ON PHONETIC ERRORS CAUSED BY COMBINATORAL CHANGES OF VOICES METHODS OF WORK

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Annotation

This article describes how to work on dialectal phonetic errors related to the phenomenon of assimilation. Information on working with errors caused by phonetic phenomena and ways to eliminate them.

Keywords: dialectal, assimilation, sound, phonetic error, position, dialect, affix, resonant, explosive, silent, combinatorial change.

Аннотация.

В данной статье рассказывается о том, как работать с диалектно-фонетическими ошибками, связанными с явлением ассимиляции. Информация о работе с ошибками, вызванными фонетическими явлениями, и способах их устранения.

Ключевые слова: диалектный, ассимиляция, звук, фонетическая ошибка, позиция, диалект, аффикс, резонансный, взрывной, немой, комбинаторное изменение.

Introduction

The process by which the sounds in a word interact with each other is called assimilation.

There are several types of sound absorption in Uzbek dialects, which include progressive absorption, regressive absorption, full absorption, and incomplete absorption.

Progressive assimilation occurs when the next sound mimics the sound that precedes it. This phenomenon corresponds to the combinatorial (error) variant of phonetic phenomena that occur during speech. If we come up with something out of the ordinary, then they have to re-think their position. *Toshsh'-toshni, tem'rr'-temirni. k'zz'-kizni. chapp'-chapni, tolli-tolni* (in Tashkent); *otti-otni. qoppaydi-qopmaydi, teppaydi-tepmaydi, seppaydi-sepmaydi* (in Koson). We prove our point of view on all types of absorption (assimilation) associated with the combinatorial variant with examples and compare it with the literary form.

The unprecedented growth of the economy and culture of our country has expanded the use of the Uzbek literary language. The rapid development of the oral and written forms of literary language had an impact on spoken speech as well as dialectal speech. However, not only in rural schools, but also in urban schools, all kinds of dialectal errors occur in students 'oral and written speech. This is confirmed by the written work of students, as well as the results of the annual Olympiad. The influence of local dialects on students' speech is so strong that native language teachers need to work hard and persevere to overcome this effect. Because our language is multilingual. Explaining this feature of the Uzbek language, Professor Y.D.Polivanov stated that "none of the Turkic languages has as many dialectal differences as the Uzbek language" [3.35].

1. It is known that living language is the oldest language, so it has been passing on its characteristics to the speech of generations. The student spends 5-6 hours in school, the rest of the time he is with his parents and speaks his dialect. While some parents speak literary language at home and encourage their children to speak the literary language norm as well, some parents pay less attention to this issue. Some mother tongue teachers tell students that words in a dialect are mispronounced during the lesson, but do not explain why the word is pronounced differently from the literary language.

2. Teachers make mistakes in correcting dialectal errors in students 'speech, in theoretically explaining topics to students. For example, let's say a reader pronounces a word in a literary language as us, a word, a word. They try to correct the examples and say that you should have said us, the sentence, the horse, but the question of why the reader said the above words, said us, said the word, and wrote it, often goes unanswered. This lack of teachers is due to the fact that they do not master the theoretical aspects of the language.

In short, a teacher of language and literature, if he has a theoretically perfect knowledge, if he prepares more independently, will be able to pass any subject in a way that will reach the minds of students in a methodical way. Many of the mistakes made in student writing are dialectal phonetic errors. Students make mistakes in pronunciation and spelling of form-forming affixes. Such errors have been referred to as morphological errors in some methodological literature. However, in our opinion, the above errors should be considered not as morphological errors, but as phonetic errors, because when readers and students are asked about the forms of conjugation, possession, person-number in verbs, zamoy, they are incorrect, pronunciates and misspells. This means that the student mispronounces and misspells one or two sounds in the forms of agreement, possession and person-number. Let's look at the analysis of examples: *boromman, boropsan, boropti*. In the present tense forms of the given verb, the affix that forms the present tense form - *om* served as the literary-*yap* affix.

The op affix is actually a yap, with the y-sound coming from the yap and the a-sound being pronounced like the o-sound on the back of the tongue. In the first person, the reason for the pronunciation of the modern form in the om form is the effect of regressive absorption. This is because the sonor -*m* nasal sound in the person-number -*man* form, which came after the tense-*op* affix, turned the unaccented -p explosive sound in the op affix into the sonor -*m* sound. As a result, the verb in the literary language became the modern form - *yap,* in the dialects - *op, -m.* We also see that the literary orthographic -*o-miz* in the present-future tense is used in the dialects in the form -*vuz (borovuz).* This is because the -*miz* sound changes to the *v* sound and the *i* sound changes to the u sound. Of course, there is a phonetic law here as well. Under the influence of the o sound in the verb *borovuz,* the sonor m sound becomes a resonant, *lab-lab v* sound. As a result, the -*miz* form in the literary language, which represents the plural of the first person, has become the -*vuz* form. Hence, the interpretation of the error in the pronunciation and spelling of the literary affix -*miz* in the form -*vuz* clarifies the problem by interpreting it not as a morphological error but as a phonetic error. But this does not mean that there are no morphological errors at all, in most cases the agreements are mispronounced and misspelled, one being used in place of the other. For example: I went to the book (I went to the book), the farmer's cotton (farmer's cotton). This means that the student used the infinitive

instead of the infinitive, and the infinitive instead of the infinitive. Such errors should be interpreted as morphological errors.

It should be noted that there are many types of dialectal errors. There are published works on these species. For example, Associate Professor I.Choriyev in his work "Dialectal lexical errors and some methods of their elimination" (Karshi. 1980) described the origin of lexical errors and methods of their correction [4.5], Associate Professor Ne'mat Ahmedov in his monograph "Ways to correct dialectal errors" (Tashkent. 1968) dialectal orthoepic, orthographic, phonetic; phonetic-morphological; provided information on the causes of morphological errors and ways to correct them. But there is no special work on dialectal-phonetic errors caused by phonetic cases in language. Dialectal-phonetic errors in phonetic cases differ from other types of dialectal errors in their causes, nature and characteristics. With this in mind, and based on many years of scientific and practical experience, we believe that it would be expedient to work methodically on phonetic errors. This is because the work provides the school's native language teachers, part-time students taught at institutes and universities and full-time student theorists primarily with theoretical information on phonetic situations. This allows us to fully understand the causes of phonetic errors. Finally, it helps to get methodical help in overcoming those mistakes.

It is well known that dialectal errors in phonetic cases do not arise spontaneously, but as a result of the interaction of sounds in words in speech.

It is well known that the sounds of speech in a language are not used alone, but in conjunction with each other to express meaning in a word. As a result, when we pronounce words, some sounds of speech interact with each other. This causes the sounds in the words to change and become a different sound. There are two rules for changing the structure of sounds in words. The first law is manifested in the phonetic change in the interaction of adjacent sounds in words. This change is called a combinatorial change. For example: *tuddi, beddi, gappi, qizzi, otti.* In the examples given, there are two cases: a) the sound d, which comes after the sound *r* in the words *turdi, berdi,* affects the sound *r,* which comes before it and turns the sound *r* into a sound d like itself; b) The previous sounds *p, z, t* in the words *gappi (gapni), qizzi (qizni), otti (otni)* affect the n sound that comes after it and the *i* sound like *p, z, t* turned into sounds.

The second law of sound changes in words or stems is fundamentally different from the first. According to this law, adjacent sounds in words or stems do not affect each other, but there is a change in the position of the sound in the word, such a change in the position of the sounds. The change in position does not occur spontaneously either, but is due to the influence of phonetic phenomena in the speech context. These phonetic phenomena are as follows: a) a sound that changes its position in the word structure is not affected by the sound next to it, but by a sound far away from it. For example, it is better to explain that the reason for the change of the consonant b in the literary word orthographic medicine as p is not the effect of the *i* sound next to it, but the effect of the *t* sound, because *t* is a voiceless, tongue-in-cheek sound, resonant, a simple explosive, which transforms the *lip-b* sound into a voiceless *p*-sound.

Second, it can cause a change in the position of the sounds and the sound. For example, the consonant *l* in a literary orthographic *ol* verb undergoes a positional change, loses its position and falls out of speech. This is due to the following phonetic phenomenon: First, the consonant *l* in the word ol is a sonorous sound, because sonor sounds contain both noise and sound. The

pure sound of the vowel o prevails over the sound of the consonant *l*, as a result of which there is no chance for the sound *l* to be pronounced in speech, and the sound *l* is forced to change position, i.e. to fall out of speech. To prove our point, compare the position of a consonant in a word with a consonant consisting only of noise and a consonant consisting of noise and sound. For example*: o* literary spelling *ol,* at literary orthographic at *ol* understands the meaning even if the consonant *l,* which is in the lof, is dropped, but does not understand the meaning if the consonant t is dropped specifically from the word at. Such a situation can also be seen in the example of the consonant *r*: the meaning of *b* is understood, equal to the literary orthographic bor. Note the examples: *bo (bor), so (sol), qo (qol), o (ol).*

Third, it causes the sounds to change position. The vowel *i* in the words neck and mouth undergoes a positional change with the addition of the possessive affix *i*, which represents a third person, to the words liver, mouth, neck. The accented *i* vowel shifts to the vowel *i*, which expresses the possessive affix after the *i* vowel, resulting in the unstressed vowel in the words liver, neck and mouth falling out of place and changing position occurs. But this was accepted as the norm of literary spelling. In short, the origin of phonetic errors in speech is caused by the combinatorial and positional changes of the sounds we have seen above.

All phonetic errors that occur in students 'oral and written speech are related to dialectal phonetic terms, which include combinatorial and positional changes of sounds. Accordingly, in order for a teacher to explain to students the types of phonetic errors in the course of a lesson due to combinatorial and positional changes of sounds, it is first necessary to have a theoretical knowledge of each of the dialectal phonetic terms. Only if the teacher has a theoretical knowledge of dialectal phonetic terms can he explain to students theoretically and methodologically the phonetic errors caused by positional and combinatorial changes of sounds and their causes. With this in mind, theoretical information on each of the dialectal phonetic terms was given and many examples were given in dialects to prove the theoretical information given. were given and explained on the basis of them, then, working on the errors that occur under the influence of these phonetic phenomena, the following methodological advice was given on ways to eliminate them: 1) phonetic combinatorial and positional phenomena that cause dialectal phonetic error and to systematically inculcate in students the essence of the linguistic terms they express; 2) use of different tables and columns; 3) assignment of homework in the form of various tasks and questions, interpretation and generalization of its results; 4) creation of a special board for displaying and correcting errors.

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