

ON THE PROBLEM OF IMPOSING AND FASTENING THE SKILLS OF RUSSIAN ORPHOEPIY IN THE SECONDARY SCHOOL WITH THE UZBEK LANGUAGE OF TEACHING

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ANNOTATION

The article is devoted to the characterization of the problem of the formation of Russian orthoepy skills in a school with the Uzbek language of instruction. The author substantiates the need to develop a set of special exercises aimed at instilling and permanently strengthening the skills of Russian orthoepy, designed for the entire period of teaching the Russian language in a secondary school.

Keywords: phonetic interference, accent, spelling skill, spelling rule, spelling, graphic appearance of a word, articulation apparatus, hearing.

INTRODUCTION

The study of issues of Russian phonetics and orthoepy of the Russian language as a second language in secondary schools of Uzbekistan begins with the perception of the sounds of Russian speech already in the second grade and continues until the end of education [3, p. 20-95]. The student must learn to distinguish by ear and pronounce Russian sounds, hear and reproduce their combinations: syllables, words, syntactic constructions. To ensure the auditory and pronunciation side of speech, he needs to acquire special phonetic knowledge, master orthoepic skills, and learn to apply them in speech communication.

The school course in Russian phonetics - the science of the sounds of speech, their acoustic properties and methods of education - traditionally also includes phonological information. This means that students master the sounds of speech in accordance with the function they perform in the Russian language to distinguish the sound envelopes of words and word forms. Of course, complex linguistic information is entered in a form accessible to students, without overloading the educational material with terms. But the distribution of Russian sounds according to the classes of voiceless / voiced, hard / soft consonants is a distribution that is made not so much taking into account articulatory and acoustic features, but in accordance with the functional role played by sounds in speech.

The study of educational material on the phonetics of the Russian language in classes with the Uzbek language of instruction makes it possible to organize the set of sounds that are learned by listening to Russian speech and correlated with their graphic images - letters. Phonetic science helps to see how sounds are distributed among classes, what order they obey, according to what laws the Russian syllable and word are built.

The limited number of speech sounds of the studied and native languages; their organization make it relatively easy to carry out interlingual comparisons. Here we mean not only the

comparisons made especially in necessary cases in the lesson, but also those that arise in the minds of students as if spontaneously during the assimilation, for example, of classes of sounds organized according to the signs of deafness / voicedness, hardness / softness, when community and differences between languages. The relative simplicity and similarity of the structure of syllables and words of the Russian and Uzbek languages also creates opportunities for linguistic parallels.

Difficulties in teaching the Russian literary pronunciation of Uzbekophones accompany the entire educational process, regardless of the level of education. The input and even the initial assimilation of the studied sounds, their combinations, words and constructions in accordance with the orthoepic norms of the language does not solve the pronunciation problems, since their further use in speech requires constant monitoring and correction of pronunciation.

Specific difficulties in mastering the correct pronunciation are due to the instability of orthoepic skills, the possibility of losing them even in the learned words and constructions. Therefore, the teacher of the Russian language in classes with the Uzbek language of instruction is constantly faced with the task of “keeping” the orthoepic skills of students up to date, not allowing the acquired skills to disappear.

Of course, any speech skill must be supported by practical work, training. This is taken into account when determining the content of the educational material and the methodology of its functioning in the educational process, however, the possibility of losing orthoepic skills is perhaps the greatest, and this determines the need for constant recourse to exercises and the practice of oral speech communication.

The acquisition of orthoepic skills is a long process: the orthoepic material has to be addressed not only in connection with the weakening of skills and the repetition of the orthoepy of the learned educational units (sounds, their combinations, syllables, words, constructions), but also due to the need to apply orthoepic knowledge, skills and abilities to the newly mastered language material.

A feature of orthoepic work is that the achievement of a positive result is not ensured only by the assimilation of certain knowledge of phonetics and orthoepic norms of the target language. The assimilation of knowledge must necessarily be combined with the acquisition of practical skills, and this is one of the most difficult aspects of mastering Russian speech by students in classes with the Uzbek language of instruction.

This feature of speech acquisition is extremely important for the development of pronunciation skills. Spelling rules only direct the student's attention to a phenomenon specific to Russian speech, for example, the reduction of unstressed vowels. The ability to articulate in accordance with the norms of Russian orthoepy is acquired gradually as a result of performing special exercises. Moreover, it is often necessary, in connection with the expansion of the lexical stock, with the assimilation of lexical units, to re-solve individual orthoepic problems. Meanwhile, an important problem of modern methods of teaching Russian as a non-native language is the lack of adequate exercises for the formation of orthoepic skills. S.N. Torgun on this occasion rightly notes the following: “Tasks on orthoepy are, most often, written in nature, and, as a rule, are presented for performance as an independent extracurricular activity. This means that the pronunciation, dubbing and auditory perception of orthoepically difficult words are poorly

provided, which is so didactically useful: the more often the studied orthoepic unit is sounded in the correct version, the better it will be mastered by the students”[4, p. eleven].

The Russian language at school with the Uzbek language of instruction interacts in the educational process with the native language of students and the foreign language they study (usually English). At the same time, it is the native (Uzbek) language that becomes the most significant factor influencing the orthoepy of Russian speech. This influence is not only very significant, but also the most durable, since in most cases it is not possible to completely overcome phonetic interference even in a purely Russian speech environment.

The assimilation of Russian literary pronunciation by students of classes with the Uzbek language of instruction can only, to one degree or another, approach the pronunciation norm. This is due to the influence of phonetic interference of the native language: “Phonetic interference is understood as a violation (distortion) of the secondary language system and its norms as a result of the interaction in the speaker's mind of phonetic systems and pronunciation norms of two, and sometimes more languages, manifested through the interference of pronunciation skills formed on database of interacting systems”[1, p. 171]. In other words, the features of the pronunciation base of the native language, faced with the need to restructure speech in a new, studied language, for a long time (some of them - constantly) have an impact on foreign language pronunciation. This influence manifests itself in the form of a specific accent, the degree of which can fluctuate at times quite strongly, but its presence is usually felt constantly.

In practice, it is a regularity that in the speech of students in classes with the Uzbek language of instruction, the results of mastering the lexical, grammatical and spelling material always noticeably outstrip the results of work on instilling orthoepic skills. In the practice of teaching the Russian language, the teacher often encounters a situation when the speech of a student who has mastered the program material in the Russian language as a whole cannot, nevertheless, perform the communicative function due to its orthoepic inferiority. The student can learn the language rules, it is true, the knowledge of grammar is applied, the student can read large texts, understand them. He can also master the skills of writing, construct grammatically correct statements and even compose a text, determine the grammatical meanings and syntactic functions of words. But his oral statements remain difficult for listening due to the large distortion of the orthoepic appearance of individual words and whole statements.

Communicative inconsistency or impairment of speech due to its orthoepic inferiority convincingly testifies to the importance of developing the skills of correct pronunciation and clearly shows the complexity of this work.

Usually, speaking about the meaning of orthoepy in the implementation of speech communication and the manifestation of phonetic interference, researchers illustrate this situation with particular (albeit few) examples of mixing sounds representing different functionally significant units-phonemes in a given language (was - beat, was - was, etc. etc.). Often attention is paid to the mixture of accent structures (hands - hands, castle - castle, etc.) and intonation structures (intonation of the narrative - intonation of an interrogative sentence, intonation of completeness - intonation of incomplete statement). A special problem is posed by

cases of confusion of logical stress, leading to a distortion of meanings. Practice shows that overcoming difficulties of this kind requires significant efforts, the assimilation of certain knowledge, the development of the ability to apply them to the production of speech, the transformation of skills into speech skills

The assimilation of individual orthoepic norms does not exclude the possibility of fairly common cases when a whole complex of orthoepic deviations makes the student's speech incomprehensible or difficult to comprehend. It is not always possible to isolate individual inconsistencies (deviations, errors) in such cases. Such a situation can be combined with a perfectly acceptable isolated pronunciation of individual sounds, their combinations, words, and even individual isolated sentences pronounced. Speech as a whole turns out to be unsuitable for communication. These are typical cases of inconsistency of the orthoepic quality of a student's speech with the norms of speech communication.

It is also characteristic of the pronunciation side of speech that many seemingly acquired orthoepic skills are not only lost with the expansion of the speech material or even without it, but are also difficult to control by the teacher and the speaker, distorted when the rate of speech approaches acceptable norms.

The orthoepic aspect is also significantly reflected in the aesthetics of the utterance. Being generally comprehensible, the student's speech, due to the inferiority of the orthoepic design, sometimes performs the functions of communication to a minimum, diverting the attention of the person perceiving this speech to its aesthetic imperfection: "Observance of uniformity in pronunciation is of great importance. Spelling errors always interfere with perceiving the content of speech: the listener's attention is distracted by various pronunciation irregularities, and the statement in its entirety and with sufficient attention is not perceived. Pronunciation corresponding to orthoepic norms facilitates and accelerates the process of communication, therefore the social role of correct pronunciation is very great, especially now in our society, where oral speech has become the means of the widest possible communication at various meetings, conferences, and congresses" [2, p. 80-81].

Mastering the correct pronunciation is determined by the adjustment of hearing, articulation apparatus. Students, listening to speech, and getting used to its sound, gradually distinguish in it separate sounds, their combinations, stressed syllables, intonation pattern. The work of the hearing is connected to the work of the articulatory apparatus - the auditory impressions are translated into the sounds of speech.

Teaching the correct pronunciation of the students of the national school is based on strict consideration of the development of auditory and pronunciation skills and is provided with special exercises.

In mastering the distinction by ear, phonetic educational material, it is very important to rely on correlations, i.e. the translation of a unit learned by ear into the plan of articulation is most efficiently carried out by comparing such a pair of elements that coincide in all characteristics, except for one, which has a functional significance for a given language.

The reliance on correlative pairs in learning is extremely effective, because it allows you to focus on what in ordinary perception may not be perceived as functionally significant, may not be noticed at all. The above concerns not only the input of phonemic units, but also accent

structures and intonation constructions. On correlated pairs it is convenient to establish both auditory relationships and their sound embodiment.

Orthoepic educational material closely interacts with the material of other levels of the language. Therefore, it is possible to refer to the norms of Russian literary pronunciation constantly - when studying vocabulary, phraseology, morphology, and syntax.

The assimilation of the norms of literary pronunciation is most closely related to the assimilation of the spelling rules. The correspondence of the sound and graphic appearance of the word, discrepancies in the sound and spelling - these are problems equally related to spelling and orthoepy. The connection between these two sublingual disciplines is reflected in speech, in the interaction of types of speech activity - reading, listening, speaking and writing. All this determines the importance of practical work on teaching Russian literary pronunciation for mastering the rest of the educational material on the Russian language and mastering the types of speech activity. This also determines the importance of practical work on the material of other language levels for mastering Russian orthoepy, and the importance of developing other types of speech activity for mastering speaking.

Practical work on orthoepy should take into account the specifics of the national emphasis of students in schools with the Uzbek language of instruction. Teachers of the Russian language need to direct methodological efforts on different sides of overcoming the interfering influence of the native language, in particular:

- focus on the opposition of hard and soft consonants, since there is no such opposition in the Uzbek language;
- develop the ability to articulate groups of consonants without vowel insertions, because the Uzbek language does not allow concatenation of consonants;
- to form the ability to highlight different stressed syllables in words, since in the Uzbek language the stress tends to the last syllable;
- improve the ability to transfer stress from syllable to syllable in a word, since there are proclitics in the Uzbek language, but no enclitics;
- to practice the ability to reduce unstressed vowels, since unstressed vowels are pronounced in the Uzbek language fully.

It follows from the foregoing that at present there is an objective need to develop a set of special exercises designed for oral performance and aimed at instilling and permanently strengthening the skills of Russian orthoepy, designed for the entire period of teaching the Russian language in a secondary school.

The most important characteristics of these exercises should be strict accounting for the Uzbek-Russian phonetic interference and taking into account the interdependence of the Russian spelling and spelling.

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