

THE ROLE OF TONGUE TWISTERS IN LEARNING ENGLISH

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Actuality. This study explores the production-working memory relationship through English tongue twisters used by learners of English as a second language. By the recalling of a sequence of phonologically listed formal and informal production of English tongue twisters, errors are interpreted as occurring at all the phonological and sub-phonological levels. The use of speech error analyses in the context of verbal working memory tasks (tongue twisters) could reveal important insight into people's performance.

Aim of study. To research the role of tongue twisters in learning English.

Methods of research. Literature review and theoretical analysis.

Discussion. Speech errors are not analyzed because they are particularly interesting or important but because they are assumed to reveal how correct speech is created. Sound errors are utterances that deviate from the speaker's intention in the placement or identity of one or more phonological segments not corresponding to a complete morpheme of the target utterance, (Dell, 1986). Verbal working memory, the temporary maintenance and processing of verbal information, has long been viewed as an important component to word learning and language understanding (Baddeley, 1986). The production-working memory relationship was explored in a recent review by Acheson and MacDonald (2009), who argued that the mechanism for maintaining serial order in verbal working memory may emerge from the language production architecture. By the recalling of a sequence of phonologically listed twisters, errors are interpreted as occurring at all the phonological and sub-phonological levels. The use of speech error analyses in the context of verbal working memory tasks (tongue twisters) could reveal important insight into people's performance. Moreover, the present study attempts to investigate the assumption that the serial ordering processes in verbal working memory is harder to achieve with informal production of tongue twisters. The study also examines if there is correlation between the production of tongue twisters and mental processes or strategies in relation to formal and informal production of tongue twisters.

Conclusion. It could be said that the high occurrence of sound errors in formal production of tongue twisters than in informal production of tongue twisters may show that subjects' awareness of language production may result in more errors. This also leads to the idea that the acquisition of English as a second language should be unconscious. This would suggest that teachers of ESL should follow the empirists' view as they say that mimicking should come before comprehension in second language learning. Moreover, English tongue twisters could be part of learning ESL process as it may enhance natural communication in English. This could be due to the possibility that the informal production of tongue twisters, mental processes stimulate production more than proficiency. Thus, more mental processes are created to enhance production of tongue twisters.

APPLICATION OF A NAN-ACID-MILK MIXTURE IN DYSBACTERIOSIS IN CHILDREN OF EARLY AGE.

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The relevance of the problem. Dysbacteriosis is one of the reasons for the increased incidence of infants at various stages of its development. The role of minor changes in the state of