

TECHNOLOGIES OF TEACHING PRONUNCIATION.

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Annotation: Teaching pronunciation is of no less importance in the developing of reading and writing habits and skills, since writing is a graphic representation of sound sequences. In reading visual images become acoustic images. These are combined with kinaesthetic images, resulting in inner speech.

Key words: *pronunciation, phoneme, difficult sounds, rising tone, falling tone, recognition exercises, perception, pronunciation drill, sound structure.*

The basis of all language skills is the sound structure. It is in these sound sequences that the ideas are contained. Listening is the first experience; the attempt to understand accompanies it. The acquisition of good pronunciation depends to a great extent on the learner's ability of listening with care and discrimination. The phonetic system of English which consists of the following components: speech sounds, the syllabic structure of words, word stress, and intonation (prosody). These four components constitute what is called **pronunciation**. So the task is not only to teach correct pronunciation of sounds or sound sequences but also to teach pupils to use the stress in the right place, syllable division and intonation components, combined together. One of the tasks of language teaching consists in developing ways to help learner "and" the unfamiliar sounds. The hearing of a given word calls forth the acoustic image of that from which a pronunciation is obtained. Therefore teaching pronunciation is of great importance in the developing of pupils hearing and speaking habits and skills.

But just as a pupil reaches school level with an active command of grammar structures and vocabulary so he should arrive with an active command of grammar structures and vocabulary so he should arrive with an active command of pronunciation should be an integral part of an English teaching programme from the

early stages, just as the teaching of structures and vocabulary.

Teaching pronunciation is of no less importance in the developing of reading and writing habits and skills, since writing (or what is written) is a graphic representation of sound sequences. In reading visual images become acoustic images. These are combined with kinaesthetic images, resulting in inner speech.

Wrong pronunciation often leads to misunderstanding. E.g., when a speaker or a reader replaces one phoneme with another he unintentionally uses quite a different word, in this way altering. The sense of what he wanted to say. E.g. **White** instead of **wide**; **it** instead of **eat**; **pot** instead of **port**, etc.

Every teacher must understand how important the teaching of correct pronunciation is.

Phonetics is not taught as a special subject at school; the pronunciation skills for pupils are formed (developed) in the process of speaking, reading and grammar lessons simultaneously of course, it is impossible to teach English pronunciation to schoolchildren as native speakers do. So the level of approximation is required. It means very close type of pronunciation to the literary standard English pronunciation. The following pronunciation requirements are put forward to the schoolchildren:

- the acquisition of the function of phonemes differentiating the meaning of words;
- the acquisition of fast and fluent reading habits;
- the listener should understand the speaker perfectly. One more requirement lies in the mastering of the automatic pronunciation skills;
- the normal tempo of speech must be 130-150 words per minute.

The schoolchildren must not only acquire the knowledge of word meaning differentiating function of phonemes but also they should master the usage of intonation patterns nuclear tones, as well as the position matters the use of stress in a right place and rhythmic segmentation of phrases and sentences.

The language material of phonetic minimum is selected according 2 main principles. The first principle is the selection of the material needed for communication.

According to this principle all the sounds differentiating word meaning and into phonemes are included into the teaching minimum. That's to say phoneme variants, positional and combinatory variants, expressive intonation patterns are not included. Low Fall and Low Rise are the minimum requirements only.

The second principle is the stylistic one. Pupils should study English Literary Pronunciation. This is the language of radio, TV, theatres, universities and schools.

In our schools we teach pupils literary pronunciation which is characterised by:

- a) clear stress in all rhythmic groups;
- b) clear pronunciation of the sounds;
- c) typical abbreviations in auxiliary words; it's, won't, doesn't, can't, shouldn't, etc.

Proceeding from the aims and objectives pupils must assimilate:

1. The sounds of the English language its vowels and consonants. They should be able in different phonetic contexts.

2. Some peculiarities of English Language in comparison with those of the Uzbek language, such as, English vowels differ in quality and length of vowels is of no importance; the devoicing of the voiced sounds at the word final position leads to the change of word meaning, etc.

3. Stress in a word and a sentence, and melody (fall and rise). Pupils must be able to divide a sentence into groups and intone it properly.

Only when pronunciation is correct, when all main phonic rules are strictly followed, can one understand what one bears and clearly express one's thoughts in English.

The teacher, therefore, faces the following problems in teaching pupils English pronunciation:

- 1. the problem of discrimination, i.e., the hearing the differences between phonemes which are not distinguished, or used in the Uzbek language and between falling, rising and level tones;

2. the problem of articulation, i.e., learning to make motor movements adequate to proper production of English sounds.
3. the problem of integration, i.e., learning to make right stresses, pauses and use appropriate patterns;
4. the problem of integration, i.e., learning to assemble the phonemes of a connected discourse (talk) with the proper allophonic variations (member of a phoneme) in the mouths, hard times;
5. the problem of automaticity, i.e., making correct production so habitual that it does not need to be attended to in the process of speaking.

Consequently, discrimination, articulation, intonation, integration, automaticity are the items that should constitute the content of the teaching of production, i.e., pupils should be taught to discriminate or to distinguish English sounds from mother tongue sounds, long sounds from short ones; falling tone from rising tone; to articulate English sounds correctly, to use appropriate tone patterns; to integrate or to combine sounds into a whole and, finally, they should be taught to use all these while hearing and speaking the English language of course absolute correctness is impossible. We can not expect more than approximate correctness, the correctness that ensures communication between people speaking the same language.

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