



COMPARATIVE-TYOLOGICAL STUDY OF PHONETIC SYSTEMS IN THE COMMUNICATIVE ASPECT

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ABSTRACT

In accordance with the current requirements for training, the entire learning process should be focused on the student's ability to master the language as a means of communication. As a result, the student's ability to understand spoken language, read and express his thoughts, and also be able to express himself in writing, must be developed and developed in the reader.

KEYWORDS: *grammatical construction, articulation-acoustic method, articulation training, pronunciation skills, prosodic or accent levels, positional laws.*

DISCUSSION

In the process of teaching French in Uzbek schools, attention should be paid to working on specific levels of language and developing all types of speech activities. In accordance with the requirements of modern teaching, the whole teaching process should be focused on the student's mastery of the language as a means of communication. As a result, the ability to understand oral speech, read, speak, and express one's thoughts should be formed and developed in the student. Knowledge of phonetics, vocabulary and grammar as a model of the communication process is one of the main conditions for achieving this goal. In this article, we focus on defining our direction of the study of conscious speech from a comparative typological point of view. Because such speech is the beginning of the process of comparative and topological study of any language, including French and Uzbek.

It is known that the means of sound in the language system have a special place in comparison with the grammatical structure and vocabulary. It should not be seen as an element of language that stands alongside lexicon and grammar (morphology and syntax). We can also learn this from the possibilities of the phonetic or articulatory-acoustic method based on L.V. Sherba in the 1920s.

The task of articulatory teaching is, first of all, to teach the student to understand the work of pronunciation and to separate the whole articulation into its constituent elements, to synthesize these

elements into new unusual compounds. Research in this area has also promoted the idea that foreign language articulations and pronunciation skills of native speakers should be studied in constant proportion. In this case, our attention is drawn to a situation in which the phonological system is compared. In general, phonological systems, all levels of the phonetic syllable (phoneme variable or phonetic, prosodic or accent levels) can be compared [1].

In the process of comparing the segment level of language sound systems, three functional groups can be distinguished: 1) the structure of phonemes and their descriptive features; 2) articulatory base of sounds and their articulatory origin in Uzbek and French languages; 3) use of sound units.

Within the first group, two main trends can be distinguished: in the first, the low phoneme repertoire in Uzbek is compared to the multi-phoneme material in French; in the latter, the opposite is true: in this part of the phonetic system, the phoneme repertoire of the Uzbek language is wider than that of the phoneme repertoire of the French language.

The second group includes four groups of sounds; a) sounds that are more or less similar in both tones; b) sounds in French but not in Uzbek; g) Sounds in Uzbek but not in French.

The third group focuses on the similarities and differences in the use of sound systems in the two languages being compared. The positional laws of sound construction in languages are undoubtedly one of the areas of such application. The positional laws of



language sound construction can also be determined by the presence of positional changes in units of sound in certain positions [2].

The sound structure of a language consists not only of elements of the segment level, but also of super-segment (prosodic) phenomena. Thus, it is natural to emphasize and emphasize the object of research, that is, they serve as a means of communication. Hence the need to include these elements in the comparison process.

The emphasis is on his character and role. Emphasis is also placed on the rhythmic structure of words and phonetic words.

The melody is an important tool for distinguishing the meaning of a sentence or the modal (emotional) tone in the process of communication. Mispronouncing a sentence can not only change its meaning (or even distort it completely), but also offend the interlocutor and interrupt the conversation.

When comparing the phonetic systems of languages, certain aspects of them can form the basis of comparison, for example, when the articulatory base of sounds is based on the comparison of articulatory appearance in Uzbek and French, consonants can be compared and classified in at least two ways: articulation on the secret.

French consonant sounds are classified according to articulation:

- a) Consonant / consonant: The articulation of two rows of consonant sounds is of two kinds. Vowels [b, d, g, v, z, z, m, n, □, l, R] are formed by the vibration of the vocal cords, while vowels [p, t, k, f, s, □] are formed without vibration.
- b) Openness / closure of articulatory organs: in the pronunciation of explosive sounds [p, b, t, d, le, g, m, n, □] completely block the passage of air at the level of the oral cavity. then there is an explosion in the pronunciation of the phoneme, the sounds of sliders [f, v, s, z, □, □, R, l] cause the air to come out with strong pressure as a result of the narrowing of the sound channel.
- c) Explosive consonant sounds [m, n, □] are articulated by lowering the soft palate to expel air through the nasal cavity. The nasal sound is called oral-nasal or oral nasal.
- d) 1 lateral consonant sound [l]: at the level of the alveoli, the closure of the air passage through the apex of the tongue is observed with the lateral opening. This condition allows air to escape freely.
- e) 1 vibrating sound [R]: partial closure of the vocal tract with a dot allows air to pass to vibrate the root of the tongue.

Our observation of articulation positions shows that there are eight articulation positions in French.

1) The condition of the lower and upper lips with 3 lips [p, b, m,].

2) 2 labia [f, v,] belong to the upper teeth of the lower lip

3) 4 apical-teeth [t, d, n, l,] spread to the teeth of the tongue

4) 2 apical-palate [□, □,]: touch of the middle part of the tongue to the palate.

5) 2 picks [□, □]: the middle part of the tongue touches the picks.

6) 2 dorsi-velaires [k, g]: the middle part of the tongue and the back of the palate

7) 1 tooth-palate [□]: the middle part of the tongue and the middle of the palate

8) 1 tooth tongue [R]: middle part of the tongue and tongue.

Only after the observations on the articulation style and place of consonant sounds are fully systematized in the Uzbek language material will it be possible to carry out interlinguistic comparative-typological analysis [3].

Thus, given the nature and special role of language sound construction, we believe that the formation of phonetic literacy can only be achieved by using a combination of communicative and phonetic methods and techniques. Because the research, based solely on the results of comparing the phonetic systems of the mother tongue and French, allows teachers and students to reduce interference from the mother tongue from the beginning of learning, preventing the strengthening of mispronunciation skills that create foreign accents and promotes the development of phonemic hearing.

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