

The Content of the Work on the Correct Pronunciation of Sounds

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Abstract. The concept of the sound culture of speech, its significance for the development of the child's personality. Formation of correct sound pronunciation and word pronunciation; education of orthopedically correct speech; formation of expressiveness of speech; education of the culture of speech communication, etc. Features of mastering the sound side of speech by preschoolers. Causes of speech disorders. Forms of work on the education of the sound culture of speech. Stages of learning the correct sound pronunciation.

Key words: sound reproduction, speech, sound content, pronunciation, pronunciation in preschool age.

INTRODUCTION

Preschool age is the most favorable for the formation of the correct pronunciation of all sounds of the native language. The speech of a small child is formed in communication with the adults around him. In the process of communication, his cognitive and objective activity manifests itself. Mastering speech rebuilds the entire psyche of the baby, allows him to perceive phenomena more consciously and arbitrarily. The great Russian teacher K.D. Ushinsky said that the native word is the basis of all mental development and the treasury of all knowledge. Therefore, it is so important to take care of the timely development of children's speech, pay attention to its purity and correctness.

MATERIALS AND METHODS

Education of sound culture is one of the most important tasks of speech development in kindergarten, since preschool age is the most sensitive for its solution.

The sound culture of speech is a fairly broad concept, it includes phonetic and orthopedics correctness of speech, expressiveness and clear diction. The education of sound culture involves:

Formation of correct sound pronunciation and word pronunciation, which requires the development of speech hearing, speech breathing, motor skills of the articulatory apparatus;

- Education of orthoepically correct speech – the ability to speak according to the norms of literary pronunciation. The composition of orthoepy includes not only pronunciation, but also stress.
- Formation of speech expressiveness – possession of the means of speech expressiveness involves the ability to use the height and strength of the voice, the tempo and rhythm of speech, pauses, various intonations.
- The development of diction – a distinct, distinct pronunciation of each sound and word individually, as well as the phrase as a whole.
- Education of the culture of speech communication.

The concept of the sound culture of speech, its tasks are revealed by O. I. Solovieva, A.M. Borodich, etc.

There are two sections in sound culture: pronunciation culture and speech hearing. Therefore, the work is carried out in two directions:

- Development of the speech motor apparatus (articulation apparatus; vocal apparatus; speech breathing);
- Development of speech perception (auditory attention; speech hearing)

Researchers of children's speech, teachers of preschool educational institutions, school teachers note the importance of correct sound pronunciation for the formation of a full-fledged personality of a child and the establishment of social contacts, for preparing for school, and later for choosing a profession. Of particular importance is the correct sound reproduction when entering school. One of the reasons for the failure of primary school students in the Russian language is the presence of pronunciation deficiencies in children. According to official data, 15-20% of children enter school with imperfect sound reproduction, 50% of such children at the age of five. The problem of the formation of the sound side of speech has not lost its relevance at the present time. Features of mastering the sound side of speech by preschoolers. Assimilation of the sound side of language, according to D.B. Elkonin, begins from the moment when language begins to serve as a means of communication. On the one hand, this is the understanding of the words addressed to the child, on the other – the first independent words. The child's early perception of words is based on a rhythmic-melodic structure. The phonemic composition of the word is not perceived. By the end of the first year of life, the first words appear. From the beginning of the second year of life, the differentiation of sounds begins. A characteristic feature of the formation of sounds in the initial period is the instability of articulation in their pronunciation. Most sounds are formed in the correct form not immediately, but gradually, through intermediate, transitional sounds. The system of replacing some sounds with others is based mainly on the articulatory kinship of sounds, primarily on grouping them according to the place of education, less often according to the method of education.

By the age of three, the child has mastered the entire system of sounds of the native language, with some exceptions. Hissing, whistling and sonorous consonants are more difficult for him.

The causes of speech disorders in children can be classified as follows:

- Organic – born and acquired as a result of trauma, disease, changes in the central nervous system associated with speech function. They are not subject to reverse development.
- Functional – when there are no changes in anatomical structures or severe painful processes in the speech organs and in the departments of the central nervous system.

At the age of five, the cause of incorrect pronunciation (in the absence of organic lesions) is the insufficient development of the speech apparatus. In children, the centers that control the speech-receiving and speech-motor apparatus, speech hearing and respiratory system are insufficiently developed, the articulation apparatus is imperfect (the vocal cords and larynx are shorter than in an adult, the tongue is less mobile and flexible, occupies a larger part of the oral cavity than in an adult). Here we should talk about the age-related imperfections of children's speech. After five years, the disadvantages of sound reproduction are explained by the pedagogical neglect of children. Imperfect pronunciation is fixed as a result of the incorrect speech of others, as well as the unfavorable environment in which the child lives during the development of speech.

The peculiarities of mastering the pronunciation of the sounds of the native language by children indicate that preschool age is a time of energetic development of speech, and in particular, its sound side. In the practice of education, there has long been an opinion according to which, the sound side of a child's speech develops allegedly independently without special influence of adults, and the imperfection of children's pronunciation is like an age-related pattern that gradually disappears by itself.

In fact, non-interference in the process of formation of children's speech entails a lag in the development of the child, leads to tongue-tied speech, which can turn into a habit. Therefore, targeted training is necessary. The formation of the sound side of speech is carried out in kindergarten conditions in two forms: in the form of teaching in the classroom and educating all sides of the sound culture of speech outside of class. The main role in teaching belongs to special classes that combine a pronunciation demonstration with an active exercise of children.

The leading form of education is collective classes with children. In the conditions of a social environment, the education of speech skills proceeds especially favorably and gives more stable results than in the conditions of individual work. The team is a strong factor of mutual influence. In collective classes, work productivity increases, and fatigue decreases.

Timely education, based on the age characteristics of children, plays a crucial role in the formation of correct sound reproduction.

L.S. Vygotsky expressed the opinion that too early or too late learning periods always turn out to be harmful from the point of view of children's speech development and adversely affect their mental development.

The greatest effect is provided by training, which began at earlier stages of preschool childhood. The age of children at the beginning of training is a more important factor than the duration of the training itself.

M.M. Yashina proved the influence of the start dates of training on the effectiveness of training.

Let's comment on the table.

The beginning of learning the sound culture of speech	Learning effectiveness	
	By the age of four	By the age of five
3 years	56%	100%
4 years		85.7%

Group-wide classes on teaching sound reproduction should be held 1-2 times a month. In addition, individual exercises are included in other speech development classes.

RESULTS AND DISCUSSION

The pronunciation of sounds in preschool children depends on the work of their speech-motor apparatus. Therefore, forming the correct sound reproduction, it is necessary to constantly exercise individual organs of the speech-motor apparatus, especially the muscles of the lips, cheeks, tongue; to develop the mobility of the jaw. Pedagogical techniques should help the child to master the coordination of articulatory movements faster. The purity and clarity of pronunciation of sounds and words will depend on the accuracy and strength of these movements. If the child's mastery of the pronunciation of sounds is normal, age-related physiological tongue-tied is overcome in a timely manner, then even then special work on sound pronunciation and diction is necessary. Special motor exercises for the muscles of the speech apparatus are necessary in the same way as general gymnastics is necessary for the normal development of the body. Therefore, the work on sound reproduction and diction should not be considered as speech therapy in kindergarten. It should be conducted with all children, and not only with those who have any deviations in the pronunciation of sounds. There are various methodological techniques that are used both in these special methods and in others where it is possible to practice children in sound reproduction (when looking at objects or paintings, stories from children's personal experience, in observations on a walk, etc.). The main techniques are a pattern of correct pronunciation, choral and individual repetition (especially choral speech in small subgroups), conjugated and reflected speech, indication and explanation. The display of correct articulation is also partially used. If the game is held outside of class and not all children participate in it, it is advisable to involve not only those who pronounce sounds poorly, but also several children who speak well and clearly (their speech will be a role model).

CONCLUSION

Thus, the correct pronunciation of sounds can be formed if children have sufficiently developed mobility and switch ability of the organs of the articulatory apparatus, speech breathing. It is very important to have a well-developed speech hearing for the formation of correct sound reproduction, since it provides self-control, and self-examination always encourages improvement.

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