

ФОРМИРОВАНИЕ ОРФОЭПИЧЕСКИХ НОРМ СРЕДИ ШКОЛЬНИКОВ

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Аннотация: в статье анализируется, что присвоение орфоэпических норм является наиболее важным для учащихся начальной школы. Основной принцип орфоэпии должен заключаться в том, чтобы избежать речевого искажения, грубой речи, избегать искажения языка и сохранять его легко, быстро развивающимся и элегантным, сложным и красивым. Одним из направлений является развитие правильной речи детей: улучшение их произношения и слуховой культуры, формирование хорошей дикции, развитие выразительности речи, повышение культуры живого слова.

Ключевые слова: преподавание, школьники, орфоэпия, произношение, начальные школы, речь.

FORMATION OF ORTHOEPICAL HABITS AMONG SCHOOLCHILDREN Musayeva L.Q.

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Abstract: the article analyzes that appropriation of orthoepy norms is the most important for primary schoolchildren. The basic principle of orthoepy should be to avoid speech distortion, rough speech, avoidance of distortion of language, and to keep it easy, fast-paced, and elegant, sophisticated and beautiful. One of its directions is the development of the correct speech of children: the improvement of their pronunciation and auditory culture, the formation of a good diction, the development of expressiveness of speech, the enhancement of the culture of the living word.

Keywords: teaching, schoolchildren, orphoepic, pronunciation, primary schools, speech.

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A number of topical problems of teaching the Azerbaijan language at the present stage have raised the problem of the development of oral speech of students. Indeed, in recent decades the sphere of distribution of oral speech is constantly expanding. Oral speech flooded into the sphere of book style, penetrating into science, journalism. In such conditions, the need to observe the established speech standards in the society, and, in the first place, pronouncing ones, has significantly increased. It is no exaggeration to say that by the degree of possession of orthoepic norms one can judge the level of a person's speech culture.

Work of to develop the speech of students in the school is multifaceted. One of its directions is enriching the vocabulary by developing an orphoepically correct speech of children. It means to improve their pronunciation and auditory culture, to form a good diction, to develop the expressiveness of speech, to raise the culture of a living word.

Attention to the orphoepic side of children's speech is determined by a variety of factors, among which the first place is occupied by social factors. A competent oral speech contributes to the speed, ease of communication between people, gives speech a communicative perfection. In the life of modern society, the scope of the impact of a living, sounding word on a man has been unusually expanded. All this forces us to make high demands on the correctness of the sounding speech. The task of consciously mastering the norms of oral speech, cultivating the maximum respect for the rich traditions of the Azerbaijan language is now not only brought to the forefront, but is also defined as the most important social task of our time as a social order of society.

Great and aesthetic value of correct pronunciation, as this is a kind of mirror, which most clearly reflects the degree of the general intellectual development of man [1, p. 67]. The foundations of the pronunciation culture are laid in the earliest childhood. At school, this concern for the culture of pronunciation is designed to take the initial stage of education.

Effective programs for the Azerbaijan language for primary schools oblige to work on the sound side of children's speech throughout the initial stage of education. Junior school age is considered the most favorable period for the formation and improvement of pronunciation culture. High language sensitivity, a great propensity

for imitation contribute to the successful organization of work on the development of speech at the pronunciation level in the primary classes.

The composed orthoepic minimum is acquired for a long time and is formed into a certain system of pronunciation skills under the influence of two interacting factors:

- the speech environment in which the child is in the learning situation and outside the school;
- specially organized mastery of the norms of the culture of speech.

Of course, at a younger school age, when the example plays an important role in the learning process, the child, when listening to the correct pronunciation, involuntarily imitates him, enough is the influence of one factor of the speech environment. However, the need for a specially organized work on the formation of literary pronunciation skills is caused by the fact that many students are in a dysfunctional speech environment, surrounded by elements of everyday speech.

The work on mastering the norms of pronunciation culture presupposes the existence of an exercise system on orthoepology and accentology based on the development and improvement of the children's speech hearing, and is planned in two stages.

The first stage is related to the development of the speech apparatus of students in the first grade, since instruction in the norms of pronunciation is impossible without a well developed articulation apparatus. At the lessons various tongue-twisters, diction and intonation exercises, tongue twisters, speech therapy verses, articulatory gymnastics are used.

The second stage of the work begins with the study of the theme "Noun". Some words from the composed orthoepical minimum are assimilated by children at the level of vocabulary, schoolchildren memorize words with their inherent, personally fixed accent and pronunciation. The second half of the words is studied with grammatical forms of the noun: numbers, case, declension. It is widely used: visibility, including sound, learning poems and rhymes with words of interest to us, solving puzzles, crossword puzzles, working in a language lab, finding errors in the media.

Working with orthoepic tasks, students should be able to use the orthoepic dictionary. For this, the teacher needs to introduce them:

- 1) with the normative characterization of words (with letters: additional, additional, and in poetic speech, in professional speech, not in rivers, in the wrong, etc.);
- 2) with the structure of the dictionary (the words are given in alphabetical order with the marks of grammatical forms, parts of speech, unfree, unskilled, low-grade, etc.);
- 3) with pronunciation marks;
- 4) giving parts of speech.

If necessary, you can offer students work with an orthoepic dictionary.

Working with the orthoepic dictionary is the basis for the formation of orthoepic knowledge, skills and skills of students [3, p. 189].

In school practice, it is advisable to introduce a variety of exercises that contribute to the formation of orthoepic skills and habits.

The phonetic system of language, which is the core, the basis of pronunciation, changes slowly, gradually accumulating features of a new quality, gradually losing features of old quality; it is improving, becoming more consistent and integral.

In order to prevent and correct orthoepic errors can offer a number of exercises of an analytical nature:

1. Exercises aimed at preventing and correcting orthoepic errors. For example: Read clearly the words with repeating sounds.
2. Exercises aimed at preventing errors in the stress area. For example: leg kicking or rapping of the striking syllables, an artificial change in stress in a word, transferring it from one syllable to another, which helps children to better understand which syllable in this case is really a shock, chanting verses with percussion of stressed syllables.

And you can also use the drawing of diagrams of verse and non-verse texts in the lesson by means of the designation of percussion (//) and unstressed (s) syllables.

3. Exercises aimed at developing intonation skills. For example: read the text (sentence) with the given intonation, distinguish and analyze the erroneous sounding of the text (sentences).

Let us note that the proposed typology of tasks of orthoepic character, its systematic use in school practice will significantly increase the level of communicative culture and help the teacher to form the communicative competence of high school students.

Quite often the child hears the incorrect use of the word and perceives it as the norm [2, p. 75].

It is effective for memorizing the normative pronunciation of words to accept the addition of rhymes. Students are encouraged to pick out the rhyming word to the teacher's suggestion. The most consonant pairs of words are recorded on the blackboard, after which work is being done in groups to compose rhyming lines. The most rhythmic, memorable, funny poems are taught in chorus.

Orphoeptic work in primary classes, of course, does not solve until the end of the whole problem of developing and improving the pronunciation culture of children, it only brings the pronunciation skills of younger students to a certain minimum. This is a difficult task, from the successful resolution of which depends the further fate of the pronunciation culture of the younger generation.

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