Issues of Developing Pupil's Creative Competence in Studying Sound and Phoneme

Yusupova Sh.J, Kaziyeva T

Doctor of Pedagogical Sciences, Prof. of Andijan State University, Supervisor
Researcher of Andijan State University, lecturer of pre-school education faculty of Andijan State University, Uzbekistan

ABSTRACT: This article focuses on the development of creative thinking and creative competence of the pupils through teaching phoneme and sound in language teaching. In order to educate pupils about the phoneme of the Uzbek language through examples explained using of statistical methods, differentiating between sound and phoneme, teaching their similarities to pupils.

I. INTRODUCTION

Educating a healthy generation is an important factor in ensuring a bright future. That is why during the years of independence, the country has been at the level of state policy in upbringing a physically and spiritually healthy, intellectually generation. To achieve this goal, the development of education, especially the improvement of language teaching, is crucial. On April 6, 2017 the Cabinet of Ministers of the Republic of Uzbekistan adopted the Resolution "On Approval of State Educational Standards for General Secondary and Secondary Special, Professional Education". It is aimed at creating a modern methodology for teaching general education, improving the state education standards of general secondary and secondary specialized vocational education, continuing education process, and consistent introduction of new generation and practice in curriculum and literature [4].

Nowadays, there are a number of problems that are facing the solution of all aspects of mother tongue teaching methodology. Specifically, a number of research works have been conducted on the phonetics of mother tongue education. However, the phonetic methodology and reflecting its use in the speech has not yet been scientifically substantiated. That's why there are cases when phoneme and sound do not separate, the language and the speech mix. There are no guidelines for ways to teach this to pupils.

In recent years there has been growing interest in studying fonostilistics, phonetic units, phonetic phenomena and phonetic methodological features in the world linguistics, in particular in Uzbek linguistics.

Phonetic - methodological tools in teaching the modern Uzbek literary language, factors of their formation, application, significance and creativity of the pupil have not been fully studied methodically. This in particular requires students of academic lyceums to study this situation in the learning process.

II. SIGNIFICANCE OF THE WORK

Based on available scientific materials, one can say that the phonetic technique of the mother tongue should be taught as a separate chapter, because the study of the phonostylistic nature of the speech helps the pupils to better understand the oral and written texts studied by them and to solve some practical issues and in general, has a positive impact on the development of creative thinking. Learning phonetic methodology, teaching sound and phoneme is one of the most important conditions for literacy.

III. LITERATURE SURVEY

Phonetics theoretical knowledge,some linguistic texts and some dissertations have been written to study the phonetic tools' methodological abilities. In particular, it is possible to say that in the modern Russian linguistics S. Voronin, A.P.Juravlyov have done considerable work in this field. In the Uzbek linguistics Gulyamov and other authors provided initial data on fonostilistics. It should be noted that G. Yakhshieva's research work.

In the development of the teaching methodology of the Uzbek language, A. Gulyamov, H.Kurbanova, H.Nematov, N.Makhmudov, A.Nurmonov, R.Safarova, A.Rafiev, M. Rikhsieva, Sh.Yusupova, X.Muhiddinova, T.Ziyadov and pedagogues, linguists and methodologists's works of great educational importance. Different aspects of teaching Uzbek are reflected in several textbooks and manuals.

In these studies, issues related to updating the content of the mother tongue education, ensuring continuity in speech and thought development, the effective use of information technology in language learning, the integration of education, textual writing and writing skills.

IV. METHODOLOGY

The methodological basis of the paper were the Law of the Republic of Uzbekistan "On Education" and the "National Program for Personnel Training", the ideas of the President of the Republic of Uzbekistan Sh.M.Mirziyoyev on the socio-economic development of the society, the birth and upbringing of the spiritually and physically healthy generation, "The Strategy of Further Development of the Republic of Uzbekistan", laws and resolutions adopted by the Parliament of the Republic of Uzbekistan, State Educational Standards of general secondary and secondary specialized vocational education, as well as leading scholars' opinions related to this issue.

V. EXPERIMENTAL RESULTS

One of the topical issues is the need to pay attention to such units as phoneme and sound in language teaching. Our goal is not only to teach pupils phoneme and sound, but also to develop their creative thinking, the creative competence. Therefore, the materials that are to be provided in the curriculum and textbooks should be one of the most important factors in bringing pupils to creativity, independence, and motivation.

First of all, we refer to the theoretical information. Prof. Said Usmonov noted that sound and phoneme were different and they had their own unique features. He recognized the sound as the most important unit in speech formation and emphasized the need to pay attention to the sound, first, in analyzing some of the word received. Of course, this idea proves that is not a literal language, but a combination of speech. This requires spontaneous sound and phoneme interactions. In the current linguistics, as the voice of the language and speech is recognized, it is clear that we need to systematically study and teach it, and that methodologists understand it in various ways, and introduce the theory of sound and phoneme dialectics to the methodology and its implementation we need to resolve.

As a result of a certain function of language phoneme and sound, language and speech are different from one another. Consider the following statements: "The word is a sign of nose sound. It acts as a speaker in the hearing body, which is one of the sensory organs (in the writing, the sign body). Thus, the material meaning of the word is that it consists of the real (i.e, spoken) sound material in speech. It does not describe the psycho-physiological integrity, which is the linguistic unity of the person, but the image of the real person, which is the basis for the image". The phoneme is expressed in pronunciation by speech and in the record it is expressed in misleading characters.

Therefore, there is a need to keep the memory of the psyche as a chance to create a sound until the phoneme is turned into sound. It is only when the sound and the phoneme communicate with each other and the ability to distinguish them in different ways.

It is advisable for the pupils to use statistical methods to teach the fundamentals of the Uzbek language, because it is interesting for the pupil to find out the role of unified and conscious phoneme in the speech and how much they will be involved in the speech. In the process of learning, each pupil works on the text separately, learning how to pronounce and read sounds. For this purpose, the statistical methodology studied by S. Rizaev [6] is studied by students, and then they work on the same text.

There are 6 vowels and 23 consonants in the Uzbek literary language and 19% of all phonemes are vowels and 81% are consonants. Vowels are 42% of the total volume and the consonants are 58%. It has been found that the current literary linguistic consonants (b, p, m, v, f) of all the phonemes in the modern Uzbek literacy account for 16% of the frequency of use. The frequency of use of the eight phonemes in the Uzbek language of the two consonants (b-p, d-t, z-s, g-k, j-ch, j-sh, v-f, o'-x) was determined by the frequency of use of phonemes with 48%, and non-consonants - 52%. According to the results of the study, low - and high - wires (u, y) in the language were 17%, and middle - witted (e, u) - 5%.

The poetic texts show that there are great differences in the use of unusual and conscious phoneme for prose texts. For example, in literary, socio-political, and scientifically-prose texts, it is known that there are 138 consonants to 100 vowels, and this number is 150 in consonants.

Generally speaking, phonostatic checks are the easiest way to identify the phonetic features of language and speech techniques, to teach the phonetics and help pupils to read the text with interest. Because interest can be used in conscious learning, knowledge and skills formation, helping to develop a person's ability to understand the world more perfectly and it serves as a source of motivation, activity, internal motivation, realization of need. In a word, the creativity of the pupil is elevated to a higher level. Teaching pupils a variety of style sheets and teaching them to compile phoneme statistics is also an easy way to teach phonetic techniques.

According to N.S.Trubetskoy, the sound, which is the object of studying the phonetic, has a large number of acoustic and articulatory signs, all of which are important for phonetics, since it allows them to give correct answers to the pronunciation of the sound. In the background, the audio units are compared, so they need to be studied separately.

It is desirable to teach the following ways to differentiate between sound and phoneme and to teach the pupils the similar and distinctive features.

SOUND:

a) real pronounced;
b) listen through the ear;
c) the smallest unit that does not divide;
d) a piece of speech;
e) individual pronunciation.

PHONEME:

a) participate some sounds;
b) pronounced word;
c) form the meaningful units of the word;
d) differentiates the meaning of the word;
e) in sequence not divided into smaller pieces;
f) the smallest language unit.

In this case, the description of sound and phoneme for teaching pupils, comparing themand asking pupils to find out what kind of unity they are,also an effective way to ensure that they are active. As N.A.Muslimov and others comment on the competence, he described it as "... the effective utilization of theoretical knowledge in the work, the high professionalism, the skill and the talent"[3]. The creativity of the pupil reflects the activity of the pupils in receiving and applying the knowledge.

As we know, it is not only necessary to pronounce the sound, but to understand the content of the sound because the consistency between the sound and the content is very important for the speech.

As linguist Z. Kabilova says, similar words are commonly associated with similar sounds. They have a special role in increasing the emotional and expressiveness of the word. An example of more sounds can be found in words such as (qars, tars, pars, qurs, chars, gurs) that express some kind of fast, rudeness, greetings. When words such as shirr, g'irr, dirr are used to mean trembling, there is a low noise, movement speed in words such as zuv, shuv, duv, g'uv. In summary, we can say that when pupils are given the task of finding words that reflect the meaning of the sounds, they are not only aware of the sound and the content in them, but also they are able to gain a thorough knowledge. In determining the place of sounds, and also to show the significance of the speech, the pupil should read the following extract from the book titled "Hold the thief" [4] by Tokhir Malik, to teach the sounds and the difference between speech and pronunciation and the simple language of the art (phonetic methodology) is calculated.

In order to distinguish between language and speech, it is important to provide pupils with a separate definition. Phoneme is language unit, heard in speech. That is, the speech is the process by which the speaker uses the language tools and the resulting event. The language material is spoken in the talk. Therefore, pupils need to be trained in how to use language in speech. It is important to always be aware of the fact that speaking units are a system of teaching. That is, they are always interconnected, forming a system of word-of-mouth conversations.

It is more effective to teach the pupils the interpretation of such events on the basis of illustrations and the development of their emotional interactions and competencies. As J.Raven argued, the competence consists of many independent components that... some components are more cognitive, while others are emotional ... these components are replaced by effective behaviors and components of the character is possible"[5].

During the lesson, the pupil should be able to search, sort, compare, summarize, and practice the examples on the subject. During the teaching of the theme of the sound and the phoneme, the teachers of the academic lyceum are provided with the exercises to teach the phonemes in a number of exercises in the current "Modern Uzbek Literature", which increases the interest of pupils in language.

According to psychologist E.Goziev, the analytical and synthetic activity of pupils begins to develop rapidly in the age of adolescence. Therefore they have the ability to explain the cause and the result, to develop their independent thinking. The pupil is able to distinguish between the essential features of the studied material and generate generalizations [2].

Taking pupils as a system in practical tasks is of particular importance in the development of the pupil's thinking. In order to carry out assignments on a systematic basis, pupils are given words that reflect sound and phoneme and its concepts, requiring them to write down the meaning of their meaning. The assignments are designed to develop pupils' creative competencies that encourage learners to search, find, learn, and comprehensively perform each grammar assignment. These assignments help the pupil to cultivate the spirit of independence, responsibility, self-awareness, creativity. The pupil's creativity is essentially one direction, but the shape should be different. Only then will each pupil have the opportunity to express himself more brilliantly, and the spirit of the competition (who is quick and straightforward) takes precedence over each exercise. The proposed assignments are more targeted when using computer technology. During the performance of the lectures, the teacher monitors and directs the pupil and the reader strives to substantiate and defend his opinion.

The speech that occurs during the use of the speech is expressed through several sounds and occurs according to a number of neuromuscular and psychological laws. The skill of speaking depends on how the person uses the sounds and the skill. They are, in turn, determined by the psychic processes of one's personality: intuition, perception, memory, emotional, emotionally sensed aspects.

If we look at statistical information on the level of phonetic sounds usage, the level of phoneme activity is even more brilliant. The result of statistical analysis on the following 400,000 signs is as follows:

Place	Name of the letter	How many times it is used	%
1	А (а)	58260	15
2	И (и)	52694	13
3	Н (н)	25896	6
4	Л (л)	23716	6
5	Р (р)	23336	6
6	О (о)	18296	5
7	Т (т)	17154	4
8	Д (д)	15367	4
9	М (м)	14137	4
10	Б (б)	12881	3
11	Г (г)	12227	3
12	У (у)	11675	3
13	С (с)	11183	3
14	К (к)	10411	3
15	Қ (қ)	8998	2
16	Ғ (ғ)	8629	2
17	Ш (ш)	7409	2
18	Е (е)	7261	2
19	Ў (ў)	6750	2
20	З (з)	6098	2
21	Й (й)	5580	2
22	В (в)	5409	1
23	Х (х)	4039	1
24	Ч (ч)	3678	1
25	Ф (ф)	2603	1
26	Я (я)	2379	1
27	Ж (ж)	2234	1

28	Х (х)	2126	1
29	Э (э)	2099	1
30	П (п)	1982	1
31	Ё (ё)	1835	less than 1 %
32	Ъ (ъ)	1200	less than 1 %
33	Ю(ю)	831	less than 1 %
34	Ц(ц)	50	less than 1 %
35	Ь (ь)	32	less than 1 %

In addition, the question arises about the use of vowel sounds or consonant vowels. To do this, we choose a few words that contain 200 sounds in any text, and we will determine how many vowel and consonants. Experiments revealed that from 200 sounds, 115 were consonants, and 85 were vowels. Thus, consonants are more common in speech.

It is appropriate to apply this process to the affective field. It involves simple perception, interest, tendency to feel, experiencing events, shaping relationships, understanding events, and manifesting activities.

Such information refers to the physical and acoustic properties of phoneme. Providing pupils with interesting information and teaching statistical information on text is an effective way to increase pupil' literacy. Because the pupil sees, defines, understands and perceives it. Teaching the perceived perceptions to be perceived in the senses requires knowledge and skills from the teacher.

As psychologists note, emotions make the content of the perception vibrant, bright, and perceptible to a particular aspect. Emotions increase the perception of the brain, affect the degree of exposure of other psychic processes: it accelerates or diminishes the processes. Sensory perceptions, including illusions of imagination.

VI. CONCLUSION AND FUTURE WORK

Thus, there is a need to keep the memory of the psyche as a chance to create a sound until the phoneme is turned into sound. It is only when sound and phoneme communicates with each other, and the ability to distinguish them in different ways.

Generally speaking, phonostatic checks are the easiest way to identify the phonetic features of language and speech techniques, to teach the phonetics, and help pupils to read the text with interest. Because interest can be used in conscious learning, knowledge and skills development, helping to develop a person's ability to perceive the universe in a more perfect way, and is the source of motivation, activity, internal motivation, realization of the necessity .In a word, the creativity of the reader is elevated to a higher level. Teaching pupils a variety of style sheets and teaching them to compile phoneme statistics is also an easy way to teach phonetic techniques.

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AUTHOR'S BIOGRAPHY

Name: Yusupova Shokhida Jaloliddinovna

Work experiences:

2015-up to date Professor of the Department of Uzbek language of literature, Andijan State University
2006-2014   Head of the Department of Uzbek language and literature teaching methodology at Andijan State University
2005-2006   Associate Professor of the Linguistics Department of Andijan State University
2001-2005   Senior lecturer of the Uzbek linguistics department at Andijan State University
1999-2001   Head of the Uzbek Language and Literature Department at Andijan Institute of Engineering Economics
1980-1999   Teacher of school № 31Andijan city
1978-1980   Teacher of school № 11Andijan city
1977-1978   Teacher of school № 4Andijan city
1975-1977   Teacher of school № 31 Xojaobod district
1971-1975   Student of Andijan State Pedagogical Institute

Name: Kaziyeva Turgunoy Tursunboyevna

Work experiences:

2017- up to date   Lecturer of pre-school education faculty of
                               Andijan State University
2011-2017   Teacher at Andijan Pedagogical College