



## RIGHT BY WORKING ON THE TEXT IN THE PRIMARY CLASSROOM PHONETIC EXERCISE IN BUILDING PRONUNCIATION SKILLS AND USING ASSIGNMENTS

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**Abstract:** Systematic use of exercises and tasks that form speech skills and guide students to correct pronunciation in native language classes. Comprehensive development of the use of folk proverbs for the development of the student's spirituality in teaching correct pronunciation. Organization of non-traditional lessons in the mother tongue using examples of folklore.

**Key words:** speaking skills, pronunciation and spelling, logical thinking, literary pronunciation, spelling literacy, independent thinking.

In order to achieve effective teaching of correct pronunciation in general secondary education schools, it is desirable to improve the current teaching materials taking into account the problems in this regard. The important thing is that, first of all, it is necessary to form and develop the skills and competence of the student to make effective use of every minute allocated for the study hour, every information given in the textbooks. It is intended that the educational materials provided to the student can serve to form two or three necessary skills (literary pronunciation, spelling literacy, necessary vocabulary and independent work) in the student not only within the framework of a single problem or topic. It will be easy to achieve the goal. While providing the student with information about speech sounds when giving a task on correct pronunciation, the effectiveness of the lesson is to achieve the formation of fluent speech, meaningful communication skills, and the ability to work independently provides. At this point, if the content of the exercise or task given to the student for analysis is not a simple message, but in the form of proverbs, phrases, figurative expressions, folk proverbs equal to the rules of life, necessary fragments from folk epics, at one point in the lesson both educational, educational and developmental goals are realized.

Today, various new pedagogical technologies are being applied to the educational process. As a result of scientific research, a number of new types of exercises and assignments are being tested in practice. In particular, I. Davronov's feedback on algorithmic exercises is one of the new approaches in this regard [1, 188]. However, there are such subjects in the teaching of the mother tongue that the desired result can be achieved through traditional practical work rather than didactic games. It should be noted that it is natural that pronunciation has an influence on spelling, and vice versa, writing has an influence on oral speech. No matter how rapidly science and technology develops, no matter how times and places change, the issue of written speech for mankind will never lose its essence. Therefore, this issue will always remain the primary problem of education. (It is no longer possible to brag about the level of literacy of people of our time. There is no reason why teachers cannot afford to clean the written speech of a student sitting at a school desk from spelling, sign, and stylistic errors cannot be justified with.)

If students skillfully use the possibilities of their native language, if they can express their thoughts effectively and clearly, if they know their own language at the level of deep understanding of the rich scientific and artistic heritage left by their ancestors, then mother tongue education is its own. will have achieved the goal of z. For this, the educational materials used in the mother tongue classes should be developed very carefully, and should have the opportunity to develop skills in a comprehensive manner. At the same time, the need to improve pronunciation, spelling, and vocabulary, as well as to create conditions for directing independent thinking, requires the process of repetition, which improves speaking skills.

In our opinion, the regular use of exercises in teaching the sections of correct pronunciation, spelling, orthography, and punctuation, which lays the foundation for the formation and development of the student's speech skills, and teaching the other sections based on tasks, will give the expected result.

First of all, more attention should be paid to the practical assimilation of pronunciation and spelling rules in the "Mother tongue" textbooks of the primary grade, and the work on pronunciation should be continued continuously in the next grades. After all, the most important sign of culture is a person's ability to speak correctly and write without mistakes.

In order for the speech to be effective and meaningful, it is necessary to use appropriate and effective means of expression other than words. For example, it will be useful if folk proverbs are quoted more not only in "Literature" but also in "Mother Tongue" textbooks. As "rules for living", it gives the reader more information than a simple example. In particular, there is a need to pay attention to this aspect when teaching the subjects of correct pronunciation. Because the correct pronunciation is related to the pronunciation of sounds, proverbs have a certain tone.

It should be noted here that exercises and tasks are not only part of textbooks, but also should be used as a separate system. There is a collection and system of problems from physics and mathematics. However, the system of special exercises and assignments for teaching the mother tongue is not actively used in practice. In this sense, in our work, we used educationally important means of expression of the language. In particular, the appropriate and effective use of folk proverbs, which can illuminate the student's spiritual world, is important in teaching correct pronunciation. Most folk proverbs consist of rhyming words, which are very useful in showing the reader the subtle pronunciation of certain vowels and consonants. The pronunciation of the sound contained in the poetic verse has a faster effect on the reader's thinking than the sound contained in the word involved in a simple sentence shows. On the basis of proverbs, it will be possible to convey both theoretical information and important lessons that the student will learn in the future life. It is appropriate that the topic of the cited proverbs should be about the qualities of honesty, hard work, friendship, humility and knowledge. In this regard, for example, it is possible to use examples of proverbs given in Mahmud Koshgari's work "Devonu lug'otit turk". The lips of the hard-working man are bloody. A person who strives in youth will be happy in adulthood. The sign of happiness is knowledge. The head of manners is language [2, 47].

Although it is rarely found in our textbooks today, we can see that folk proverbs were effectively used in the "Mother Tongue" textbooks of the 50s of the last century. Examples of folk proverbs and epics are given to explain almost every topic. For example, in

exercise 2, which is given to strengthen the topic of speech sounds, theoretically, if the students identify narrow, medium, wide and wide vowels from the given proverbs, on the other hand, work and laziness; knowledge and ignorance; bravery and cowardice; monotony; the benefits of being a craftsman; there are many proverbs that reflect such things as harmony and correctness, and it is very necessary to use this experience even now. Such exercises with proverbs, which are more memorable than ordinary text and increase the student's vocabulary, continued until the end of the textbook.

It is also possible to organize non-traditional lessons in the mother tongue using examples of folklore. In particular, the exercises organized on the basis of the competition of quick utterances play an important role in smoothing the student's oral speech, that is, it increases the effectiveness of teaching speech sounds and their specific acoustic properties in the Uzbek language.

For example, after gaining general knowledge while passing the theme "Urgu", say, a poem read expressively by Afzal Rafikov, Sanjar Sadullaev or Zulkhumor Mominova, a prose text audio or a video option would be appropriate. It should also be noted that the fact that the speakers are both male and female should be taken into account. In addition to correct pronunciation, there is also a matter of tone in speech, which is somewhat different for women and men (boys and girls). Therefore, it is appropriate to use the speech of speakers of both sexes equally in the lesson.

Directing students to work on the text is also effective enough. They can be asked to memorize and express instructive stories, poetic and dramatic texts. Since there was not much need to memorize prose texts before, students had difficulty in memorizing and reciting it exactly. Taking into account the effective organization of the lesson in every way, when students memorize texts and wise words, errors and shortcomings related to the pronunciation of sounds, accent and tone in their oral speech are identified, and special exercises are used to eliminate them. is recommended. In order for the speech of the student to be impressive and attractive, it should also have a huge vocabulary. During the lessons, about a hundred instructive stories, poems and wise words are memorized. In the course of the lesson, the teacher should create conditions for the student to develop the necessary speech skills. The child must have the necessary vocabulary and literary pronunciation skills to be able to express thoughts logically and coherently in his own language both orally and in writing; it is required to be a spelling literate and a creative thinker. In this regard, the method of forming students' speaking skills in a complex way will have a good effect.

The main educational material that forms speaking skills in native language classes is a system of exercises and tasks. Researcher T.Ganiev's research on activating students' cognitive activity during exercises in their native language is also important in this regard [3, 12]. Nevertheless, the problems related to literary pronunciation in mother tongue teaching have not yet been resolved. Positive about it achieving results depends on the quality of the exercise or assignment. It will be extremely useful if the task is designed in a purposeful, well-thought-out way, that is, it can create an opportunity to form three or four speaking skills at a time. Not all native language teachers working in educational institutions are experienced, qualified, and of the same high level. Although activities are being carried out according to the specified program and modern interactive methods are being applied to the teaching process, it is known in the process of experiment and testing, as well as in simple observations, that the students' speaking competence is not developing as expected. If how to organize the

lesson, in particular, teaching correct pronunciation, orthography, and orthography in the native language classes, is completely left to the discretion of the teacher, students' literary pronunciation and spelling skills and it is inevitable that the qualifications will not be the same. And the rules of pronunciation and spelling require uniformity. In this sense, the issue of automation of students' speech competence becomes very relevant development.

As a result of the research, it became clear that the correct pronunciation, spelling literacy, logical thinking skills, vocabulary, which are very necessary for the student, cannot be increased by regular training, but is formed systematically, through continuous, practical work based on a system of special exercises and tasks. This leads to systematic repetition, as a result of which skills and competence begin to form.

When approached from the point of view of the goal of mother tongue education, it is clearly felt that there is a need to develop a system of special tasks that allows for the comprehensive development of speaking skills, as well as the technology of using them in the lesson.

Pedagogical technology in our work is defined by the Russian scientist V.P. Bespalko: "Pedagogical technology is a project of the process of forming the student's personality, which can guarantee pedagogical success regardless of the teacher's skills".

Comprehensive formation of speech skills in students of the 1st-4th grade of general secondary schools is carried out on the basis of modern pedagogical technology.

The proposed pedagogical technology does not require high skills from the teacher. If the teacher performs only the task of management and guidance, stop. To complete the task, it is enough for the student to know how to read and write.

Various new, modern methods are continuously used in the teaching of the mother tongue in comprehensive schools. We remind you that the fact that there are many problems related to the teaching of the correct pronunciation section, including the pronunciation and spelling of speech sounds in educational institutions, is known in the course of observations, which is the reason for our research. we want to pass.

Various types of tasks are used in the educational system. In particular, a lot of work is being done in connection with the modernization of mother tongue education. But in most cases, the issue of using educational tasks is approached in an old-fashioned way. Building a single skill through an entire task is lacking in today's perspective. Now, as a result of social necessity, science and technology have developed, and along with speaking, he has the opportunity to perform a number of tasks, such as taking pictures, sending letters, and using the Internet. Science has always lightened people's burdens.

In modern textbooks, tasks act as a device for entering information into memory. It is impossible to talk about his fluent, logically consistent, impressive speech without enriching the student's thinking, vocabulary. Tasks such as "Compose a text", which are used a lot in the course of the lesson today, are no longer justified. Because the student cannot write down any content at the expected level with his poor vocabulary and narrow thinking. It is important for the reader to relate to the same topic, there will be little or no useful, actionable information.

The analysis materials, which are the content of the assignment, do not consist only of theoretical information, but are designed to make effective use of the various lexical resources of our language (for example, expressions, figurative expressions, etc.), and are useful in every way for the student. First, a word expresses a concept more abstractly than a phrase or a figurative expression. Phrases are more expressive than words, and phrases are



more expressive and figurative than words. For example, when it is said that it is an easy job, it is abstract how easy it is. But if it is said that this work is like pulling wool from dough, the expression will be clear and impressive. Only when the student notices this, he will definitely get used to using the phrase with the word in his speech. Phrases are not created just to fill dictionaries, the student should be taught to use them appropriately and effectively in completing tasks and expressing ideas. If such tasks are carried out in each lesson in accordance with the topic being taught, knowledge will be enriched, skills becomes a qualification.

It is known that since ancient times in the East, effective methods of teaching, which were not separated from the national ground, were invented and widely used, and we relied on such Eastern experiences in the necessary places of our work. Dozens of scholars such as Beruni, Ibn Sina, Khorezmi, Mahmud Kashgari, Yusuf Khos Hajib, Ahmed Yugnaki, Motrudi, Imam al-Bukhari, who made a great contribution to world civilization, Alisher, who used the most words in his works Working on texts of various sizes and forms, which reflect the views of wise creators like Navoi on education, memorizing their wisdom, teaching to observe what the great ones said is still very important for mother tongue lessons today.

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