

Phonetic and Orthoepic Errors in the Speech of School Children

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Abstract:

This article discusses the importance of studying phonetics, graphics, orthoepy in primary school and this study facilitates the process of correct and clear pronunciation, communication and perception, as well as some phonetic and orthoepic errors in the speech of schoolchildren.

Keywords: linguistics, pronunciation, phonetics, graphics, orthoepy, primary school, schoolchildren.

I. Introduction.

Russian language teaching begins with phonetics. Sounds formalize our speech. A certain content is enclosed in a certain form. Phonetics studies this form. It must be remembered that phonetics deals with the oral form of speech. A graphic with a written form. But the most important thing is that the written and oral form of speech do not coincide, and this discrepancy is the reason for the mistakes of students. For example: аллея [Ал'еја], масса [мас'а], ворона [В'орон'а], ула [јула], январь [јанвар'].

So, studying phonetics and graphics, we are working on an important philosophical category – form. Phonetic knowledge is necessary for all types of speech activity: correct, clear pronunciation facilitates the process of communication and perception and forms sympathy.

Underestimation of the importance of phonetics, insufficient phonetic training of first-graders at the initial stage of education is one of the significant reasons for both graphic and spelling errors of younger schoolchildren. Why do kids skip or rearrange letters so often? Why do they not notice many orthograms in the future? Yes, because they do not hear the sounding word, this concerns the work on instilling literary norms of stress to students.

II. The Main Part.

Orthoepic errors are quite common. Since such mistakes, as a rule, do not lead to a violation of communication, teachers sometimes pass them by, considering the task of teaching correct pronunciation secondary compared to other tasks of the lesson. Meanwhile, we must not forget that with the development of mass communication media, the growth of oral forms of speech activity in human life increases. In this regard, the formation of oral speech culture skills is becoming an increasingly urgent task. It is important to understand deeply the causes that give rise to pronouncing errors. There are two main reasons:

- influence of written speech and native dialect;
- influence of phonetic features of the native language.

This reason is often manifested mainly in the speech of non-Russian children who speak Russian. The key to successful work on the formation of pronunciation culture among younger schoolchildren is the disclosure by students of the mechanisms of mastering Russian literary pronunciation.

It is also important for the teacher to show the children the patterns and features of the possession of orthoepic norms at the initial stage of learning. Upon entering school, the process of mastering pronunciation by children begins under the significant influence of writing on it. This is the specificity of the possession of the norms of literary pronunciation in primary school age. At school, children begin to master two completely new types of speech activity for them: reading and writing, which include a visual analyzer. Orthoepic errors always interfere with perceiving the content of speech: the listener's attention is distracted by various pronunciation errors. Correct pronunciation facilitates and speeds up the communication process. The greatest difficulty for native speakers is the statement of stress in words (accentological norms), since the stress in Russian is free, which distinguishes it from some other languages in which 190 stress is assigned to a certain syllable. In public speeches, business communication, everyday speech, deviations from the norms of the literary language are often observed. For example, the stress norm is often violated in words such as. начал, началА, понял, понялА, принял, принялА, инструкторы, инспекторА, денежные средства, средства, квартал, бухгалтеры. Errors in stress can be caused by various reasons:

1. Mistakes related to ignorance of the stress inherent in the language from which the word is borrowed. For example, the word жалюзИ comes from the French word and retains the stress on the last syllable.
2. Errors related to the absence of the letter "E" in the printed text. For example, заморожённый, новорождённый etc.
3. Errors that are the result of errors in writing. It is important to represent the specific level of orthoepic literacy of primary school students, to know their typical pronouncing errors, as well as the nature of the manifestation of errors in two types of speech activity of children: speaking and reading. A preschool child perceives and reproduces only one form of speech - oral, while his pronunciation is always compared with the pronunciation of adults. Currently, school textbooks pay great attention to the reflection of modern scientific knowledge in phonetics and graphics. This emphasizes the knowledge of phonetic material in the school course of the Russian language in order to overcome some formal traditions in its study. The section "Phonetics and graphics" in the textbook of the Russian language contains a variety of theoretical provisions and makes it possible to conduct various phonetic and graphic observations that allow students to consciously and prospectively assimilate the material. Many of the theoretical provisions in the textbook are not given "in plain text", they must be extracted from the exercises. The main tasks are to study the section:

- development of the sound culture of students' speech;
- formation and improvement of sound-letter parsing techniques;
- formation of the ability to determine the orthogram based on sound analysis.

The formation of the sound culture of speech begins long before the child comes to the 5th grade. Kindergarten teachers are engaged in solving this problem, teachers of grades 1-4 continue to work. In the 5th grade and subsequent grades, children need to be taught to analyze the speech of the people around them and their own from the position of its correct sound. Students should constantly pay attention to the articulation of spoken sounds, to the euphony of speech. The tasks of the school are to educate students with aesthetic criteria of correct speech, so that violations of pronunciation norms are perceived by children as acutely as spelling mistakes. This requires constant monitoring of children's speech and special training exercises. Children of grades I-IV learn all the features of graphics in the process of mastering reading and writing. So, while reading, students reproduce the

sound form of the word by the letter image: хлеб – [хлэп], мороз - [мʌрос]. When writing down a word, they are denoted by letters according to the laws of graphics: [jэл'] – ель, [м'ата] – мята. The effectiveness of teaching mainly depends on the teacher's ability to rely on previously acquired knowledge, that is, to go from the known to the unknown. The very concept of continuity includes as its essential features such a sequence of educational work, where in each subsequent link the consolidation, expansion, complication and deepening of those knowledge and skills. In order to observe continuity in teaching the Russian language in all its versatility teacher needs to know well:

- the content of the section "Sound and letters", the program on the Russian language in elementary grades;
- the methodology of teaching younger schoolchildren knowledge about sounds and letters;
- a system of mental actions of students.

Students should acquire phonetic and graphic knowledge both in elementary school and in grade 5 in the process of mental actions with this knowledge. Mental actions provide the formation of mental knowledge: the ability to observe, analyze, compare, classify, generalize. Analytical-synthetic exercises with the sound form of words have specific difficulties: we only hear sounds, it is impossible to see them, in order to "delay" sounds for analysis, it is necessary to provide them financially. The sounds of speech are studied, so most of the time is devoted to oral work. Studying the section "Phonetics and graphics" you need to imagine what topics you will need to use phonetic and graphic knowledge in studying. When studying morphology, phonetic analysis helps to explain a number of morphological phenomena, avoids the fairly common error of defining the ь sign at the end of nouns, for example: огонь. These phonetics are necessary to be aware of the peculiarities of declension of nouns and adjectives based on [й]:

а) линия, история, батарея, затея, гений, планетарий, мнение, здание;

б) медвежий, лисий, заячий [й] and do not consider [й] the ending, but see this morpheme as a suffix. In the formation of imperative forms, phonetic analysis will explain the regularity of the appearance of forms in [й]: читай – читают [й'ут], работай – работают [й'ут], as well as the appearance of a sign after the final soft consonant: познакомь – познакомьте. Knowledge of phonetics deepens when studying verbal modifications. Species pairs can be formed by changing the stress: расстелить – расстилать, спросить – спрашивать. The stress in the verb helps to distinguish not only the types, but also the moods:

Imperative mood	Indicative mood
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держи'те	де'ржите
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ходи'те	хо'дите
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пиши'те	пи'шите
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III. Conclusion.

It is necessary to constantly improve the pronunciation skills of students (diction, volume, tempo, rhythm, intonation of speech), since when answering lessons, intonational inexpressiveness of speech is often observed, the predominance of everyday pronunciation style. Keeping track of the correct sound design of children's speech, its sound expressiveness is the task of not only the wordsmiths, but also teachers of other subjects monitoring of children's speech and special training exercises.

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