

PHONEMES OF A CLOSE SERIES AND THEIR PRONUNCIATION

Karimova Feruzakhon Inoyatovna
Senior Lecturer at the Department of Uzbek Language and
Literature Andijan Machine-Building Institute,
feruzakhon1964@gmail.com +998975809064

ABSTRACT

This paper provides an overview of studies on closely related phonemes and their pronunciation. The phonological aspect of the pronunciation of sounds, the relationship between phonemes and their variants are considered. The author draws attention to the importance of correct pronunciation of sounds for understanding and coherence of speech. The features of the pronunciation of sounds in different languages and dialects are considered. The author draws attention to the need to teach correct pronunciation for people for whom this is a foreign language.

Keywords: phonemes, analytical-imitative, speech apparatus, auditory perception, diphthongs, acoustic difference, thinking, rational methods.

Introduction

Particular attention is also paid to the pronunciation of consonants and vowels. Various approaches to their classification and examples of pronunciation are discussed. The phonetic properties of sounds and the rules of their pronunciation are described.

The importance of correct pronunciation of phonemes of a close series to improve communication skills and avoid misunderstandings in communication. Examples of lexical pairs and contrasts are given to visually represent differences in the pronunciation of phonemes.

In conclusion, the author summarizes the results of his research and draws conclusions about the importance of pronunciation of phonemes of a close series in communication. It is recommended to further study this topic and develop methods for teaching correct pronunciation.

In general, this abstract is an extensive description and study of the pronunciation of phonemes of a similar series, their variants and relationships.

Phonemes of a close series are those phonemes that, in some elements of their articulation, come close to the phonemes of the Russian language, and in others they are most distant from them. Phonemes of a close series should be classified in the third category according to the degree of difficulty of perception due to the fact that due to elements of similarity and difference with the Russian language in the articulation of one phoneme, the work of the speech apparatus is significantly more complicated and auditory perception is difficult.

Distribution of phonemes by difficulty of acquisition

Phonemes of a similar series

Consonants [m], [b], [g], [f], [v], [s], [z], [j], diphthong [e1].

Distant phonemes

Consonants [ʒ], [d], [u], [w], [r], [h].

Phonemes of a close series

Consonants - [p], [k], [n], [t], [d], [l], [r], [ʃ], [ts], [dʒ];

vowels [i:], [ɪ], [e], [æ], [2:], [e], [3:], [u], [u:], [d], [9:], [e];

diphthongs [aɪ], [aʊ], [5ɪ], [ou], [1ə], [sə], [uə], [5ə]. (B-4)

All of the above indicates the difficulty of perceiving phonemes of the English language and phonemes of a foreign language in general and emphasizes the need to develop not only the ability to correctly acoustically perceive each phoneme, and therefore the ability to sense the acoustic difference in phonemes, but also urgently requires systematic work on the ability to analyze muscle feelings when articulating phonemes.

It is well known from psychology that the basis of skills should be the unity of sensation and thinking, and in this unity thinking plays a leading role. Therefore, the most correct and easiest way to master the pronunciation of sounds of a foreign language is the way in which the thinking of students is involved.

All studies devoted to the consideration of ways to explain new sounds of a foreign language have established that the best results are achieved when using the analytical- imitative method. The worst results are obtained by training based on purely auditory imitation (B-1, B-2, B-4, B-5, B-6).

From the above it follows that when teaching the pronunciation of sounds of a foreign language, it is necessary to rely on the students' native language, since analysis of articulation or analysis of acoustic representation is possible only in comparison with well-learned sounds, which are primarily the sounds of the native language.

When choosing the most rational method of explaining the material, you should not give exclusive preference to one of the above methods. For various sounds of the English language, we can talk about the appropriateness of one or another method of explanation. So, for example, when explaining phonemes that we attribute to a similar series, auditory imitation can be widely used. As for the sounds of the distant series, i.e., sounds that are alien to the student's native language, as well as the sounds of the close series, i.e., sounds in each of which we find elements of similarity and difference with the corresponding sound of the native language, then in this case the decisive factor is The analytical-imitative way of explaining sounds plays a role.

The analytical-imitative method of explaining pronunciation consists of three successive stages:

1. Analysis of the pronunciation of a phoneme of the native language in order to understand the articulation of this phoneme, which allows the student to realize the common and different things that exist between the articulation of a given phoneme of the native language and the corresponding phoneme of a foreign language.

In some cases, this may be an analysis of a foreign language phoneme already known to students, if this phoneme can serve as a support in mastering a new phoneme.

2. Work on new unusual combinations of various elements that represent the sounds of a foreign language.

3. Bringing the use of these sounds of a foreign language to skill with a minimum of consciousness control (B-1).

Of essential importance in working on the system of phonetic means of a foreign language is the assimilation of concepts associated with the study of certain phonetic phenomena. Some of these

concepts are known to students from their native language course, others are completely new and require special attention from both the teacher and the students. These concepts must be mastered so that students can phonetically correctly construct their speech in a foreign language.

Before considering the concepts associated with the study of the phonetic system of the English language, it is necessary, at least very briefly, to dwell on the knowledge from the field of their native language with which students come to the fifth grade. The volume and depth of presentation of this or that material, as well as the formulation of the rules and the language of explanation, depend on the quantity and quality of this knowledge.

The first concepts that are introduced in first grade during native language lessons are the concepts of words and sentences. No definitions are given in grade 1; the teacher simply talks about the word. He says: "Our speech consists of words. We speak and write words. We listen to words when others speak them. We read words, From words we make sentences." Only in grade II is an attempt made to define a sentence. Students are told that our speech conveys our thoughts, that our speech consists of words that we combine into sentences. "A sentence is one or more words expressing a complete thought." No other information is given up to class V.

The next concept is syllable. In the first year of study, it is first simply said that words when reading can be pronounced separately in parts and that these separately pronounced parts are called syllables. In grade II, a clarification is made to the concept of a syllable and it is said that there are as many syllables in words as there are vowel sounds. The result is a fairly complete picture of the syllable.

The concept of sound and letter is given. When first introduced to these concepts, it is explained that "a word consists of sounds. In writing, sounds are represented by letters. We hear and pronounce sounds, but we see, read, and write letters." A very important point is given that the number of sounds and the number of letters in the same word are not always the same. The idea of vowels and consonants is given to students already in the first grade. They are told that vowels can be syllabic. The number of letters in the Russian alphabet is reported. Students learn that consonants can be pronounced hard and soft. In grade II, students are given the concept of hissing, voiced and other consonants, and are given the rule about deafening paired voiced consonants at the end of a word and about deafening voiced consonants before voiceless consonants in the middle of a word.

In elementary school students learn about some more phonetic phenomena: about stress, about stressed and unstressed syllables, about the semantic distinguishing function of stress, about stressed and unstressed vowels. Basic information about Russian intonation is also given.

The knowledge, skills and abilities that students receive in the phonetics of their native language during the first four years of study and from a special phonetics course in grade V provide great assistance in mastering the necessary knowledge, skills and abilities in the phonetics of a foreign language. This primarily applies to such issues as the analysis of sound expressive means of language; correct pronunciation of sounds of a foreign language based on knowledge of the physiology of speech sounds; conscious use of the rules of written speech; developing skills of correct expressive pronunciation; use of the alphabet and dictionaries, etc.

However, students' mastery of many phonetic phenomena in their native and foreign languages is not the same.

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