



Phonetics of the Uzbek Language in Teaching Russian as A Foreign Language

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ABSTRACT

The most important task of modern education in the framework of the development of a comprehensively developed personality and the study of the Russian language in a multi-ethnic university is the formation of phonetic skills, without which it is impossible to develop the communicative competence of students. Today, it is necessary to form and improve the methodology of teaching the Russian language so that it takes into account the characteristics of not only native speakers, but also those for whom Russian is a non-native language. At the same time, the developed methodology must meet the requirements, regardless of their level of Russian language proficiency. The purpose of this article is to identify pedagogical conditions, as well as to develop and test a system of phonetic exercises for the formation of phonetic skills, the development of linguistic and communicative competence among students.

Keywords:

methodology, native language, non-native language, foreign language, orthography, morpheme, letter spelling, sounds, pronunciation.

Today, Russian language teaching is focused on a native speaker, the language system is studied based on the basic level already formed by students for whom Russian is their native language. In the exemplary basic educational program for universities, two options for studying the Russian language are offered: as native and non-native, and educational and methodological complexes have been developed for these areas.

The teacher has a problem in which the teaching materials selected by the university from the federal list of textbooks recommended Ministry of Education of Uzbekistan for use in the educational process in educational institutions, is not suitable for working in a multi-ethnic class. Thus, it is necessary to develop methods that combine the study of Russian both as a native and as a non-native. At the same time, after analyzing the practical speech of different

students, including foreigners and bilinguals, it can be noted that one of the difficult areas of the Russian language is phonetics. It is known that spelling and reading are closely related to the sound system of the language. Most spellings are based on pronunciation, so in the written work of students, more than 60% of all errors are phonetic. Such errors are due to a violation of pronunciation norms, of which only 30% are spelling. This justifies the choice of this research topic, its relevance.

Having been born, a person learns to interact with the outside world and people - his parents. This is the first communication in life. Having learned to move, the students begin to study the first sounds, which are so important in order to be understood correctly. The student feels the same way when he finds himself in a new language environment for him. That is why individual work with each such student is

necessary, which is difficult to achieve in a modern university that uses the method of teaching Russian as a native language. However, in the process of preparing and conducting a lesson, it is necessary to take into account the shortcomings and limitations in the use of modern technologies, such as the problem of the readiness of teachers and the information and educational environment [6].

The teacher faces a serious problem when there are students with different levels of Russian language proficiency in the class. This raises another problem: the teacher needs to differentiate teaching, because students need different amounts of time to acquire knowledge, develop language skills and abilities. The teacher cannot constantly focus only on foreign phones or, conversely, ignore them and follow the program. We have to independently combine the methodology of teaching Russian as a native language, Russian as a non-native language and Russian as a foreign language.

Russian orthography is based on several principles, the main of which is morphological. Its essence lies in the fact that the morpheme (a significant part of the language) retains a single letter spelling, although the sounds included in the morpheme may change during pronunciation. The role of the morphological principle in the Russian language is great, in the Russian language the system of intramorphemic alternations is widely developed, due to various reasons.

Along with the morphological principle, the phonetic principle operates, according to which words or their parts are written as they are pronounced. For example, prefixes on z change depending on the quality of the consonant following the prefix: before the voiced consonant, the letter z is heard and written in prefixes, and the letter s is heard and written before the deaf consonant in the same prefixes. There is also a historical or traditional principle, the essence of which is that words are written as they were written before. So, the spelling of vowels and, a, u after hissing is an echo of the ancient state of the phonetic system of the Russian language. Dictionary words, as well as borrowed ones, are written according to the same principle.

There is also a principle of differentiated spelling (semantic) in modern Russian orthography, according to which words are written depending on their lexical meaning. For example, burn (verb) and burn (noun). So the principles of spelling show the diversity of the rules of the Russian language, pointing to the features of its phonetic and grammatical structure, as well as its development and interaction with other languages, which can help foreign students to learn the essence of a non-native language.

In addition to spelling rules, there are rules governing the writing of graphic characters - letters that form the alphabet and represent sounds in writing. This question studies graphics - a section of the science of language, correlates the signs of sounds (phonemes) and the signs of letters (graphemes), studies the totality of signs used in this writing system and the rules of correspondence. Russian graphics are based on two main principles - phonemic (a letter denotes a phoneme, not a sound) and positional (used to convey the hardness / softness of phonemes in writing).

An analysis of linguistic, pedagogical and other sources shows that the scientists of our country have been engaged in research on phonetics for many years.

The basic concepts of phonetics - a department of the science of language, a section of linguistics that studies the sound structure and structure of a language, are the sound of speech and the phoneme.

Speech sounds are the minimum units of the speech chain, which are the result of complex human articulatory activity and are characterized by certain acoustic and perceptual (associated with the perception of speech) properties. Articulatory, all speech sounds are divided into two classes: vowels and consonants, the difference between which is associated with the participation of different parts of the speech apparatus and articulatory movements.

The phoneme, as an abstract unit of language, corresponds to the sound of speech as a concrete unit in which the phoneme is materially realized. This term in a close modern sense was introduced by I. A. Baudouin de

Courtenay. Phonemes, as a complex of different sounds, are necessary in order to distinguish and identify words and morphemes. The science that studies phonemes is called phonology, or functional phonetics. In the theory of studying phonemes, there are different approaches to studying them, the most famous of which are the approaches of the Moscow and Leningrad phonological schools.

When teaching bilingual students, and those for whom Russian is not their native language, the teacher may encounter difficulty when students do not distinguish between some phonemes, because they are absent in their language or hear phonemes in them that partially coincide with those that are in their native language. It is the last type that should be paid special attention, since it is the most difficult to master. For this reason, it is important that the teacher not only have information about the phonetic structure of the Russian language, but also be familiar with the main features of the languages spoken by his students from other countries. This will help the teacher to find and correct errors related to language interference - the transfer, often negative, of skills from one language to another. This phenomenon is studied both in linguistics - the science of natural human language in general and of all languages of the world as its individual representatives. In addition, it is also studied by psycholinguistics - a science that studies the processes of speech formation, as well as the perception and formation of speech in their correlation with the language system.

The close connection between phonetics and graphics, understanding the correspondence between sounds and letters is the key to literacy not only for foreign students, but also for those for whom Russian is their native language. Mastering communicative, linguistic (linguistic) and cultural competences leads students to the main goal of teaching the Russian language - the ability to communicate with other people competently, without a language barrier, adhering to the rules of speech etiquette and interethnic communication. Thus, competencies become inseparable from each other, and the phonetic aspect plays a big role for each of them, but it is most important for communicative

competence, since the lack of correct pronunciation and intonation makes any communication difficult, and sometimes it can completely destroy it.

So, the formation of pronunciation skills is a necessary condition for the implementation of speech activity, and it must take place in conditions of real communication, which will help not to change the program for those students whose skills were formed at the stages of primary education, but also to supplement it for those whose pronunciation is not delivered, delivered incorrectly or incompletely. Then the formation of auditory and articulation skills will take place on the basis of the words that students use in their live speech. So in the learning process, the formation and development of not only phonetic skills, but also lexical, grammatical, etc.

A similar teaching technique is found in the works of D. B. Elkonin, who says that mastering the sound system of speech and compiling a coherent statement is impossible without mastering the grammatical structure of the language. The main condition for competent utterance and the creation of prerequisites for the conscious assimilation of vocabulary and grammar, D. B. Elkonin considers the formation of a sense of language - the orientation of a person in the sound form of a word. Language acquisition, including the formation of a sense of language, can be characterized as the process of its transformation from a material form that exists outside of a person into a form of human speech activity through the formation of language and speech skills and abilities.

In the process of teaching a foreign language, the problem of developing speech skills and abilities occupies the main place, and the definitions of "skill" and "ability" themselves are key. The starting point for both foreign and domestic science is the concept of "skill", proposed by E. Thorndike at the beginning of the 20th century. A broad, undifferentiated interpretation of this definition has been subjected to reflection and intensive research in our pedagogy, general psychology, the psychology of language learning, psycholinguistics and the methodology of teaching foreign languages. The idea of S.L.

Rubinshtein on the division of human actions into conscious and automatic led to the differentiation of skills and abilities, which in the 60s was transferred to the domestic method of teaching foreign languages.

In order to start working on the formation of phonetic skills in multi-ethnic classes, it is important to choose the right approach to teaching, since "the functioning of a multi-ethnic university requires the implementation of specific methodological competence of the teacher of the Russian language." The approach to learning is the implementation of the leading, dominant idea of learning in practice in the form of a specific learning strategy. The methods of teaching the Russian language are engaged in the study of approaches. However, she studies the processes of teaching students their native language. To solve the problems of teaching in a multi-ethnic class and create conditions for the formation of phonetic skills, it is important for a teacher to engage in research activities. Its result will be the identification of the patterns of the learning process in a multi-ethnic class. If the teacher takes into account these patterns, this will help him improve the level of academic performance and the quality of education.

In the domestic methodology, it is customary to consider three components that determine the approach to learning: linguistic, didactic, psychological foundations of learning, and also to consider the approach in a narrow and broad sense. After analyzing the existing approaches, the choice was made in favor of the communicative-activity approach, the creators of which are S.L. Rubinstein, A.N. Leontiev, I.A. Winter. The essence of this approach lies in the rationale that language learning should be of an activity nature, learning should be realized with the help of speech work, during which fictitious or real problems are solved. On its basis, the following pedagogical conditions can be distinguished:

1) providing a rich language environment;

Explanation: starting from the first lessons of the Russian language, students should constantly hear patterns of correct speech. But, as Professor A. V. Mirtov points out, it is not enough to passively listen to the teacher's speech, one must actively listen to it. To do this,

the student must be an active participant in the speech. To achieve this, the teacher can use a communicative approach in Russian language lessons. This method involves both native speakers of the Russian language and those who do not speak it well, and will help achieve the main goal of Russian language lessons - mastering the Russian language as a means of communication;

2) the creation of a friendly atmosphere in the lesson and an attitude towards cooperation.

One of the difficulties faced by a foreign language student is an unfamiliar environment in which he will feel constrained and will not be able to speak Russian fluently. The creation of a friendly atmosphere by the teacher in the Russian language lesson and outside it will allow foreign students to overcome the language barrier, and other students to be tolerant and friendly towards their peers. This condition will contribute to another goal of Russian language lessons - educational.

3) the use of the developed system of exercises in multi-ethnic classes is the basis for the development of phonetic ZUN of students.

The use of a communicative approach when creating a set of exercises will not only help in the formation of communication skills, prepare students, including foreigners, for the process of communication, but will also allow you to identify errors in the incorrect setting of sounds, stress and intonation, that is, in the formation of phonetic skills. Moreover, the solution of these difficulties does not occur in isolation from other sections of the language, but in a system, which allows you to evenly develop other competencies, implementing the principles of consistency and interconnected learning of types of speech activity.

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