



# The content of the work carried out on the correct pronunciation of sounds

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**ABSTRACT**

The upbringing of the sound culture of speech includes the ability to clearly pronounce the sounds of the native language, their correct pronunciation, the correct pronunciation of words and phrases, correct speech breathing, as well as the ability to adequately use the power of the voice, the formation of a normal pace of speech and various intonational means of expressiveness (music of speech, logical silence, accents, pace of speech, rhythm and timbre). The sound culture of speech is formed and develops on the basis of a well-developed ability to listen to speech.

**Keywords:**

grammatical skills, speech forms, educator, preschool educational organization and family, speech skills, educator's role.

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Developing correct and well-sounding speech in children, the educator must solve the following tasks:

-to develop the ability to listen in children, gradually developing its components, namely: listening attention (the ability to determine what kind of sound it is and its direction based

on the sound of a particular sound), phonemic hearing, the ability to perceive the pace and rhythm of this speech;

- to develop the articulation apparatus;
- to work on speech breathing, that is, to teach short inhalations and long exhalations in order to speak freely in phrases;
- to develop the ability to control the volume of the voice, depending on the communication situation;
- to form the correct pronunciation of all sounds of the native language;
- to accustom the child to pronounce each sound, as well as words and phrases, clearly and intelligibly, to good pronunciation in general;
- develop pronunciation of words in accordance with the norms of the orthoepic rules of the Uzbek literary language;
- form a normal speech pace, that is, teach to pronounce words and phrases slowly,

without accelerating or slowing down speech, and at the same time create the opportunity for the listener to clearly understand;

- educate the melodic expressiveness of speech, that is, to form the ability to clearly express thoughts, feelings and mood using logical pauses, stress, tone, pace, rhythm and timbre.

The educator must be able to identify speech defects in a timely manner and have a sufficient idea of such defects before referring them to a specialist.

Now let's consider each task in detail.

#### 1. Develop the ability to listen to speech

In the initial period of speech formation, the development of the main components of speech listening does not proceed evenly. For example, in the first stages of speech development, special attention is paid to listening. However, the main logical task in this case falls on the ability to hear high sounds. Children are able to recognize changes in the pitch of the sound in accordance with the emotional nature of speech (they cry in response to a challenge and smile in response to a kind and gentle attitude) and timbre (they recognize their mother and other loved ones by their voices), and also correctly perceive the rhythmic pattern of the word, that is, its syllable structure (the features of the sound structure depending on the number of syllables in the word and the place of the main stress) together with the pace of speech.

In the future, the formation of the ability to clearly distinguish one sound from another and, as a result, the ability to recognize and understand individual words plays an important role in the development of speech.

A well-developed ability to listen to speech ensures the clear and correct pronunciation of all sounds of the native language, allows you to correctly control the volume of speech and speak it at a slow pace and expressively in terms of intonation. The development of the ability to listen to speech is inextricably linked with the development of the articulation apparatus.

The development of the ability to listen to speech is aimed at developing in children the ability to perceive various manifestations of

speech intonation, namely, the correct pronunciation of sounds, the clear and understandable pronunciation of words, the ability to lower or increase the volume, the pitch, speed, intonation of speech, its acceleration and deceleration, timbre processing (request, command, etc.).

- Development of the articulation apparatus

Speech sounds are formed in the oral cavity, the shape and volume of which depend on the position of the mobile organs: lips, tongue, lower jaw, soft palate, esophagus. The correct position and movement of the speech organs necessary for pronouncing a particular sound is called articulation.

Defects in the structure of the articulation apparatus, for example, a short sublingual node, an incorrect bite, an excessively high or low upper part of the mouth and some other defects are the initial factors leading to the habit of pronouncing sounds incorrectly. However, if the child's articulation apparatus is mobile, he has good hearing, then in most cases he himself is able to eliminate the defects in sound pronunciation.

If there are defects in the mobility of the child's articulation apparatus (for example, the tongue moves little), then this can lead to incorrect pronunciation of sounds, slow, unclear and incomprehensible speech.

Therefore, the tasks of the educator are: to develop the mobility of the tongue; to develop sufficient mobility of the lips; to learn to hold the lower jaw in a certain position, which is important for pronouncing sounds.

- Work on the development of speech breathing.

The air flow from the lungs through the larynx, pharynx, oral cavity or nose is the source of sound production. Speech breathing is voluntary breathing, unlike spontaneous non-speech breathing. In non-speech breathing, inhalation and exhalation are carried out through the nose, and inhalation is almost equal in duration to exhalation.

Speech breathing is carried out through the mouth, inhalation is rapid, and exhalation is slower. In non-speech breathing, inhalation is

immediately followed by exhalation, followed by a pause. In speech breathing, a pause is followed by inhalation, followed by a slow exhalation.

Correct speech breathing ensures the formation of the correct sound, creates the necessary conditions for maintaining the appropriate pitch of speech, precise observance of pauses, and the slowness and intonational expressiveness of speech.

Speech breathing errors can be a consequence of general weakness, adenoid tumors, various cardiovascular diseases. Also, speech breathing irregularities, such as the inability to rationally use exhalation, speaking while breathing, and not filling the lungs with enough air, which negatively affect the development of preschool children, can also occur as a result of improper upbringing and insufficient attention to children's speech by adults.

Preschool children with weak inhalation and exhalation usually speak in a low voice and have difficulty pronouncing long phrases. When air is used irrationally during exhalation, the coherence of speech is disrupted, because children are forced to take a breath in the middle of a phrase.

Often, such children do not finish words and sometimes whisper them at the end of a phrase. Sometimes children have to take a breath to finish a long sentence, which makes their speech unclear and makes them sound like they are choking. This is because the accelerated exhalation forces them to speak at a rapid pace, without observing logical pauses.

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