

FORMING THE RIGHT PRONUNCIATION IN LANGUAGE
TEACHING FORMATION OF SKILLS

Ernazarova Khilola Ergashevna
Kokand State Pedagogical Institute
English teacher

E-mail: hilola_ernazarova84@mail.ru

Annotation: This article is devoted to the formation of correct pronunciation, skills and competencies in teaching a foreign language in accordance with the requirements of the CEFR, which examines the features of teaching the pronunciation of a foreign language at all stages of language learning and different views on this issue.

Keywords: communication, collaboration, articulation, interference, pronunciation

After the independence of the Republic of Uzbekistan, the attention to teaching foreign languages increased, because Uzbekistan became a full-fledged member of the world community and our country began to cooperate with foreign countries in all spheres of life. Instead, it requires specialists who are fluent in foreign languages. During the years of our independence, we strengthened cooperation with foreign countries, especially with the developed countries of the world in the field of education. The widespread use of new pedagogical technologies in the field of education has become the need of the hour. Especially the first president of Uzbekistan I. A. Karimov's decision of December 10, 2012 "On measures to further improve the teaching of foreign languages" placed great responsibilities on foreign language teachers to organize foreign language teaching at a high level, to bring the youth of our country to the level of being able to speak foreign languages perfectly.

Newly accepted standards of teaching foreign languages are implemented based on CEFR requirements. Formation of correct pronunciation skills and competences in formation of communication competences in language teaching is extremely important. The ability to correctly pronounce the phonemes of a foreign language in the process of oral communication creates the main difficulties in language learning. In this article, we present our thoughts on the formation of correct pronunciation skills and competencies in English language teaching. In teaching foreign languages, the main attention is focused on the formation of correct pronunciation skills and skills in students, because the formation of correct pronunciation skills and skills is considered extremely important for the intelligibility of speech, clear and complete expression of thoughts.

Speech, hearing, and vision analyzers are involved in teaching pronunciation in a foreign language. The speech analyzer performs the speech processing function, the hearing analyzer performs the speech control function, and the vision analyzer also participates in the speech control process. These analyzers work interdependently.

According to psychologists, a person can hear correctly only sounds that he can pronounce correctly. For this, when learning other languages, a person must first fully master the sound system of these languages. The main difficulty in acquiring pronunciation skills and competences in learning foreign languages occurs in the process of interlanguage interference, that is, as a result of incorrect use of one language material instead of another language material. In many cases, the student makes mistakes when learning a foreign language under the influence of the mother tongue, which is called interference in linguistics. Interference is divided into several types, such as phonetic interference, grammatical interference, lexical interference, and mixed interference.

Pronunciation training begins at the very beginning of language learning. First, the sounds of a foreign language are taught, their articulation is developed and brought to the level of automatism,

and at the same time, the expression of these sounds in writing is taught. Teaching correct pronunciation is a continuous process from the beginning to the end of language teaching.

Each stage of language learning has its own characteristics. At the lower level, the correct articulation of sounds is mainly emphasized. After the formation of correct pronunciation skills and competences, correct pronunciation skills and competences are formed by working on texts, monologues and dialogues related to them in the middle and upper levels.

Linguists, in particular, scientists working in the field of phonetics divide the skills and abilities of teaching pronunciation into two groups: 1. Listening pronunciation 2. Rhythmic intonation. In the first group, the skills and abilities of correct listening and correct pronunciation of speech sounds are formed. In the second group, intonations in the studied language, their types and use, the use of stress, and the ability to divide words into the correct syllables are introduced.

Methodist scholars divide into two different approaches to correct pronunciation: 1. Imitative - acoustic 2. Analytical - imitative, i.e. analytical imitative. Proponents of the imitative approach believe that the main cause of phonetic errors is the incorrect hearing and perception of sounds when mixing speech sounds in a foreign language, and they think that in order to form the correct pronunciation skills and skills in students, it is necessary to listen and imitate the sounds of a foreign language correctly, and not filter them through the sounds of the native language. . The base of listening comprehension formed through listening comprehension should allow the learner to correct his own mistakes and feel the difference between the sounds he heard and the ones he imitated. they think Proponents of this approach believe that in teaching the pronunciation of sounds of a foreign language, listening comprehension of these sounds, guidance and instructions regarding their articulation are unnecessary. In their opinion, it is appropriate to study speech sounds in the process of connected speech, rather than focusing on each of the speech sounds separately and working on their articulation. For this, conducting phonetic exercises on speech models and speech devices will give a good result.

According to the proponents of the analytical-imitation approach, teaching pronunciation is mainly based on rational imitation, correct understanding of the speech organs during the articulation of sounds, and conscious imitation. Proponents of this approach recommend the following as the main ones in the formation of correct pronunciation skills and competences:

Start teaching a foreign language with a phonetics course;

1. Perfect development of each speech sound, strengthening its articulation through explanations and exercises;
2. To study the functioning of the speech organs for each sound in order to achieve correct pronunciation;
3. Separate listening comprehension and pronunciation skills and competences;

Proponents of this idea argue that in order to correctly pronounce sounds, it is necessary to follow the sequence of orientation, pronunciation planning, and pronunciation processes. Pronunciation skills and abilities are strengthened through exercises, inter-language and intra-language interference is taken into account when working on sounds, however, the lexical meaning of words is not given importance when teaching pronunciation, that is, the lexical meaning of a combination of sounds related to a certain phonetic phenomenon is not given importance. while spending a lot of time on the phonetics course, studying the articulatory acoustic properties of one sound, the loss of skills, i.e., deautomation, occurs when switching to another sound. Conducting listening comprehension skills separately from pronunciation skills loses their coherence. When choosing a phonetic minimum for students, it is necessary to form full literary pronunciation skills and skills, to conduct phonetic exercises in a game style, to pronounce sounds at different speeds, to form the skills of being able to make different sound tempos and voice timbres, to use original audio-visual recordings, to learn to use different intonation devices in speech. , while working on the

pronunciation of separate sounds, analyzing the similarities and differences between the sounds of the native language and the sounds of a foreign language is very effective in teaching the pronunciation of sounds in a foreign language.

At the middle and higher stages of language teaching, it is necessary to make extensive use of various intonation devices in the formation of dialogic speech skills and competences, because it is of great importance in mastering rhythmic intonation devices and models in a foreign language.

In the phonetic exercises selected for students at the primary level, it is important to form the skills of active listening, being able to recognize and distinguish sounds, and to pronounce sounds in chorus and individually. It is worth noting that in teaching English pronunciation, emphasis on the use of English speech sounds in syllabic types and exercises on how to pronounce them in syllabic types will strengthen the connection between pronunciation and writing.

English pronunciation is taught at all levels of language learning, but continuous phonetic exercises, listening comprehension exercises, taking into account the specific characteristics of each level, lead to the correct formation of correct pronunciation skills and abilities. The teacher should focus on phonetic interference, because the most common language phenomenon is the use of native sounds in English pronunciation by the student under the influence of the native language. To overcome this deficiency, it is important for the teacher to regularly conduct phonetic exercises in every lesson, to explain the differences between sounds and to show the movement and position of the speech organs in correct pronunciation.

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