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TEACHING THE PRONUNCIATION OF EMPHATIC CONSONANTS IN ARABIC LANGUAGE

ОБУЧЕНИЕ ПРОИЗНОШЕНИЯ ЭМФАТИЧЕСКИХ СОГЛАСНЫХ В АРАБСКОМ ЯЗЫКЕ

ARAB TILIDA EMFATIK UNLILARNING TALAFUZINI O'GATISH

Annotation: *As we know, at one of the first stages in teaching Arabic pronunciation, students and teachers are faced with a phenomenon such as linguistic or interlanguage interference. As a result, some specific errors appear in the students 'speech, which impedes the formation of certain skills and abilities for the correct articulation of difficult-to-pronounce phonemes. The proposed article is devoted to the study of this phenomenon and the causes of its occurrence.*

Keywords: *linguistics, phonetic interference, phoneme, consonant, phonological system, pronunciation, accent, comparative analysis.*

Аннотация: *На одном из начальных этапов при обучении и постановке арабского произношения студенты и преподаватели сталкиваются с таким явлением как лингвистическая или межъязыковая интерференция. В результате в речи обучаемых наблюдается ряд характерных ошибок, затрудняющих процесс формирования определенных навыков и умений для правильной артикуляции труднопроизносимых фонем. Предлагаемая статья посвящена изучению этого явления и причин его возникновения.*

Ключевые слова: *лингвистика, фонетическая интерференция, фонема, фонологическая система, арабский язык, произношение, акцент, сравнительно-сопоставительный анализ.*

Annotasiya: *Arabcha talaffuzni o'rgatishning dastlabki bosqichlaridan birida talabalar va o'qituvchilar lingvistik yoki tillararo interferensiya hodisasiga duch keladilar. Natijada o'quvchilar nutqida talaffuzi qiyin bo'lgan fonemalarni to'g'ri ifodalash uchun ma'lum ko'nikma va malakalarni shakllantirish jarayoniga to'sqinlik qiluvchi bir qator o'ziga xos xatolar kuzatiladi. Taqdim etilayotgan maqola ushbu hodisani va uning paydo bo'lish sabablarini tadqiq etishga bag'ishlangan.*

Kalit so'zlar: *tilshunoslik, fonetik interferensiya, fonema, fonologik tizim, arab tili, talaffuz, urg'u, qiyosiy tahlil.*

The Arabic language belongs to the Semitic-Hamitic language family and is determined by a very developed system of consonants. In the Middle Ages, during the spread of the Arab conquests, the Arabic language, being the language of science and culture, became widespread in the territories conquered by the Arabs, which became part of the Arab Caliphate. In addition, he had an undeniable influence on the evolution of the languages of local peoples and nationalities. The Arabic script is the basis of writing for many Oriental languages till now. If we trace the history of the mutual influence of the Arabic and Uzbek languages, which existed and developed side by side for centuries, we can give numerous examples of this mutual influence not only at the lexical but also at the phonetic levels.

At present, the Uzbek language contains a lot of borrowings from Arabic, many of which have undergone corresponding phonetic changes concerning the Uzbek language. Due to the absence in the Uzbek language of emphatic consonants ط، ظ، ص، ض, yawning sound ع, stop sound ء - hamza, interdental ذ ,ث, as well as guttural ه and ح, these consonant phonemes in borrowed words have undergone specific phonetic changes. For example, in the words of primordial Arabic origin عالم (scientist), عزيز (expensive), عسل (honey), and عظيم (big, large), the yawning sound ع is omitted and is not pronounced in the Uzbek language: *olim, aziz, asal,* and *azim.* We can see here one of the simplest examples of phonetic interference when words move from one language to another.

Interlingual *interference* (from Latin *inter* - between and *ference* - transferring) means the transfer of the norms and rules of one language to another or the mutual influence of languages. Rosenzweig V.Yu. notes, that interference is a violation by a bilingual of the rules for correlating contacting languages, which manifests itself in his speech as a deviation from the norm. [Rozensveig B.Y., 1972:28].

We can observe the interference when the student automatically transfers the sounds of native speech to speech in a foreign language. There are usually two types of linguistic interference: phonetic and graphic. We have chosen phonetic interference

in the articulation of Uzbek students as the object of study. Students are accustomed to pronouncing the same sounds in the Uzbek language and pronounce Arabic phonemes as the phonemes of the Uzbek language they are used to, resulting in an Uzbek accent, which is sometimes not very easy to correct. Most of the phonetic errors made by students are the result of the phenomena of sound interference. Kornev V.A. writes that a person who acquires a non-native language unconsciously transfers the system of existing rules, the program of speech behavior fixed in the native language, to the foreign one. [Kornev V.A., 1997: 82]

For overcoming the phenomena of sound interference we have to identify the most mistakes made by students and do a comparative analysis of the grammatical systems of the Arabic and Uzbek languages. Comparative analysis of systems, first of all, helps to compare and see the patterns of deviations in language systems, understand the causes of inconsistencies in the implementation of foreign speech, and overcome failures in mastering the norms of the foreign language. A feature of comparative analysis to teach foreign pronunciation is the need to supplement its data with an analysis of phonetic errors. As a result of such an analysis, a linguistic model of accent in the speech of a foreigner emerges. We can adequately describe it in a comparative analysis of the contacting languages. [Rogoznaia, 2009:4]. Thus, a comparative analysis of the phonological systems of two languages is of great help in identifying and analyzing the most characteristic errors.

The group of errors made by students in the study of Arabic phonemes includes pronunciation errors related to Arabic emphatic consonants ط، ظ، ص، ض.

The Arabic consonant ط is a jagged plosive voiceless sound in which the front part of the tongue is pressed tightly against the front palate and sharply detached from it [Kovalev A.A.,Sharbatov G.Sh., ١٩٩٨: 65]. In this case, the back of the tongue rises towards the soft palate. The organs of speech during the pronunciation of this sound are as tense as possible. Noticeably that this sound affects the vowels next to it, the pronunciation of which undergoes specific changes. When teaching its pronunciation, students often replace it with a voiced aspirated stop noisy consonant ت, during the articulation of which the organs of speech do not strain to such an extent. For example, the students pronounce the Arabic words طباشير (*ttabaashiir* - chalk) and بسيط (*basiit* - simple) as *taboshiir* and *basiit*.

Another emphatic consonant ض also refers to noisy post-dental plosives, but unlike the sound, ط is a voiced sound. The position of the organs of speech during its articulation is the same. When practicing the pronunciation of this sound, students often replace it with a voiced dental consonant د.

Arabic phoneme, ص, is a fricative voiceless sibilant post-dental consonant. During its articulation, the tip of the tongue lightly touches the inner side of the lower teeth, and the middle part of the tongue rises towards the palate with a tension of the entire speech apparatus [Kovalev A.A.,Sharbatov G.Sh., ١٩٩٨: 60].

The fourth emphatic phoneme ظ is a voiced post-interdental fricative consonant. Its articulation almost coincides with the articulation of the consonant ص. The difference is that the vocal cords are involved in its formation.

We can observe the same errors in setting the pronunciation of all the above emphatic consonants. Students pronounce instead Arabic consonants similarly, but easier to pronounce corresponding Uzbek phonemes *t, d, s,* and *z*. So, for example, the Arabic word طالب (*ttaalib*) is pronounced as *tolib*. Here, they articulate the emphatic ط as a non-emphatic *t*, the pronunciation of which is very similar, and replace the Arabic long sound ا (*aa*) with the familiar *o* of the Uzbek language. Similarly, when pronouncing Arabic words containing the emphatic consonant ظ (*zz*), students often replace it with the Uzbek phoneme *z*. For example, they pronounce the Arabic ظرف (*zzarf*) as *zarf*, the word ظريف (*zzarif*) as *zarif*, ظل (*zzill*) as *zil*, Arabic ظهر (*zzuhr*) is pronounced as *zuhr,* etc. Sometimes students replace it with the Uzbek similar consonants. For example, instead of the Arabic ضابط (*ddaabitt),* we hear the Uzbek word familiar to students (*zobit*) Here, as many as three sounds of the Arabic language are being replaced: the emphatic ض - by a simple *z*, and the emphatic ط (*tt*) - by a simple (*t)*

We observe the phenomenon of sound interference when pronouncing the emphatic ض (*dd*) It is replaced either by the Uzbek phoneme *z* or *d* as in the Arabic *maridun* or *marizun* instead of the correct variant *mariiddun* (مريض) or *zarbun* and *darbun* or *dorbun* instead of the Arabic *ddarbun* (ضرب) The students pronounce Arabic ضرب as *zarbun* due to the presence of the Uzbek equivalent of the word *zarba*.

The emphatic sound ص is usually replaced by a voiceless dental sibilant س, the equivalent of this sound in the Uzbek language. So, instead of ص in the Arabic word صيدلي (*ssaidaliyun*), students pronounce *saidaliyun*. Instead of صفر (*ssifrun*)

they pronounce *sifrun*, instead of صورة (*suratun*) - *suratun*, etc.

To prevent or eliminate cases of phonetic inertia in students' speech, we should focus on the articulation of Arabic emphatic, pharyngeal, and yawning consonants by checking the position of the students' speech organs during their pronunciation (based on specially designed phonetic exercises) To avoid mistakes when training on the pronunciation of emphatic sounds, students need to constantly monitor the tense position of the speech organs and pay special attention to the difference between the emphatic and their corresponding simple consonants of the Uzbek language. In particular, the posture of the tip and back of the tongue plays an important role here, since when pronouncing emphatic consonants, the tip of the tongue occupies a higher position than when articulating the corresponding consonants, and the back of the tongue rises as much as possible to the soft palate.

Thus, when teaching the pronunciation norms of the Arabic language, students should be developed the skills of correct articulation of sounds that are difficult to pronounce. Students have to master their articulation skills and learn to catch and distinguish features that, while not being phonologically essential for their native language, are essential for the Arabic language. They can achieve positive effects through exercises aimed at working out paired sounds, that is, oppositions ض and ط, د and ص, ت and س, etc. Based on the comparison, students can catch the difference in the articulation of specific phonemes. For example, حس , ظفر -زفر -ظفر, ظلم - مض زلم - مد , ضجر - دجر حصب - حسب, حص -, etc. Based on such exercises, the comparative switching of articulatory organs is well-practiced, in which the effects of sound interference are gradually eliminated [Ismailova, Yulduz, 2020 : 44-50]..

Phonetic exercises give good results when the hard-to-pronounce phonemes listed above are at the end of a word after vowels (in a post-vocal position) when their pronunciation features are manifested. As a rule, voiced consonants in Arabic words at the end are not stunned. For example, in Uzbek and Russian, and are pronounced loudly (in مسح, ربيع, قبض, حفظ, ضابط, etc.) In addition, students are encouraged to pay attention to the written expression of emphatic and interdental consonants, focusing on their pronunciation norms in Arabic.

We can achieve good results and correct pronunciation by repeatedly listening to and repeating words and expressions that contain sounds, the pronunciation of which is difficult for students of this category.

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