

FORMING ACCURATE PRONUNCIATION SKILLS IN THE INITIAL STAGE OF LANGUAGE LEARNING

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Annotation: This article highlights methods for mastering the four primary types of speech activities-reading, listening comprehension, speaking, and writing-at the initial stage of education. It emphasizes that reading serves as a primary tool for developing accurate pronunciation and speaking skills, as well as a bridge to writing. The article discusses the importance of teaching students to correctly read Uzbek speech sounds, combine speech sounds to form words, and read words as a whole at the initial stage of education. This approach ensures the acquisition of the language with accurate pronunciation and without an accent.

Keywords: Uzbek language, skill, proficiency, reading, listening comprehension, speaking, writing, letters, sounds.

Introduction

It is known that learning any language involves mastering the four basic types of speech activities: reading, listening comprehension, speaking, and writing. The ability of language learners to independently apply the skills and knowledge they have acquired during the learning process contributes to the formation of speech proficiency. According to I.A. Zimnyaya, "Proficiency is the attainment of a high level of mastery of actions through practice, leading to the automation of speech processes" [1, p.142]. Thus, the ability to freely apply developed skills in speech processes becomes proficiency, which grows from basic to complex and from easy to difficult through gradual steps.

At the initial stage of language education, developing accurate pronunciation skills for speech sounds is one of the primary requirements, with particular importance placed on cultivating proper reading skills. Various types of reading-such as syllabic reading, silent reading, reading aloud, expressive reading, and choral reading-are introduced gradually to students.

The first stage of reading involves correctly pronouncing the letters of the language's alphabet individually while adhering to pronunciation norms. Teachers engage each student in reading letters individually and also conduct collective pronunciation practice with the entire class. This method helps students develop oral pronunciation skills for speech sounds.

In this process, the aforementioned methods-syllabic reading, spelling out words, and reading aloud-play a vital role in instilling correct pronunciation norms in students. These developed skills are further reinforced by having students practice writing the letters in their written forms.

At the initial stage of education, teaching students to correctly read the speech sounds of the language being learned, combine these sounds to form words, and read words as whole lays the foundation for mastering the language with clear and accent-free pronunciation. Reading not only aids in acquiring new vocabulary and expanding word knowledge but also helps develop skills in combining words to construct sentences and phrases.

The knowledge acquired through reading and writing activities is effectively utilized in listening comprehension and speaking. Reading plays a crucial role in obtaining information, broadening perspectives, and expanding vocabulary.

M. Gulamova, in her research, highlights that one of the main challenges in listening comprehension is linguistic difficulties. She emphasizes the importance of integrating reading and writing to successfully overcome these challenges and enhance listening comprehension [3, pp. 35–36]. Listening and understanding occur simultaneously, requiring students to possess lexical and grammatical knowledge, which is developed through reading and writing.

Reading is especially significant during the alphabet-learning stage, where students are introduced to the uppercase and lowercase forms of each speech sound, along with the printed and written forms of letters. At this stage, students develop the ability to recognize the symbolic representations of sounds, pronounce letters and words together with the teacher, write the uppercase and lowercase forms of speech sounds, and read them both individually and within words.

This process underscores the practical importance of reading, as students learn to combine letters and accurately pronounce them through reading practice.

Methodologist scholar R. Yuldoshev emphasizes that insufficient attention is paid in Uzbek language lessons to developing students' skills in accurately pronouncing words and word forms, correctly placing word stress, and combining words into syntagms. He highlights that this lack of focus significantly hinders the proper development of speaking skills.

During the stage of working on texts, Russian-speaking students often read words and word forms with pronunciation errors, including mistakes in the articulation of certain sounds. R. Yuldoshev notes that teachers frequently fail to address such errors seriously, neglect to immediately work on tasks to teach reading techniques, and are often constrained by limited class time. As a result, these pronunciation errors become ingrained in the students' speech, requiring substantial effort to correct later.

According to R. Yuldoshev, pronunciation errors become entrenched due to insufficient work on the articulation of certain sounds. Typically, in Uzbek language lessons, words containing new sounds are introduced to students only once, which he considers inadequate for building proper pronunciation skills [3, pp. 80–84].

Reading encompasses various types, such as syllabic reading, silent reading, reading aloud, expressive reading, and choral reading, which are gradually introduced to students. The initial

stage of reading involves correctly pronouncing the letters of the target language's alphabet individually, adhering to pronunciation norms.

Teachers ensure that each student practices reading letters individually, while also involving the entire class in collective pronunciation exercises. These methods help develop oral pronunciation skills for speech sounds. The skills acquired are further reinforced by having students write the letters in their written forms, strengthening their understanding and application.

In the early stages of teaching reading, particular attention is given to correctly reading letters individually, combining them into syllables, and gradually transitioning to reading entire words. In subsequent stages, the focus shifts to faster reading, correct stress placement, and expressive reading skills.

During the initial development of reading skills, the speed of reading is not prioritized; instead, emphasis is placed on accuracy. At later stages, the process of combining syllables is gradually accelerated, helping students develop the ability to read words fluently as a whole. Increasing reading speed over time also contributes to the development of speaking skills.

Therefore, in reading lessons, syllabic reading of word combinations and sentences is not an effective method when working with small texts, as it does not support the holistic development of reading fluency.

Conclusion: It is evident that in second language education (including foreign languages and even native language instruction), reading serves as a key tool for developing accurate pronunciation and speaking skills. It also acts as a bridge to writing.

In primary education, teaching students to correctly read speech sounds in Uzbek, combine these sounds to form words, and fluently read words as a whole creates the conditions necessary for mastering the language with clear, accent-free pronunciation. Reading not only aids in acquiring new vocabulary and expanding lexical knowledge but also helps develop the skills to combine words into sentences and phrases.

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