

Teaching to Distinguish Similar Sounds in Primary Grades

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ABSTRACT

In this article, teaching to distinguish sounds with similar pronunciation in elementary grades, development of pronunciation exercises in literacy classes, use of modern educational technologies in the development of student's speech, formation of polished, free and fluent speech in the student, introduction of the sound-letter system to the student's mind the role and importance of correct pronunciation in terms of inculcating the student with different pedagogical methods and creative thinking is discussed.

Introduction

The importance of the knowledge of phonetics in the acquisition of oral and written speech of elementary school students is very important. Through this, they will learn:

- a) based on phonetic knowledge, 1st grade students learn to read and write during the literacy period;
- b) phonetic knowledge is the basis of correct pronunciation of the word (correct pronunciation of sounds, distinguishing stressed syllable, compliance with the orthoepic norm);
- d) phonetic knowledge, together with morphological and word formation knowledge, is the basis for the formation of a number of orthographic skills (writing unvoiced and voiced consonants) in students;
- e) phonetic knowledge is necessary to correctly say the sentence according to its tone, to observe the logical emphasis and stops in the construction of the sentence;
- f) knowing the sound side of the word is important for understanding its meaning and using it

consciously in speech: now and now, the difference in the meaning of the words atlas and atlas is distinguished only by emphasis.

Work on the sound structure of the word begins from the period of literacy education. During this period, children learn that a spoken or heard word is made up of sounds. They learn to analyze the word by sound, that is, divide the word into syllables, say the sounds in the word in order. It is important not to confuse sound analysis with letter analysis. Correctly imagining the sound structure of a word without omitting or replacing the letters in it is of great importance for the formation of writing skills and for the correct pronunciation of the word. Therefore, even after teaching literacy, it is necessary to work on improving the skill of determining the composition of sounds in a word with the help of sound analysis exercises.

It is necessary for the teacher to take into account the phonetic features of the Uzbek language when introducing students to sounds and letters in the mother tongue classes, and teaching them to read in synthesis. The word is divided into syllables, the necessary studied sound is extracted from the syllable, analyzed, synthesized with the studied letter, on this basis, the letter and the entire reading process are mastered. It takes into account the graphic system of the Uzbek language, features of marking sounds in writing. In teaching literacy, the introduction of sound-letters begins with vowels.

The elimination of defects in the pronunciation of sounds is carried out in 4 stages:

- 1) preparation period,
- 2) to leave the pronunciation of sounds alone (postanovka of sounds),
- 3) to achieve easy, that is, slowly pronounced sounds - automation,
- 4) to differentiate between interchangeable sounds, differentiation of sounds.

The preparatory period does not always have to be completed. In some cases, it is possible to achieve a slightly pronounced child with a simple exercise. However, in most cases, it is necessary to carry out a number of preparatory works in order to put the sound. For example, if a child does not pronounce the r sound correctly due to the shortness of the uvula at the base of the tongue, and cannot raise the tip of the tongue, the uvula can be shortened and lengthened using a series of articulatory exercises. In the preparation stage, it is necessary to improve the mobility of the articulatory apparatus, practice breathing, develop imitation and educate other skills that will be needed in the next stages. If the student's pronunciation has flaws, first of all, teaching the correct pronunciation of the wrongly pronounced sound, i.e. leaving the pronunciation of the sound alone, work on its postanovka is carried out. Teaching the new organized sound to be correct in rhymes, words, sentences, poems and speech activity in general is the automation of sound. Learning to distinguish a newly organized sound from other similar sounds - differentiation is called the fourth stage. Sounds can be taught to pronounce correctly using various methods.

1. Imitation method. In this case, the teacher looks at the mirror and clearly demonstrates the necessary articulation of the sound, pronounces the sound. The student organizes the pronunciation of sounds by imitating his actions.

2. The method of using a mechanical method while pronouncing a similar sound. A similar sound, which the student can pronounce, changes the position of the organs of the speech apparatus with the help of an appropriate tool (spatula, probes). For example, if we want to teach a child to pronounce the sound k correctly, we give him the task of repeating syllables like ta ta ta. The tip of the tongue should touch the lower teeth. While the child is pronouncing these syllables, the teacher gently presses the tip of the tongue with a spatula or probe and pushes the tongue inside the mouth. In this

slowly sounds like ta tya kya ka ka come out. It is also possible to pronounce the sound g using the pronunciation of the sound d, and the pronunciation of the sound x using the sound s.

3. Mixed method. This method includes a mechanical method of imitation and explanatory work. For example, when teaching the pronunciation of the s sound, the teacher explains to the students how the tongue, teeth, and lips should be. Although the students understand this, they cannot bring the language to the desired state and do not understand the language due to the lack of well-developed voluntary movement skills. In this, the teacher should help the student with a spatula.

Conclusion

Speech defects, deficiencies in the pronunciation of certain sounds do not end with the above mentioned. There are other sounds, vowels, and even other habitual mistakes in the pronunciation of words. The main task is to detect speech defects in time and take measures to eliminate such defects in the conditions of kindergarten or primary classes, and in cases where parents, educators and primary school teachers cannot eliminate them with their limited capabilities, send speech therapist children to appropriate institutions - psychoneurologists and speech therapists in time. treatment. Nowadays, we need to transform children from free listeners to free participants. It is absolutely wrong to force elementary school students into lessons. I think that in order for students to become free participants, we should be balanced friends with them, and show their shortcomings as examples of their achievements.

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