purpose. It is inappropriate to talk about teaching
methods without knowing the purpose of today's education. The purpose and functions of language education depend, first of all, on the role of language in society and its role in human life [Gulyamov, 1995, 16-18].

It is well known that language is a means of exchanging information between people and consists of verbal and written expression of human thought and thought products. The goals and objectives of mother tongue teaching in secondary schools are largely based on the requirements for education. Subordinating mother tongue teaching to useful goals in school requires that every grammatical concept, information, definition, and rule learned helps to develop oral and written speech, and that attention be paid to applied linguistics [Gulomov, 1995, 16-18].

In order to achieve effective results in mother tongue education, first of all, its tools are important.

The purpose of the study of phonetics is to study the system of sounds in the native language, mainly the perfect mastery of pronunciation norms, as well as the formation of correct writing skills, increase students' vocabulary, from word to speech. It consists of the careful and appropriate use, the expressive reading of poetic works, and the mastery of the first secrets of artistic creation.

Based on the achievements of pedagogy and mother tongue methodology in recent years, we understand the content of education as a unit consisting of the following four components.

The first important component of mother tongue education is the system of knowledge that students need to acquire. A system of knowledge of the mother tongue is a system of interrelated linguistic facts, concepts, rules, definitions.

It is well known that it is not possible or necessary to teach a high school student all the languages that have been accumulated by mankind over the centuries. So, choosing the most necessary knowledge of the native language is one of the main issues.

The main criterion for choosing knowledge of the native language is its usefulness and practicality. We believe that useful knowledge of the mother tongue serves to form children's skills of literate writing, creative thinking, correct and fluent expression of the product of thought in oral and written forms in accordance with the conditions of speech, educating and developing them in the spirit of high human qualities. We understand the knowledge that 'mines.

The second important component of the educational content is the system of practical skills and competencies that correspond to the selected scientific and theoretical knowledge. The scientific literature defines skill and competence as the ability of a person to perform a specific activity or action based on past experiences1. Skill is the automation of the process of performing and managing certain actions [Gulomov, 1995, 25].

Curricula and textbooks should include not only the language phenomena that students need to know in their mother tongue, but also the practical skills and competencies they need to complete.

Emphasis should also be placed on the level of productivity of the practical skills that students need to acquire. It is known that in many cases, the skills acquired by students in native language classes are mainly focused on learning the grammatical structure of the language, increasing their vocabulary, correct and appropriate use of words. useful practical aids such as use, identifying effective ways of expressing an idea, are somewhat overlooked. Therefore, the mother tongue program should focus more on equipping students with these useful practical skills.

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In some pedagogical literature, this type of activity is also called reproductive activity [Gulomov, 1995, 21].

The second phase of activity is a partial exploratory activity. At this stage, the student must think about and identify similarities and differences in language phenomena based on specific help, and apply previously acquired knowledge in a partially unfamiliar setting. Students can get help from textbooks and manuals, from the teacher, or from children's conversations.

The third phase of activity is creative activity. At this stage, the student is able to apply the knowledge acquired without any external assistance in a completely new environment, to know the sources of knowledge necessary for their activities, but not in themselves, to be able to use these resources, it is required to be able to find and apply them as required by the conditions.

The first phase of the activity, however necessary, should only serve the purpose of meeting the requirements of the second and third phases. There is no point in remembering what has been said if it is not a new skill, a new creative, practical activity. Therefore, mother tongue programs and textbooks should be more focused on the second and third levels of activity. The more we rely on the child's creative experience, the more effective the education will be.

The components of the content listed above are so interconnected that without one, the other will not work. While the formation of skills and competencies is related to the knowledge system, creative experience is based on knowledge, skills and competencies. Collaborative pedagogy cannot be implemented without creative experience. Therefore, each topic included in the mother tongue program and covered in the textbooks must cover all four of the components listed above.

These components of the content of education are not linear sequences of events, but a circular whole, the starting and ending points of which are the first and fourth parts, and the circle is the circle of creative practical skills [Nematov, 1987, 73].

In order to optimize and intensify the teaching of phonetics in secondary schools, we have developed the following teaching materials and presented them for practical testing. The important thing is to use every piece of information in the textbook effectively. For example, instead of giving dry information about sections of linguistics, it can also be used to develop the ability to pronounce correctly and express one's thoughts.

Task. Read the text expressively. Explain your understanding.

Just as human beings are made up of different members, so the science of language is made up of different parts. The science that studies language and its sections is called linguistics. Its section on speech sounds includes phonetics, the section on speech sounds in writing, ie the section on the study of letter systems, the section on graphics, the section on lexicology, as well as groups of words and phrases. Its structure is studied in morphology, and word combinations and sentences in syntax.

Or it is better to explain the relationship between the departments of linguistics in clusters than in long sentences.
When teaching a student about phonetics, it is important to develop fluency, meaningful communication skills, and the ability to work independently as much as possible while providing information about speech sounds. In this case, if the exercise given to the student for analysis is not a simple message, but is effectively used in folk proverbs that are equal to the rules of life, at the same time the educational purpose of the lesson is achieved.

Exercise. Pronounce the following pairs of words one by one, find the formed words among them and explain their meanings.

Tur (“type”) - to’r (“net”), kul (“laugh”) - ko’l (“lake”), sur-so’r (ask);
Tush (“dream”) - to’sh (“sternum”), qush (bird) - qo’sh (“add”), xush (welcome) - xo`sh (well).

As times change and new methods emerge, comparisons do not become obsolete as an important tool for learning. It has become an important tool not only in scientific knowledge, but also in social life.

In conclusion, the exercises can be different, and it is important to take into account the age, ability and skills of the student. Phonetic exercises can also be used to teach print and written letters. As a result, the student learns to write beautifully and to pronounce correctly. The results will be more effective if as many phonetic exercises as possible are demonstrated sequentially in the course of the lesson using computer technology.

References: