

TEACHING ORTHOEPIC PRONUNCIATION SPECIFIC TO UZBEK LITERARY LANGUAGE OF CHILDREN'S COHESIVE COMPOSITIONS

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Annotation:

This article covers the development of the speech of preschool children today, the organization of speech exercises in classes, speaking in accordance with the orthoepic rules of the literary language, and teaching them to speak according to the orthoepic pronunciation standards to a certain extent.

Keywords: auxiliary verbs, auxiliary conjunctions, orthographic pronunciation, orthoepy, speech culture, word forms, word combinations.

In preschool educational organizations, the development of the speech of children is also understood to a certain extent as teaching to speak according to orthoepic pronunciation norms. Auxiliary compounds are actively used in our language, and the pronunciation undergoes certain changes. Accordingly, it is necessary to give them special importance.

When auxiliary verbs are combined with leading verbs, sound changes occur either in the leading verb, or in the helping verb, or both.

Additional verbs: *take, give, walk, stay, send, throw, put, stand, sit, lie down, go out, go, come, throw...*

Conversational speech can be manifested in different ways:

in accordance with the orthographic rules of the literary language;

under the influence of dialect;

under the influence of book speech (orthoepic pronunciation).

Children who are educated in a preschool educational organization speak under the influence of the dialect.

Spoken speech in accordance with the orthographic rules of the literary language is considered a sign of culture. Given the large number of words and word forms in the dialect that correspond to the orthographic standards of the literary language, this aspiration allows one to overcome certain difficulties.

Pronunciation of modal verbs, auxiliary verbs, conjugations and other phrasal verbs. The child gets acquainted with auxiliary verb combinations through conversational speech. In colloquial speech, they are mainly used in abbreviated form in Uzbek



language: opke (olib kel) (bring), opket (olib ket) (take away), opchiq (olib chiq) (take out), to'kvor (to'kib yubor) (spill), ober (olib ber) (take away), yurolmaydi (yura olmaydi) (can't walk), etc. when he gets to know and master them, he suddenly cannot understand the not abbreviated form of these words. The reason is that compounds like the above are accepted as words. He does not even think that these words are formed by combining two words.

In most of the conjugations with the auxiliary verb, the auxiliary verb seems to lose its meaning: the meaning is understood in the way of imposing an additional meaning on the leading verb. It is difficult to understand such a meaning.

Auxiliary verb conjugations are often used in colloquial speech in the form of the second person singular command-request verb, in this way they acquire and become active. The child remembers the word mainly in this form. According to the experiments conducted by Kruglyakova, from the age of 3, a child replaces the verb in the speech spoken by adults with a familiar verb (for example, *ходить* instead of *бродить* in Russian), and uses the lexicon typical of conversational speech, realizing the semantic connections between words. Instead of (*olib kel*) bring, Uzbek children use the verb *obke*, which has become part of their vocabulary.

In our language, there are more conjugations of auxiliary verbs that are used without contraction. They are used in colloquial speech in the following form: walked, played, fell, stopped, closed, opened. Observations show that a child begins to understand them after hearing them, but those that are not pronounced as one word are not activated in speech, because he cannot make a multi-word sentence until a certain period, he cannot say such a sentence.

While mastering the auxiliary verb combinations of the preschool child through speech, he understands them not as a combination of two words, but as one word. Only children who have reached the age of 6-7 gradually begin to understand that they are formed from two words.

Thus, in preschool age, children's understanding of word forms and word combinations occurs through spoken speech and acquires its own character. This peculiarity is evident in auxiliary verb combinations, and it cannot be taken into account in the development of speech: it is desirable to proceed from the forms that have become the child's vocabulary when organizing a speech exercise.



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