

ORTHOEPIC EXERCISE - THE BASIS OF DEVELOPING SKILLS

Samandarova Gulkhayo Abdukarim kizi

2nd Year Master's Student Majoring in Uzbek language and
Literature Alisher Navoi University of Uzbek Language and Literature

ANNOTATION

This article expands the scope of orthoepy and the oral point, and introduces some techniques for developing students' speech, teaching them to think, working on sound, and developing orthoepic skills in writing lessons. **Keywords:** orthoepy, oral point, writing lessons, student speech development, orthoepic exercises and skills.

INTRODUCTION

Orthoepy (Greek - speech, pronunciation) is considered to be a branch of linguistics that studies the rules of literary pronunciation, on the one hand, and a system of rules that ensure the same pronunciation in accordance with the pronunciation norms of a particular national language. The uniformity of pronunciation facilitates linguistic communication, such as spelling. The concept of orthoepy is understood in two- broad and narrow senses: in the broad sense - it includes the rules for the use of phonemes and the rules for the pronunciation of phoneme allophones; in the narrow sense - rules for the use of phonemes. The reason for the unequal definition of orthoepy is that some scholars include in the concept of pronunciation norms only the pronunciation of sounds, while others include both accents and sometimes the formation of variant grammatical forms.

Orthoepy occurs at the same time as the formation of the national language, when the sphere of influence of the oral point expands and new forms of public speaking develop. The process of formation of orthoepic norms takes place differently in different national languages. For example, the earliest roots of modern Uzbek pronunciation appeared in the 1920s and 1930s, and although a number of studies and orthoepic dictionaries have been published, Uzbek pronunciation norms are not fully formed.

THE MAIN PART

If we mainly take primary school students as examples to observe the development of exercises and bone technology, these are all carried out in different ways. For example, in writing class, one of the main tasks is to cultivate students' eloquence and teach them to think. From the early stage of teaching writing, it is important for children to understand that it is important to express their ideas in writing, and that writing is an important tool for people to communicate. For this, the first word written by the students must be taken from their live speech or the sentence they wrote. In this process, transcription and dictation occur after creative writing. It ensures that the types of written exercises and cognitive activities of the students are consciously performed. For example, in a reading class, children write a sentence or story based on a picture shown by the teacher, and in a writing class, they write a specific word from the sentence or story. This is a creative article for them. Then, students move from writing single words to small sentences. Students can freely compose a sentence or story orally,

but it is difficult to choose a word that is not written in the letters they have learned. The teacher should assist in this process and supervise the recording. In addition, work on voice is very effective, which means that voice is the foundation of literacy. During the period of orthopedic practice and skills development, through sound analysis and synthesis of words and syllables, analysis of sounds and their pronunciation, vocabulary development and speech therapy work. The combination of pronunciation and letters, especially syllables, word formation between letters and other synthesis methods; Consistently determining the relationship between sounds and letters is very helpful in developing reading skills and laying the groundwork for spelling and writing. Methods of sound analysis and synthesis of words are currently being improved. The following methods are mainly used in practice to develop orthoepic exercises and skills:

ANALYTICAL EXERCISES

1. Separating a word from a speech; pronounce the word clearly; to divide into syllables and pronounce syllables clearly, to read aloud a word from a syllable.
2. Identify the new sound to be learned in the lesson. There are several ways to distinguish such a sound for the first time:
 - a) distinguishing a sound from a word by prolonged pronunciation;
 - b) to separate the consonant sound from the closed syllable;
 - d) separation of a sliding consonant from an open syllable;
 - e) separation of a flour formed by a joint;
 - f) distinguishing the sound being studied from the words at the beginning of the word;
 - g) say the word that represents the name of the picture.After a new sound is first identified and pronounced in a lesson, it is usually the students who choose the words that come at the beginning, middle, and end of that sound word and pronounce them clearly.
3. Count the sounds in the word and say their names in order, determine the number, count the syllables. This method is used as a phonetic analysis in the second half of the school year and in subsequent grades.
4. Practical comparison of voiced and unvoiced consonant words. In the formation of orthoepic exercises and skills, analysis and synthesis are inseparable, as analysis lays the groundwork for mastering the reading process, while synthesis forms more reading skills.

SYNTHESIS EXERCISES

1. Pronouncing a word or syllable analyzed by a sound and composing it from a cross letter; reading that word or syllable.
2. Compile a syllable table with the studied consonant or vowel; reading a link chart from a book or text; create a table of joints from cross letters.
3. Read words that are distinguished by one consonant or by one vowel (such words can be found and read by the students themselves).
4. Add a letter to the beginning or end of a word and read to form a new word.
5. Read by adding a letter in the middle of a word to form a new word.

6. Create and read a new word by swapping syllables.
7. Create and read a new word by replacing sounds.
8. Create and read a new word by dropping a sound or syllable.
9. Create and read a new word by adding a syllable.

These methods of synthetic work require that work on sound be combined with work on letter. These work methods are fun and allow you to create a semi-game situation in the classroom.

CONCLUSION

In short, analysis or synthesis alone is not enough, but one kind of thinking activity plays a leading role. When the reader analyzes a word, he understands it as a whole, has lexical meaning, and is a synthesis; when a word is synthesized, attention will be drawn to its sound content, which is analysis. In general, the analysis-comprehensive work system in the process of development exercises and bone technology ensures the child's positive thinking. Only analytical and comprehensive working methods can ensure the independence of students' knowledge, create a "problematic" situation, and cultivate children's observation and intelligence.

Useful tools for phonetic alphabet analysis and synthesis include cross-letters, cross-links and typewriter whiteboards, as well as abacus, endoscopes, multimedia alphabets, and similar technical means; tape recorders or jargon cabinets to process sound pronunciation and repeat recording Of expressive speeches.

During orthopedics practice and skill development, special attention should be paid to the speech development of each lesson. Only in this way can students develop literary oral skills and become capable people.

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