

**THE PROBLEM OF FORMATION AND CONTROL OF FOREIGN LANGUAGE
RECEPTIVE PHONETIC SKILLS FOR 5-7 YEARS OF PRESCHOOL AGE**

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Abstract: The article is devoted to the problems of formation and control of receptive phonetic skills. Despite the recognized by all scientists importance of the phonetic aspect in teaching foreign languages, in the methodology of teaching foreign languages special attention has always been paid to the pronunciation side of speech, while the ability to recognize and understand units of language perceived by ear often remained in the background. At the same time, receptive phonetic skills play a key role in the communication process - the establishment of understanding in the course of communicative interaction begins with the phonetic analysis of the incoming message.

Keywords: foreign language receptive and productive phonetic skills, auditory, pronunciation and rhythmic-intonation skills.

INTRODUCTION

In the methodology of teaching foreign languages, the question of the place and role of phonetic skills has been raised many times since the end of the 19th and beginning of the 20th centuries. In domestic and foreign scientific methodological literature, attention has always been paid to the formation of phonetic skills. The relevance of this aspect of teaching foreign languages is beyond doubt - the sound features of speech are the "calling card" of the speaker and largely determine the success of the further course of communication [1].

MATERIALS AND METHODS

It is well known that in the methodology of teaching foreign languages, the main object of control is speech skills, which determine the ability to communicate in a foreign language. Thus, the components of communicative competence as a complex integrative formation that develops as a result of mastering a foreign language are, first of all, speaking, listening, reading and writing skills. They represent the planned learning outcomes at the level of basic general education and are tested during the final state certification at school. It is no coincidence that almost all methodological developments related to the search for effective methods and techniques of teaching and control are aimed at solving these very issues. No less important is the role of language skills, which are a prerequisite for the formation of speech activity in a foreign language. However, they are considered as objects of intermediate control, which is rightly due to the function that they perform as automated components of communicative skills.

RESULTS AND DISCUSSION

Traditionally, in the methodological literature, phonetic skills are considered as including two key categories: auditory pronunciation skills and rhythmic-intonation skills. Thus, according to S. F. Shatilov, "speech auditory pronunciation skills are understood as the skills of phonemically correct pronunciation of all sounds in the flow of speech, understanding all sounds when listening to speech. Rhythmic-intonation skills are understood as the skills of intonationally and rhythmically correct speech design and, accordingly, understanding the speech of others". A similar position is presented in the work of E. N. Solova. "Rhythmic-intonation skills presuppose knowledge of stress and intonemes, both logical and expressive. Auditory pronunciation skills, in turn, are divided into auditory and pronunciation skills. Auditory, or auditory, involve actions and operations to recognize and distinguish individual phonemes, words, semantic syntagmas,

sentences, etc. Pronunciation skills proper involve the ability to correctly articulate sounds and combine them into words, phrases, and sentences”.

Accordingly, auditory pronunciation phonetic skills are related to articulatory skills of pronouncing and understanding sounds, and rhythmic-intonation skills are related to intonation, which seems entirely fair, since phonemes and intonemes are the most essential components of the sound side of speech.

At the same time, there is another point of view, according to which it is not entirely legitimate to attribute the presence of an auditory component only to articulatory skills, while denying rhythmic-intonation skills their influence on the meaning-distinguishing function of language. The exclusion of the term “pronunciation” from the name of rhythmic-intonation skills also does not fully reveal their essence [3]. In other words, both types of phonetic skills have auditory and pronunciation components.

The study of various points of view regarding the definition and classification of phonetic skills shows that phonetic skills include two basic components: receptive and productive. Receptive skills determine the ability to perceive by ear and distinguish phonemes and intonation patterns, and productive skills are operations on speech formation in accordance with the articulatory and intonation norms of the language. The problem of monitoring the formation of receptive phonetic skills at the early stage of training that we are developing should first of all be associated with the diagnostics of the formation of basic auditory skills of distinguishing and recognizing sounds in the general system of understanding oral speech. It should also be noted that all the skills being formed in the methodology are also considered as language and speech skills. Language skills are actions, or operations, on the use of language units outside of speech communication. An example of such actions can be any written exercise performed by the student independently in order to master new material: phonetic, lexical, grammatical. However, the development of elements of an operation outside of its practical application does not yet guarantee the ability to adequately use these elements of language in speech. For this, appropriate speech exercises must be used to provide practice in the use of linguistic phenomena. In order to select techniques adequate to the nature of the operation being developed, it is necessary to distinguish between the features of language and speech skills [4].

CONCLUSION

Thus, in accordance with the two types of skills existing in the methodology - language and speech, at the initial stage of training, work on phonetics is mainly based on the use of appropriate exercises - primarily language exercises, which are aimed at practicing and forming an automated skill. Speech exercises are implemented at later stages of mastering sounds and involve their continuous use in the flow of speech. The same logic of work, in our opinion, should be reflected in the creation of a system of diagnostic measures.

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