



SOME OPTIONS OF PHONETIC GAMES IN THE PROCESS OF LEARNING THE RUSSIAN LANGUAGE

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ANNOTATION

The article focuses on the fact that the specificity of the language system determines the need to study the features of the pronunciation of different sound units: intonation of a word, intonation of a syntagma and intonation of a sentence. The student perceives the patterns of the Russian language through the prism of his native language and transfers the phenomena of his native language into Russian speech, which often leads to errors. The speech development of this category of schoolchildren is characterized by difficulties in mastering Russian phonetics, agrammatism in coherent statements, a limited vocabulary, etc.

In the problem of predicting phonetic-rhythmic-intonational errors, the concept of interlingual interference acquires decisive importance. The complex nature of sound units causes the emergence of contradictions that accompany the process of contacting different phonetic systems when learning another language, and provokes the appearance of phonetic errors.

KEYWORDS: *Communicative orientation of speech, personality socialization, intonation, variability, auditory-visual imitation, phonetic games.*

The main principle of teaching the Russian language in a general education school is the success of its study, pushing the boundaries of a student's understanding of the language and the meaning of national and global culture through a communicative approach. In the process of learning this language, students gain knowledge that will allow them to apply the acquired skills in any life situation. The communicative orientation of speech to achieve the goal of the statement, programming and predicting the course of speech interaction began to be taken into account more. This includes work on the development of skills to discuss, reason, argue, explain and prove, which contributes to the development of discursive competence.

In the Russian language program, an important place is occupied by active learning, which motivates the student. To do this, we recommend that teachers use the following types of exercises in Russian language lessons:

1. Retelling the text with a change of face or on behalf of another character (for example, the fairy tale "Little Red Riding Hood" on behalf of a girl, on behalf of a grandmother, on behalf of a wolf. Or a fairy tale "A Girl and Three Bears" on behalf of a girl, on behalf of a bear and a little bear cub). This type of work allows the

student to look at the situation from the position of another character.

2. The complex new term "Scanned reading" can be successfully explained by the "Compilation of a cluster" technique according to the plot of the work. (For example, the development of the plot of the fairy tale "Gingerbread Man", "Three Bears").

3. After listening to the text, continue the story. When introducing students to a fairy tale, the teacher tells the content or shows a video and asks: "What do you think will happen next?". Students learn to predict, develop their imagination, the ability to build a consistent speech.

4. Retelling with plot unfolding or plot folding.

5. Description of the picture with highlighting actions, details, mood. (For example, a painting based on M.Yu. Lermontov's poem "A lonely sail turns white" first, the teacher activates the dictionary, attracts the students' attention with questions: What do you see in front of you? What do you hear? What do you feel when looking at the picture?). Students make up a description of the picture, taking into account all the factors that affect the perception of the picture.

6. Drawing up a fairy tale "Creating a masterpiece." The teacher gives the instructions that the students will have to compose a fairy tale, for this they



must listen carefully to each other, develop this topic and enter into communication when it is his turn, developing the plot or describing the emotional experience of the hero or the landscape that opened before the hero's eyes.

7. Role play. Students distribute roles and voice characters according to temperament and character. For example, the fairy tale "Kolobok". Before the role play, the children are asked to reflect on the behavior of Kolobok. Is Kolobok behaving correctly? Why can't you behave like Kolobok? Why can't you run away from your parents? Why can't you walk alone? The teacher offers to come up with a continuation of the story. Or students tell a fairy tale on behalf of one of the characters.

In the process of learning the Russian language, one of the fundamental ones is the need for interconnected teaching of intonation and, subsequently, the orthoepic, spelling literacy of students and the development of speech.

It is known that a large number of intonation errors are observed in the speech of native speakers of the Russian language. The reason for this is seen not only in the great variability of the intonation design of the phrase in the Russian language and the multifunctionality of intonation, but also the lack of due attention to this section of the language in the teaching of the Russian language, both in a general education school, in secondary specialized educational institutions, and in universities.

The specificity of the language system determines the need to study the pronunciation features of different sound units: intonation of a word, intonation of a syntagma and intonation of a sentence. This work becomes the basis for work on the intonation of the text. When studying the intonation pattern of each of the selected units, training is carried out in the sequence of the formation of skills and abilities outlined above. However, in the practice of our work, we often observe such a phenomenon as a student's misunderstanding of the semantic shell of the pronounced syntagma and phoneme. The student perceives the patterns of the Russian language through the prism of his native language and transfers the phenomena of his native language into Russian speech, which often leads to errors. The speech development of this category of schoolchildren is characterized by difficulties in mastering Russian phonetics, agrammatism (a speech

disorder characterized by loss when using phrases, as well as words as an expression of thoughts) in coherent statements, a limited vocabulary and other shortcomings due to insufficient speech practice in the field of Russian language, bilingualism in communication with peers in the yard and with parents. The inculcation of phonemic hearing should begin at the initial stage of education in the section of listening to a simple Russian situational text.

When we speak, we do not separate the sounds from each other, but pronounce them together (and sometimes the sounds overlap or even drop out, as mentioned above). In the flow of speech, sounds are modified under the influence of neighboring phonemes. Thus, the morphological principle allows the preservation of a single letter spelling, although the sounds included in the morpheme may change during pronunciation. Voiceless phonemes are voiced before voiced ones, and voiced ones are deafened before voiceless ones. In addition, only deaf consonants can occur at the end of words (the end of a word is considered a weak position), for example: bow, oak, mouth, tooth, garden, threshold, city, iron, flag, fish, fur coat.

Methods and techniques for the effectiveness of classes on the development of phonemic hearing are outlined on the basis of observations of the project for updating the content of education. Therefore, it is advisable to introduce the inculcation of competent phonemic hearing, the formation of functional literacy at the first stage of education and they can be divided into several stages.

First step. Phonetic games are based on auditory-visual imitation and are in the nature of a fragmented acquaintance. They contribute to the development of phonetic hearing and pronunciation skills of students. The games and exercises of the second stage are subordinated to the task of teaching how to correlate sounds with the graphic outline of letters in the process of comparative reading of syllables and words. Phonetic games should be receptive, receptive-reproductive in nature. The task of the third stage is the practical assimilation of the sound structure of the Russian language. The development and improvement of pronunciation skills consists in reading and memorizing poems, tongue twisters, guessing riddles, riddles, tongue twisters, etc. Exercises are reproductive, reproductive-productive and productive.



Thus, depending on the language proficiency of students, the teacher can make the appropriate permutations, and use some game exercises at all three stages of work, gradually complicating the phonetic material. It is necessary to organize independent work of students in teaching cross-cutting topics using various critical thinking strategies. For example, you can give students tables and ask them to prepare for reading after a certain time, or tasks like “Test yourself!”, Which give students the opportunity to independently check their knowledge, and the teacher - the level of their knowledge.

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