

## STUDENT'S RUSSIAN SOUND STUDY FOR FOREIGN LANGUAGE GROUPS

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### ABSTRACT

In this article, we will consider Trying to master the sounds of the Russian language learning, acquiring the right skills in the pronunciation of students are foreign languages x groups. Knowing the causes of errors allows lit to prevent these errors and not allow to fix them in this way. In the meantime, there is no need to know about it.

*Keywords: the study of sounds, correct pronunciation, comparison of sounds of the Russian language, pronunciation, comparison.*

### INTRODUCTION

The study of sounds, correct pronunciation, comparison of sounds of the Russian language with sound I am Uzbek, typical phonetically e mistakes, about the phonetic trance system crypts, sound phenomena. Words are built from sounds, their constituent parts and (roots, prefixes, suffixes, endings). Stress, intonationiya, pauses are all also sound phenomena. That thus, the study and development of any language begins with the mastery of its sounds. Mastering the sounds of the Russian language, acquiring learning correct pronunciation skills, correct stressing are the most important challenges facing teaching uzbek schools. To teach successfully correct pronunciation, correct stressing are the most important challenges facing teaching uzbek schools. To teach successfully correct pronunciation, teach spruce must know the reasons for the characteristic, type different phonetic errors of students. Known no causes of errors will allow you to warn these mistakes and not to admit in this way andx pinning. It is necessary to match the phonetik Russian with phonetics Uzbek but. Give a parallel and mechanical description the sound of these languages. Carefully reviewed analyze and outline the main differences between Russian and Uzbek for each to the phonetics section. In the meantime, there is no need to know about it.

### THE MAIN PART

Consider the comparison of some of the terms There are many different Russian and Uzbek languages. Agree vivid sounds of the Russian language are significantly different are derived from consonants of the Uzbek language but. Their differences are as follows:

- 1) In the Russian language, along with strong consents nym, there are paired them soft, which are special phonemes, that is, the sounds that carry the meaning of the difference body functions (rad-row, small-crumpled, bow- Luke). In the meantime, there is no need to know about it. "In the Uzbek language of soft consonants, parn oh to the corresponding solid, no, and ka each consonant sound is special and single a natural phoneme. In the meantime, there is no need to know about it. "
- 2) There are consonants in Russian, noun naturally different in articulatory relation from those Uzbek consonants, which are indicated in the letter by the same bu kwami (V, H, F, K, L, X).
- 3) There are consonants in Russian whose pronunciation with great difficulty learned by many Uzbek students (Ф, И, ИИ). There are consonants in the Uzbek language absent in Russian (DJ, Q, G, H)
- 4) On the pronunciation of Russian consonants si flax influence vowels after agree them. In Uzbek, a vowel can only slightly affect pronunciation e of the consonant sound in front of it.

5) The most common mistakes when pronouncing  $\Phi$  of the Russian consonant  $\Phi$ , which is labial labial, dull fricative sound, i.e. ch chuck a variant of the labiodental voiced fricative of the coherent consonant B, consists in the non-mind play the desired one for the spoken the articulation of this sound. Thus in it turns out the sound is like an average between Russian F and P (labial F), but more similar to Russian P. Therefore, when pronouncing definitions of the word factory, wick, familia, form, etc. sound like a pub, birds pamilla, porma. Most often Russian th fricative sound F is just a substitute tsya explosive deaf labio-labial P. What ka stuns B in F (at the end of a word, for example ditch-rof, right-praf), etc. or in middle or beginning of a word before a voiceless with vowel, for example (travka-trafk, dexterously - lofk, all - fse, etc.) then Uzbek students and, not accustomed to stunning the Uzbek city ubiquitous B (this sound in Uzbek is not stunned in any position), is not stunned in any position), forget they stun Russian B in the indicated positions and pronounce at best Russian labiodental B, and in the worst case Uzbek labial B, that is, a moat or row (vme one hundred rof), all or wcë. The letter w denotes m labial w, as it looks like an English the sound of w. In the meantime, there is no need to know about it. ”

6) Russian hard consonant Г is different from the Uzbek consonant G, which is pronounced sits usually somewhat softer than Russian Uzbek consonant G pronunciation sits before the Uzbek vowels A, O and U almost the same as the Russian soft consonant Г before the Russian vowels I and E (gypsum, hymn, coat of arms, guitar). Thus, in Uzbek word gal (turn, turn) sound Г sounds approximately in the same way as a Russian learner I would carry it while reading the Russian combination of letters " gyal ". Therefore, when pronouncing Russian solid G in combinations GA.GO.G U should expect from Uzbek students reading syllables in the form of GYA, GYO, GYU. For that must be obtained from the students of the rules new pronunciation of this sound and indicate them for a different sound. In the meantime, there is no need to know about it. ”

7) Russian hard consonant sound Л is not for them there is an exact equivalent in Uzbek letters in vernacular, in which the sound L pronounces Xia is somewhat softer than the Russian L (but a little harder than Russian L). At the same time solid th consonant Л in a number of dialects of the Uzbek language yka does not differ significantly from Russian solid L (especially between vowels A, Oh, W and strong consonants: should, for lrom, silently and at the end of a word after vowels A, O, U; hall, gave, ox, football blew). Too much m soft pronunciation of Russian hard L students - Uzbeks (as well as too m firm pronunciation of the sounds of them Russian soft L) is also explained by the fact that the Uzbek sound L (in all variants) is there is one phoneme and, therefore, carried how much harder or softer it is wearing does not entail distortion cm The words of the word. Therefore, Uzbek students generally tend not to pay attention to variants of the sound L, because they are so accustomed to fasting fall when they speak their native language. In Russian language in which the sounds Л and л are different phonemes, in this respect very much helen (mel- melt, dula\_ dula, angle\_ coal, mol-mol).

8) Russian consonant sound Ж is pronounced always firm. In Uzbek language consonant denoted in writing e with the same letter as the continuous sound DZH (Janjan - quarrel, Jyja - chick, Jiyda-jida), is found only in a few words (ajdar- dragon, gijda non-thick round flatbread, etc.). Needed for exercises with the correct article Russian language F must be diverted special time. In the meantime, there is no need to know about it. ”

9). Russian consonant sound III is correlative with Russian consonant Ж, being the same in quality as F, but pronounced without a voice. So he is like and F, always pronounced firmly. Uzbeks cue consonant III is related to Uzbek m consonant Ж, as a result pronounced somewhat softer than the Russian III, in particular and in those Uzbek dialects that formed were under significant influence Tajik language. In Uzbek literature in language, the sound III before the vowels O and A, as often if there are strong consonants in the word X, G and Q (shox -

branches, horns, qosh - eyebrow, qashoq - beggar), pronounced almost like Russian sog lasny Sh. Correct pronunciation of Russian wow, it's pretty easy Uzbek students, with the exception of lui, those cases when the sound III meets in Russian words next to vowels And and E and in the immediate vicinity to soft consonants Г, K and others are soft m consonants (shawl, large, teeming, shi nel, bumps). In the meantime, there is no need to know about it. "Softer than RKS language, pronunciation of the sound III by students - Uzbeks does not distort the meaning of words, since in Russian, as well as in Uzbek, im There is only one phoneme Sh.

10). Russian hard consonant sound X pro wear out in conditions convergence of the back of the tongue with the back of the TV hard sky. In the Uzbek language it is exactly the same but in terms of its qualities there is no consonant. Uzbek consonant sound X is pronounced in a mustache loops of convergence of the back of the back of the tongue ka with the back of the soft palate and, moreover, with much more energetic articulation than m Russian X. Therefore, the Russian consonant X p spoken by Uzbek students wrong but, although this circumstance does not distort the meaning of the spoken words. Teach teach xsya- Uzbeks correctly articulated Russian about X - it's not easy. In the meantime, there is no need to know about it. "X is not easy. eleven). Russian consonant sound C in the usual Uzbek pronunciation not. Therefore, Uzbek students tend to wear it either as a vehicle or as a S. Teach uzbek students who do not know practical eski of the Russian language, correct pronunciation the sound of Ts is a task that requires famous work. Must be carefully explained articulation of the Russian C to carry out a large number of special exercises on the pro pronunciation of words with this sound. The mapping can be quite self-explanatory m and useful only for teaching la who knows the phonetics of the teacher well the Russian language given to them and fluently Adea them practically, I also learned the basics Uzbek pronunciation. In the meantime, there is no need to know about it.

Students already perceive information about the new language "through prism "of their native language, they already have some understanding of science about the language - grammar, spelling. It's hard to create now pure bilingualism without a conscious comparison of the facts of the two languages, opportunities to express in another language what is familiar expression in the native language. Awareness and, as it were, an assessment of a new idea comes from well-known mother tongue. The student, speaking in his native language, does not ask the question: why - so it must be said, but he is looking for an explanation to everyone why, when it is necessary to speak and write in the foreign language being studied. The native language in the process of understanding a new linguistic expression of thoughts and feelings is present as a kind of measure of these linguistic ways , expressions, new linguistic phenomena and facts. This is difficult, this is incomprehensible, while in the native language everything is good, understandable, clear. Here is why should you use the language knowledge already established at a native language.

The main difficulty is that the "pieces" of reality, becoming the object of names and comparisons, not always isomeric, which does not allow, having in mind the reflective function of the word, talking about the semantic identity of the words of two compared languages . So, the language mapping for learning purposes should be subordinated to the main goal - teaching adequate communication on a target language. This mapping should be aimed at the formation of not only a system of ideas about specific breakdowns communication in order to implement the communicative intention, but also on the formation of some linguistic and cultural knowledge. With this language mapping, which can be called functional-psycholinguistic, an appropriate description of linguistic systems. Comparative language learning, its theory and practice belongs to the current areas of modern linguistics. Both alignment plans are complementary and are relevant in modern methods of teaching a foreign language.

## CONCLUSION

In our days, comparative-interlingual education has received scientific justification and is in the process of intensive development. In the country's philological universities introduced a course on comparative typology native and studied languages.

Along with the method of teaching the first foreign language the methodology arose and took shape as an independent discipline teaching a second foreign language. The process of learning to or a different language, according to many scientists, requires reliance on the native language. And the role of such a support increases, no matter how paradoxical it may seem, as the preparedness and literacy of students increase. Why a direct method, creating an atmosphere of pure bilingualism, absolute the expulsion of the native language from the learning process does not give the desired effect in these conditions. Because to expel the native language from the heads of students in school environment is impossible.

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