

DEVELOPING LITERARY PRONUNCIATION IN PRIMARY GRADES

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Abstract: The article highlights the significant role of literacy and reading lessons in developing pronunciation exercises for primary school students. It emphasizes the systematic use of exercises and tasks during native language lessons that foster speech skills and guide students toward correct pronunciation.

Keywords: literary pronunciation, oral speech, vowels and consonants, syllable, stress, working with text, exercises and tasks, norm, textbook.

The primary goal of native language instruction is to foster skills and proficiencies in students regarding the correct, precise, appropriate, and effective use of the language's full potential; to develop logical and creative thinking; to enhance communicative literacy; and to instill the idea of national independence and Eastern educational values. Native language lessons must aim to improve literacy and cultivate the art of using the language with skill and mastery. School native language curricula encompass phonetics, lexicology, grammar, word formation, morphology, syntax, and stylistics, as well as correct pronunciation, orthography, word choice, sentence construction, the accurate expression of ideas, expressive reading (elocution), and activities involving text analysis and creation. To achieve this, refining pronunciation-focused exercises and mastering the phonetics section are considered key criteria in native language instruction. Developing correct oral speech skills in students is a crucial pedagogical task within the primary education process. Mastering the language's pronunciation norms is regarded as an integral component not only of linguistic competence but also of cultural, psychological, and communicative competence. Correct pronunciation skills serve as a key factor in shaping a student's vocabulary, listening ability, phonemic hearing, and speech refinement.

The teacher's role in developing pronunciation skills

A primary school teacher needs to carry out methodological work aimed at identifying pronunciation errors in students' speech, correcting them, and guiding students toward phonetically accurate pronunciation. The following methods are recommended for this purpose:

- **Dictations and sound-based games;**
- **Listening exercises based on audio and video recordings;**
- **Articulation exercises** involving the repetition of words and sentences;
- **Oral game-based tasks:** games such as “Who said it correctly?”, “Find the

sound,” and “Complete the word.”

Correct pronunciation is a crucial component in shaping a student's oral communication skills, vocabulary, and auditory sensitivity. In primary school, teaching correct pronunciation is achieved not merely through phonetic exercises, but by actively engaging students in speech activities using interactive methods. Employing interactive methods to develop correct pronunciation skills among primary school students engages them in active communication, reinforces pronunciation through natural, game-based activities, develops phonemic awareness and intonational sensitivity, and fosters a collaborative atmosphere between teacher and student. Thus, pronunciation lessons organized around an interactive approach serve as an effective tool for developing students' oral communication competence.

School-age children often prioritize speaking quickly over adhering to the rules of standard literary speech. This negatively affects the clarity and precision of their speech; sound articulation deteriorates, and sometimes individual sounds, syllables, or even entire words are dropped. For example, consider the sentence: "Nafisa came to the city to study and work." Such errors—distorted pronunciation and omitted words—occur frequently, particularly when pronouncing long words or phrases. Teachers should aim to cultivate a measured pace of speech in students—one where words are articulated with great clarity. Intonation is another method for developing standard pronunciation in students. The term "intonation" derives from the Latin **intono**, meaning "I speak loudly." In linguistics, it refers to the tone and rhythmic-musical aspect of speech—the alternating rise and fall of pitch—and conveys syntactic meanings such as statements, questions, and commands. The speaker's attitude and emotions toward the listener are also revealed through intonation. A musical quality is present in every word of spoken language. Vowels complete the articulation of speech, varying in pitch and intensity. In writing, however, intonation is expressed partly through punctuation marks. Do not act solely out of self-interest; always heed the words of your elders. The nightingale loves the garden, just as man loves his homeland. Intonation plays a role in both shaping speech and distinguishing its stylistic characteristics. The study of intonation as an element of speech began in the late 19th century; thanks to intonation, a thought acquires a complete meaning. A statement can take on additional meaning without altering its core sense.

Another tool that helps shape literary pronunciation is speech timbre. Timbre is one of the distinctive characteristics of musical sound; it allows one to distinguish between sounds that share the same pitch and dynamic level. It encompasses the emotional coloring of sounds—for instance, in the phrase: "Oh, how beautiful this land is—just look at it." In literature, timbre and rhythm serve to reveal the work's ideological and aesthetic essence, enhance the emotional impact of speech, and evoke aesthetic pleasure. In conclusion, fostering literary pronunciation skills in students—

and effectively employing and instilling the relevant methods and techniques—represents one of the most complex challenges a teacher faces.

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