

APRENDENDO PRONÚNCIAS NA LEITURA DE LIÇÕES

PRONUNCIACIONES DE APRENDIZAJE EN LECCIONES DE LECTURA

LEARNING PRONUNCIATIONS IN READING LESSONS

Jafarova NABAT BEYDULLA KYZY¹

RESUMO: O principal objetivo do artigo é enfatizar que o domínio das habilidades de pronúncia literária nas aulas de leitura na escola primária deve ser realizado de forma consistente e sistemática nas aulas de língua do Azerbaijão. O assunto da língua azerbaijani fornece aos alunos uma compreensão inicial de fonética, ortografia, ortoépica, normas lexicais e estrutura gramatical das palavras. Ao mesmo tempo, ajuda os alunos a dominar a arte da comunicação. Para atender ao objetivo da ideia, são utilizados métodos descritivos e de coleta de dados. Com base nos resultados obtidos, pode-se concluir que a aprendizagem da leitura ensina um curso simples de literatura no ensino fundamental, é a base para o desenvolvimento da leitura e da fala dos alunos. Além disso, métodos de ensino tradicionais e ativos (interativos) devem ser usados nas aulas de leitura para desenvolver as habilidades de pronúncia literária.

Palavras-chave: Aulas de leitura. Vocabulário. Pronúncia literária. Aprendendo. Aprendizado ativo.

RESUMEN: El objetivo principal del artículo es enfatizar que el dominio de las habilidades de pronunciación literaria en las lecciones de lectura en la escuela primaria debe llevarse a cabo de manera consistente y sistemática en las lecciones del idioma azerbaiyano. La asignatura de lengua azerbaiyana proporciona a los alumnos una comprensión inicial de las normas fonéticas, ortográficas, ortopédicas y léxicas y la estructura gramatical de las palabras. Al mismo tiempo, ayuda a los alumnos a dominar el arte de la comunicación. Para cumplir con el objetivo de la idea, se utilizan métodos descriptivos y de recopilación de datos. Con base en los resultados adquiridos, se puede concluir que el aprendizaje de la lectura enseña un curso simple de literatura en la escuela primaria, sienta las bases para el desarrollo de las habilidades lectoras y orales de los alumnos. Además, los métodos de enseñanza tradicionales y activos (interactivos) deben utilizarse en las lecciones de lectura para desarrollar las habilidades de pronunciación literaria.

Palabras clave: Lecciones de lectura. Vocabulario. Pronunciación literaria. Aprendiendo. Aprendizaje activo.

ABSTRACT: The article's main aim is to emphasize that mastering the skills of literary pronunciation in reading lessons in primary school should be carried out consistently and systematically in the lessons of the Azerbaijani language. The Azerbaijani language subject provides pupils with an initial understanding of phonetic, spelling, orthoepic, lexical norms, and grammatical structure of words. At the same time, it helps pupils master the art of communication. To meet the aim of the idea, a descriptive and data gathering methods are utilized. Based on the results acquired, it can be concluded that learning of reading teaches a simple course of literature

¹ Doctor of Pedagogical Sciences, Professor Azerbaijan State Pedagogical University, Faculty of Philology, Azerbaijani Language and its, Faculty of Technology, Azerbaijan Republic, Baku city, AZ 1147, Binagadi district, 9 md., Mira Jalal Street, 109, apartment 96, Orcid 0000-0003-0684-9374

2. E-mail Cafarova_nabat@mail.ru

in elementary school, lays the foundation for developing pupils' reading and speaking skills. Moreover, traditional and active (interactive) teaching methods should be used in reading lessons to develop literary pronunciation skills.

Keywords: *Reading lessons. Vocabulary. Literary pronunciation. Learning. Active learning.*

Introduction

The role of reading lessons in mastering the skills of literary pronunciation is undeniable. Reading lessons include reading the text, conducting interviews about the content of the read text, answering questions, creating illustrative images of the content, narrating the text, etc. In addition it is intended to explain the meaning of words, sentences, rules of literary pronunciation, expressive reading and figurative speech.

In primary schools, the "Curriculum on the subject of the Azerbaijani language for secondary schools of the Republic of Azerbaijan (I-IV grades)" includes the rules of speaking, reading, writing and grammar (BAKU, 2012). These sections are closely integrated with each other in the educational process. From this point of view, reading is in the second place among the lines of content in the subject of the "Azerbaijani language" (Subject curricula for I-IV grades of general education schools Baku: Education, 2008).

What is reading? D.B. Elkonin assesses reading as a process of reproducing the sound forms of words according to their graphic (letter) model (RIESEL, 1975).

Learning to read is one of the important functions of teaching a native language. Reading develops pupils' speech, enriches and clarifies their vocabulary. Reading develops pupils' speaking skills. Listening to speech, correct pronunciation of separate sounds and the absence of errors in pronunciation of sounds, syllables and words during the reading process ensure the successful implementation of reading techniques. In the process of reading, the pupil develops the ability to express thoughts in a simple way, convey the content of the material read, analyze, express his attitude, relate to life and other skills.

Pupils' master the technique of first reading while learning literacy. At the same time, they become familiar with sounds (letters) and practice reading words with a relatively simple syllabic structure. During literacy training, serious work is done to develop reading skills, based on the principle from simple to complex, from easy to difficult to complex.

The use of the method of sound analysis-composition, tracking the sequence of sounds in words, phonological analysis, expectation of pronunciation norms create the necessary conditions for pupils to master the correct reading technique from the day they enter school. The formation of phonemic auditory perception in literacy training is very important. Having mastered phonemic hearing, the student correctly hears the sounds of speech and pronounces them correctly, and then begins to form the basic skills of literary pronunciation.

According to psychologist D. B. Elkoni, phonemic hearing is the ability to hear separate sounds in a word and analyze the sound form of a word in the process of internal correct pronunciation. From the moment the sounds are marked with letters, the exclusive role of visual perception emerges clear. There appears a connection between hearing sounds and viewing letters. In this case, correct pronunciation plays an important role in reading and understanding words and text.

LM Schwartz, who studied the psychology of reading habits, wrote that a person who does not know how to divide words into syllables will never be able to read correctly, and it is not worth to talk about his ability to write.

The most important component of reading is the syllable. Correct and harmonious pronunciation-diction of syllables ensures mastery of the word in terms of literary pronunciation. Students learn to “see” and understand a whole word, syllable, the sound which is the part of a word pupils in the process of the mastering literary pronunciation. They understand that sounds are elements of words and syllables, but, as a rule, are not pronounced separately.

When working on reading in elementary school, the following aspects should be considered:

- teaching to read should be adapted to the sound system of the language;
- it is necessary to take into account the relationship between sound and letters;
- in the process of reading, the rules of literary pronunciation of the language should be observed;
- When teaching to read, attention should be paid to accuracy, speed, awareness and expressiveness.

General educational results and standards on the subject of the Azerbaijani language for the level of primary education (I-IV grades) are given in the "Curriculum of the Azerbaijani language for secondary schools of the Republic of Azerbaijan (I-IV grades)".

Pupil:

- reads the text correctly, quickly, expressively, consciously;
- reads different texts aloud and silently in whole words;
- expresses attitude to the content of the read texts;
- reveals semantic connections between parts of the text;
- distinguishes between literary and scientific-mass texts (AUDAROVA, 1966).

At the same time, as a reflection of this process, reading lessons, that is, working on reading materials, are important for mastering the skills of literary pronunciation. In the subject program of the Azerbaijani language, the focus is on work on pronunciation in reading standards (grades I-IV): 2.2.1. (I grade) Reads short texts with correct pronunciation; 2.2.1. (II grade) Correctly and quickly reads the relevant texts in accordance with the norms of pronunciation; 2.2.1. Relevant texts with correct, fast intonation (sentence) by type) reads; 2.2.2. (III grade) Distinguishes between fiction and popular science texts; 2.2.1. (IV grade) Reads the relevant texts correctly, quickly, with

intonation (by the nature of the images) standards are introduced in parallel with the mastering of literary pronunciation skills (Education, 2008).

In general, it is impossible to imagine the effectiveness of mastering literary pronunciation skills in elementary school outside the reading process. Therefore, in order to improve pupil learning outcomes, it is necessary to use appropriate strategies, methods and techniques to achieve the correct organization of reading of the text.

V.A. Flerov, one of the successors of K.D. Ushinsky, formulated the basic principles of organizing reading lessons. "Our task is to teach children to read and think, read and feel, read and live."

The work on mastering literary pronunciation skills is an important issue for the teacher, both in literacy training, organized in grades II-IV, and in the period after completion of literacy training, as well as in reading lessons. Work on the development of reading skills in elementary school is carried out on works of fiction with a simple plot, samples of folklore and informative texts. The texts given in the textbook "Azerbaijani language" play an important role in the development of imagination, thinking and speech of pupils, in the formation of their spiritual world, as well as in the mastering of literary pronunciation and reading skills.

As a result of regular reading from the moment of literacy training, reading skills become a reading habit after a certain period of time. As pupils study the events and images in the texts, pupils become spiritually enriched, problems in the texts make them think, and their interest in reading increases. As the content and volume of texts change, so does the reading quality of pupils.

The introduction of standards related to the acquisition of reading skills and skills by pupils in the curriculum of the Azerbaijani language (grades I-IV) makes it necessary to use purposefully reading lessons.

M.A.Rybnikova demanding systematic reading, noticed that the methodological system should be created on the basis of understanding the material as a whole and its separate parts, taking into account the laws of perception and development of separate pupils, which complicate the skills of expressive reading from class to class.

Literature review

The subject "Azerbaijani language" in primary school creates more opportunities for pupils to replenish their vocabulary, learn and apply the most important grammatical rules, norms of literary pronunciation, form reading skills, speech culture. There are very important tasks in teaching the Azerbaijani language in primary school. This is primarily due to the fact that it is the language of teaching.

Speech is associated with the development of cognitive activity. According to L.V. Zankov and A.N. Leontiev, the developing nature of teaching, thoughtful activity in teaching intensification of the technology of deep assimilation of knowledge by N.A. Menchinskaya and P.A. Galper, N.K. Goncharov, I.A. Kairov, A. Abdullaev, B. Akhmadov, Yu.Sh. Karimov, A.N. Rakhimov and others. Should estimate research based on renewal of the content of education and speech development issues commendable in terms of speech development. Their outcomes provide some insight into the development of a new methodological content of knowledge, which will be given in connection with the development of the speech of pupils in primary schools, and a perfect methodological system for the acquired skills and abilities.

However, the substantiation of the role of reading lessons in mastering the skills of literary pronunciation, which is an important component of the development of speech, is not neglected, although it has not received detailed development.

Never the less children master simple speech habits and can express their thoughts clearly and exactly by the time come to school, but the work on the literary pronunciation begins at school.

Speech development is a multifaceted, complex, and highly cognitive problem. Professor Yu. Karimov writes: "When teaching pupils the culture of speech, it is necessary to ensure that they express their thoughts and feelings grammatically and phonetically correctly, lexico-semantically clearly and accurately, stylistically figuratively" (KARIMOV, 2003).

Although the issues of literary pronunciation related to the development of speech in theoretical linguistics are studied in Azerbaijan, in the methodological literature this help teachers develop the literary pronunciation of elementary school pupils. Therefore, the overwhelming majority of teachers either leave this work alone or approach it by accident.

Experienced teachers have gained some experience by paying close attention to mastering literary pronunciation skills in reading lessons. In this way, they try to raise the intellectual level of pupils. Mastering the skills of literary pronunciation in reading lessons instills in pupils the ability to hear the language, communicate with it, express the correct attitude to both figurative expression and figurative sentences.

Although the problem of the development of speech in the Azerbaijani methodological literature has been widely studied by A. Abdullaev, Y. Kerimov, A. Afendizade, B. Ahmedov, A. Rahimov, the issue of mastering literary pronunciation skills in reading lessons has been studied very little.

Methodological scholars have made recommendations in this area. It should be noted that the problem has been widely studied in the domestic methodological literature and a number of research works have been written in this area. From the middle of the 19th century, F.I. Buslaev, V. Humboldt, A.A. Potebni, K.D. Ushinsky and other touched this problem in their works. This issue has been more widely studied since the second half of the twentieth century. So, M.T. Baranov,

L.A. Vvedenskaya, A.I. Kondrashenkova, M.R. Lvov, T.M. Pakhnova and other researchers of the lexical meaning of the word, E.N. Akhtyrskaya, M.T. Baranov, S.V. Voikina, S.N. Ikonnikov, T.A. Ladyzhenskaya, V.V. Ledeneva, M.R. Methodologists studied the development of the figurative speech of pupils - the use of artistic means of expression and description of the language in their speech and emphasized the importance of mastering literary pronunciation skills in reading lessons. N.M. Shansky, S.I. Lvov, Sh.A. Makhmudov in their studies note that very little attention is paid to the mastering of literary pronunciation skills in reading lessons in schools (DEMIRCHIZADE, 1984). The reason for this problem is the low level of theoretical and methodological training of teachers in this area.

One of the main areas of work carried on the development of speech is the work on the development of literary pronunciation skills. This work is of exceptional importance for the development of oral speech.

The rules of literary pronunciation are related to the internal laws of our language. Therefore, when forming oral communication, it is important to follow the rules of literary pronunciation.

Inheritance between people in any language occurs when they can pronounce words and expressions in that language correctly. Because sometimes a word is mispronounced, an idea is misunderstood, or the meaning is distorted. Correct pronunciation of words makes speech easier to understand and master and directs attention to the content rather than the means of expression.

The basis for mastering the rules of literary pronunciation is laid in the primary grades. Formation of literary pronunciation skills is not only observance of orthoepic norms. True, work on orthoepy occupies one of the main places, but work on literary pronunciation has a broader content. This includes work on orthoepic norms, as well work on copy and tone of speech, etc.

Accuracy, speed, awareness and expressiveness of reading depends on the level of proficiency in the rules of literary pronunciation.

Questions related to teaching literary pronunciation have been reflected in the linguists and methodists as A. Demirchizade, A. Abdullaev, A. Afendizade, N. Abdullaev, Y. Kerimov and others. reflected in his works.

Literary pronunciation requires speech in accordance with the norms of literary language, observance of the rules of pronunciation of individual words, even the sounds of speech. The content of these rules is called orthoepic rules. Various tures of work are used for teaching correct pronunciation habits, skills.

- 1) children listen and imitate the correct speech patterns (imitation);
- 2) explaining of articulation with the indication of the pronunciation of the position of the voice (position of the mouth, lips);
- 3) comparison of correct pronunciation of a word with incorrect pronunciation;

- 4) divide the word into syllables and practice in pronunciation by syllables;
- 5) didactic game - use of exercises;
- 6) memorization of riddles, puzzles, accounts and verses, etc.

Research methods

There are a number of methods, means and means of inculcating the skills of literary expression, the most important of which are the following.

1. Linking the study of literary pronunciation to the study of the Azerbaijani language.
2. Training in literary pronunciation in combination with spelling.
3. Work on literary expression in the process of training in artistic patterns, associated with the Azerbaijani language.
4. Introduction of literary skills in the mode of single speech.

There are effective ways to use interactive methods in the process of consolidating knowledge in reading lessons. The use of active learning technologies is especially important when working on literary pronunciation. Examples include brainstorming, concept extraction, BIB, cluster, Venn diagram, auction, aquarium, t-charts, decision tree, etc.

Then control of pupils' reading, observation, interview, test, discussion, pedagogical experiment, etc. The use of methods is also effective.

Audiovisual visual aids that influence auditory and visual organs should also be widely used to help to develop pupils oral performances skills. Tape recorders, shafts, slides, films, theatrical etc. are included here.

Results

Learning is a purposeful process of interaction between teacher and pupil. In this process, knowledge, skills and habits are acquired through the collaboration of teachers and pupils. Active / interactive teaching methods serve to transfer experiences from generation to generation. Creating a psychological environment for active learning, based on respect and trust, not only removes feelings of insecurity in pupils, but also encourages the weakest pupils to participate in such a creative process. Because the teacher treats each pupil with respect and dignity, instilling in him the belief that his work is creative. At the same time, the student avoids the fear of failure, the danger of being reprimanded for a wrong opinion, the risk of getting a low grade, and his cognitive activity remains at the required level throughout the lesson. The learning environment should be based on this. The pupil should feel free in the learning process and focus on the topic being studied.

Discussion

Several reading skills are used in grades I-IV. Reading aloud, fluently, fluently, independently, consciously, silently, dialogically, in narration, question, exclamation mark, command, short and long sentences, tone, rhythmic reading, logical accent, description of nature and reading about natural phenomena, reading episodes, reading by role, supervised reading for observation, reading by question, reading based on pictures, reading about the life of a character, reading in chorus, reading the part that interests you, reading at will and as you wish, artistic description and reading by creativity, lexical reading, spelling, phonetic, grammatical reading, etc. Each reading lesson has its own character in mastering the skills of literary pronunciation.

Of course, mastering the skills of literary pronunciation in reading lessons in schools is not a new issue. Usually, the issue of mastering literary pronunciation skills in reading lessons was not considered to be accidental, but, on the contrary, was highly valued by outstanding intellectuals and thinkers of that time. Attention and care for our language, speech and the correct use of our language continues nowa days too [eighteen].

For speech activity, hearing and pronunciation skills and mastering their main differences are of great importance. Thus, mastering the skills of hearing speech makes it possible to perceive various subtleties of speech sounds (correct pronunciation, accuracy, clarity of words, raising and lowering the tone of the voice, strengthening and weakening, smoothness, acceleration and deceleration of speech, timbre, color, etc.) (KARIMOV, 2003).

It is impossible to master successfully master the literary pronunciation in the Azerbaijani language without bringing up a number of important qualities in the lower grades. These qualities are:

- 1) pronounce correctly each sound, both individually and within a syllable;
- 2) divide words into syllables, pronounce each syllable correctly;
- 3) pronounce correctly the sounds of the Azerbaijani language with incorrect pronunciation separately and clarify the denominator of pronunciation;
- 4) be able to follow your speech, concentrate on the mistakes;
- 5) be able to correct someone else's speech and distinguish any sound in the stream of speech;
- 6) be able to distinguish between sounds in a word (beginning, middle and end);
- 7) be able to distinguish between repetitive and absent sounds, comparing one word with another;
- 8) be able to choose subtle differences between sounds close to each other (d - t, b - p, v - f, k - g, etc.) according to the plase of appearing etc.

When teaching the norms of literary pronunciation in elementary schools, you can focus mainly on pronunciation of vowels, pronunciation of consonants and pronunciation of various grammatical forms.

It is not yet clear what rules of orthoepy should be taught in primary school and whether it is important to give them theoretical information. We can say that among the various orthoepic rules it is necessary to choose those that are suitable for the strength, knowledge and age of pupils.

This task cannot be solved in a certain time of the lesson, since instilling in pupils the skills of literary pronunciation is a long process. Work on literary pronunciation is carried out throughout all pupil years of study. Therefore, in the secondary school curriculum for the Azerbaijani language, including on primary grades, certain hours should be allocated to instill correct pronunciation skills. The norms of literary pronunciation are taught to pupils for practical, theoretical and practical purposes in separate sections.

In elementary schools, pupils are taught orthoepic rules in practice. "Orthoepy is a systematic set of pronunciation rules - laws that form the oral branch of the literary language on the basis of general norms, that is, manifesting the norms of generalization" (DEMIRCHIZADE, 1984).

In reading lessons, pupils get acquainted with the innovations, remember them, and in subsequent lessons when the teacher connects the new lesson with the old one at the stage of motivation, the knowledge acquired by pupils is consolidated.

The teacher who leads the reinforcement process must create a learning environment for the pupil that encourages the pupil to think, do research, develop the ability to draw independent conclusions and logical thinking, and also consolidate the material learned based on the pupil's personal abilities. Interactive teaching methods help teachers and pupils realize this process and better assimilate the material.

The summary of the reading given under the general headings should be devoted to the summary of 7-8 topics. For example:

- count the external features of an object or image given in the text;
- give a description of the fact and event indicated in the text;
- find out to what extent the element is presented in the text and how it can be conveyed;
- talk about the generalization of things in the text and their relationship;
- study the similarities and differences of two things in the text, as well as their common features;
- indicate in the text the required price for the goods;
- evaluate characters, images described in the text as needed;
- assess the required level the event described in the text, and convey the event to the listener in a special tone of voice when reading;
- determine the attitude of the participants to each other in the text;

- reveal the events and facts indicated in the text, with less animation;
- clarify the reason of the event described in the text;
- explain and justify the reasons for the reverse ratio of the characters, images presented in the text;
- plan (verbally) the picture given in the text, say what else is necessary to add to the picture;
- Record an outline of the text with a title (consisting of declarative sentences);
- fix the outline of the text with the title (by using phrases taken from the text).

Interactive learning is a process of interaction between teachers and pupils. Such a lesson does not tire either the pupils or the teacher. The key factor is giving the lesson to the disposal of pupils.

Pupils participate in the process of lesson as a full-fledged party. Interactive teacher-led teaching methods allow learners to gain new knowledge through various sources of information or through interaction. The knowledge gained in this way lives for a long time in the memory of pupils. In the process of consolidating the material, the main condition is the pupils' understanding the material and asking questions correctly. Consolidating should be based on the psychological factors as attention, interest, perception and thinking. In the consolidation process three main stages should be focused on (focusing on thinking, thinking and comprehending).

At the first stage, the work should be organized in such a way that each pupil expresses his opinion, the more correct ones are chosen, written on a large white sheet and are posted on the board. At this stage, pupils should ask questions about the topic and be asked to think about what they know.

In the second stage, pupils should understand the essence of past topics.

In the third stage, students recall what they learned earlier. In this process, you should ask thought-provoking questions. There must be enough space to work with the application. When consolidating reading lessons, it is important to use riddles, puzzles and misconceptions to develop pupils' logical thinking. In the process of consolidation, the independent work of pupils in the lessons of explanatory reading stimulates the conscious perception of knowledge.

It contributes to the development of mental abilities, the ability to work independently, creates conditions for the practical application of the knowledge and skills acquired. In the consolidation process, heuristic interviews should be used extensively. This interview engages pupils in search and allows them to voice their opinions. The pupils expressing their judgements learn to respect the opinions of their peers, listen to them without interruption and, if necessary, respond with permission. The use of interactive methods in reading lessons also ensures the building of relationships among people on national values.

In general, the new content of reading lessons is aimed at promoting the development of a creative, self-developing personality, which is the main value in the survival and development of both society and each of its members in the 21st century, which is known from the world experience. The educational process should shape the child's developmental abilities. This, in turn, leads to

activism, a critical approach to objects and events of the surrounding world; make decisions independently; think logically; creatively change the environment; independently acquire knowledge; solve practical problems; based on the comprehending need and ability to set new goals for personal development.

During the learning process, pupils find themselves in an increasingly complicated creative environment. The knowledge gained at the present time is incompatible with new knowledge. It is necessary to create a high level of activity in the classroom. This contradiction stimulates the thinking of pupils, promotes their ideas and motivates them to research.

The pupil is looking for an independent solution to the problem. S.L. Rubinstein writes that the creation of a problem situation is considered to be the beginning of the intellectual process. The person begins to think about what he wants to find. A person learns by thinking, and thinks by learning. The creation of a problem situation is an application stage in of interactive methods. The creation of such a situation ensures the effectiveness, productivity and independence of the educational process.

In the elementary grades, the vast majority of orthoepic rules related to the pronunciation of vowels and consonants are taught. Thus, the qualitative and quantitative changes in these sounds are practically instilled in pupils.

Explanations of individual rules in primary school should be concise, clear, age appropriate and accompanied by various examples and illustrations. To give pupils the correct pronunciation pattern, use imitations, master the articulation of sound, master the skills of hearing and pronunciation, etc. In addition to orthoepic - spelling tables and diagrams, exercises and tasks, the use of ICT is important for the formation of orthoepic rules.

Intonation also plays an important role in mastering the skills of correct pronunciation in Azerbaijani. The syntactic role of intonation is one of its main functions. Many of the constructs of declarative, interrogative, and exclamation sentences are intended to serve as examples for learners expecting only intonation. Undoubtedly, beginning from the first grade of primary school, practical work on these issues are carried on. This practical work, started in elementary school, continues in subsequent grades. Theoretical and practical work on intonation begins with studying the syntactic section.

Intonation. The attitude of the expressive reader to images and events in the text becomes clear to the listener through intonation. An expressive reader uses intonation to convey the meaning of words and ideas.

Intonation should be understood in a wide range. The intonation includes:

1. Melodiousness. Increasing and decreasing the volume while reading gives the reading a touch of tenderness and softness.

2. Speed. Acceleration or deceleration depending on the content.
3. Rhythm. Harmonious replacement of syllables, long, short syllables, etc.
4. Diction. Correct and clear pronunciation of sounds, breathing in place, etc. The presence of speech members ensures a serious repetition of diction.
5. Sound. The volume, strength, and attractiveness of the voice also play an important role in conveying emotional diversity. For this, the sound itself must be beautiful, and you must be able to control it.
6. Breathing. Proper breathing plays a special role in creating pleasant speech. Breathe quickly but moderately. Efforts should be made to ensure that pupils can achieve this.
7. Emphasis. Accent also plays an important role in the emotional and accurate transmission of thought. Each syllable, logical accent and accent of excitement has its place.
8. Break. Work with both punctuation marks and non-punctuation marks. Rhythmic divisions help to understand the idea clearly and emotionally.

The intonation of the sentence allows the speaker to understand clearly the purpose. Depending on the purpose of the speaker, a sentence with the same content, a combination of the same words can be pronounced both with interrogative intonation and with normal intonation. In the linguistic and pedagogical literature, two types of intonation are used:

- a) logical intonation;
- b) will - emotional intonation.

Logical intonation serves to reveal the meaning of the entire sentence (narration, question, command, exclamation sentence) from a grammatical point of view, parts of the sentence (call, appeal, explanation, command, message, etc.).

Voluntarily - emotional intonation - irony, ridicule, surprise, doubt, confirmation, denial, exhortation, request, entreaty, invitation, advice, consolation, anger, hatred, anger, sadness, joy, and so on. reveals feelings. These two types of intonation also reflect logical stress and pauses.

Conclusion

In elementary schools, various types of work are used to develop spelling and intonation skills;

- 1) imitation of correct speech;

Undoubtedly, children learn more by imitating adults, but it would be wrong to think that imitation is a spontaneous activity.

- 2) an explanation of the denominator of pronunciation;
- 3) development of pupils' listening and hearing skills;
- 4) control oneself's pronunciation with the help of a tape recorder;

- 5) comparison of correct pronunciation with incorrect pronunciation;
- 6) orthoepic - the use of spelling tables;
- 7) phonetic, morphological, syntactic, lexical analysis of words;
- 8) listen to tape recordings of outstanding masters of the word;
- 9) teaching verses;
- 10) expressive reading of extracts taken from works of art;
- 11) making a use of children's programs on the radio and television;
- 12) commentary on orthoepy;
- 13) expressive reading of texts taken from textbooks;
- 14) intonation during reading; punctuation, pause, theater, speed, etc. compliance with components;
- 15) try to create rules for correct pronunciation using proverbs, riddles, misconceptions, counting, etc.

Each of these activities has a role in developing literary pronunciation skills in primary school. However, orthoepic work in reading lessons has a more effective quality for developing literary pronunciation skills.

References

- ABDULLAYEV N.A. Methods of teaching literary pronunciation. Baku: Maarif, 1986, 162 p.
- ABDULLAYEV A.S. Methods of teaching the Azerbaijani language in primary school. Baku: Maarif, 1962, 165 p.
- AUDAROVA, L.I. Formation of linguistic attitude to the word in young schoolchildren. Age possibilities of knowledge acquisition. M.: Enlightenment, 1966, 280 p.
- Educational program (curriculum) on the subject of the Azerbaijani language for secondary schools of the Republic of Azerbaijan (I-IV grades). Baku, 2012
- BEDIYEV, S.R. Lecture texts from new learning technologies. Baku: Daralayaz-M, 2009
- DEMIRCHIZADE, A.M. Modern Azerbaijan language. 4 parts, I part (Phonetics, orthoepy, spelling), Baku: Maarif, 1984, 312 p.
- EFENDIZADE, A.R. Spelling-orthoepy dictionary. Baku: Azerneshr, 1989, 152 p.
- EFENDIZADE, A.R. Scientific bases of spelling of the Azerbaijani language. Baku: Maarif, 1968, 16 p.
- ELKONIN, D.B. How to teach children to read? M.: Izd. Knowledge, 1976
- HASANOV, M., JAFAROVA, N. Methods of teaching the Azerbaijani language in primary school. Baku: Translator, 2013, 410 p.
- KARIMOV, Y.SH. Methods of teaching mother tongue. Baku: Nasir, 2003. 520 p.
- QURBANOV, V.T. Interdisciplinary relations in the teaching of the Azerbaijani language. Baku: Teacher, 2008, 181 p.
- RIESEL, E. Deutchen Stylistic. Moscow: Verlag Hochschule 1975, 315 p. Page 164
- State standard and programs (curricula) of general education. Baku, 2010, 20 p. // Curriculum, 2010, № 3, p.117-130
- Subject curricula for I-IV grades of general education schools Baku: Education, 2008, 480p.
- Stephanie Wasta, Teaching social studies, 2006 Internet resources
<http://www.dissercat.com/content/rol-obraznykh-sredstv-v-razviti-rechi-mladshikh-olnikov>)

<http://www.president.az/articles/7744>

The article was published with the support of a scientific publishing house <https://scientist-view.ru>