

UP TO DATE WAYS OF TEACHING PRONUNCIATION

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Abstract

This article is mainly aimed at improving pronunciation for language learners. There are several methods and contemporary resources available to enhance your pronunciation in a short period of time.

Эта статья в основном направлена на улучшение произношения для изучающих язык. Существует несколько методов и современных ресурсов, которые помогут улучшить ваше произношение за короткий период времени. Ushbu maqola asosan til o'rganuvchilar uchun talaffuzni yaxshilashga qaratilgan. Qisqa vaqt ichida talaffuzingizni yaxshilash uchun bir nechta usullar va zamonaviy manbalar mavjud.

Keywords: concentrate, corresponding, grammatical mistake, viewpoint, indissociably, teaching pronunciation, curriculum, manipulation.

Сосредоточить внимание, соответствующее, грамматическая ошибка, точка зрения, неразрывно, обучение произношению, учебная программа, манипуляции.

Diqqatni jamlash, mos, grammatik xato, nuqtayi nazar, ajralmas, talaffuzni o'rgatish, o'quv dasturi, ta'sir o'tkazish.

Introduction:

Pronunciation is the first and important thing the native speakers notice during a conversation. Knowing grammar and vocabulary are important but useless if we are unable to pronounce those structures or words correctly. Also, native speakers are more likely to understand you, even if we make grammatical mistakes rather than if we

make mistakes in pronunciation. Even the simplest words misspoken will keep you from effectively communicating with native English speakers. Realize though, that if our pronunciation is good, we will be understood anywhere we go. By taking into account some emotive characteristics gained from psychology and neuro-linguistic programming (NLP), pronunciation pedagogy nowadays appears to be adopting a more humanistic viewpoint. This essay highlights the necessity of teaching pronunciation in order to develop full communicative competence and the significance of incorporating research from other fields, such as psychology, NLP, technology, and socio-psychological issues like identity, ego boundary, or interpersonal relationships in pronunciation teaching. The importance of pronunciation in successful communication has been emphasized by many researchers. Fraser (2000), for instance, argues that:

“Being able to speak English of course includes a number of sub-skills, involving vocabulary, grammar, pragmatics, etc. However, by far, the most important of these skills is pronunciation; with good pronunciation, a speaker is intelligible despite other errors; with poor pronunciation, a speaker can be very difficult to understand despite accuracy in other areas. Pronunciation is the aspect that most affects how the speaker is judged by others, and how they are formally assessed in other skills.”¹ I think, with various objectives, teaching pronunciation is a difficult task. While speaking English efficiently is crucial, learners cannot avoid pronunciation. Because reading and writing abilities are useless if students cannot correctly pronounce grammatical structures or words. Speaking and listening abilities are indissociably linked to pronunciation. Students who are studying English as a second language concentrate on its grammar and vocabulary. Unfortunately, the majority of students don't focus on pronunciation. However, learning proper pronunciation enhances both speaking and listening. Because there is a lot of curriculum material to teach the students and not enough time in the classroom for pronunciation instruction, most teachers don't concentrate on pronunciation even when teaching English as a foreign language. The idea and significance of teaching English pronunciation will be covered in this assignment. Additionally, there are some obstacles that affect teaching and learning pronunciation. In this paper, they will be displayed. Following are some suggestions for overcoming the difficulties associated with learning and

¹ Fraser, H. (2000). Coordinating improvements in pronunciation teaching for adult learners of English as a second language. Canberra, Australia: University of New England.



teaching pronunciation. Teaching pronunciation is crucial for the growth of students' speaking and listening habits and abilities. Considering that writing is a visual depiction of sound sequences, it is equally important for the development of reading and writing habits and skills. As you read, the auditory images transform into visual images. In combination with kinesthetic imagery, these produce inner speech. Proceeding from the aims and objectives the FL syllabus sets out, pupils must assimilate. 1. The sounds of the English language, its vowels and consonants. They should be able to articulate these sounds both separately and in different phonetic contexts. 2. Some peculiarities of the English language in comparison with those of the Russian language (length of vowels, palatalization (dark L, light L). 3. Stress in a word and in a sentence, and melody (fall and rise). Pupils must be able to divide a sentence into groups and intone it properly. Thus, when we teach the vowels of the English language we can pay learners' attention to vowel length: Vowel Length You can demonstrate varying vowel lengths within a word by stretching rubber bands on the longer vowels and letting them contract on shorter ones. Then let the students try it. For example, the word 'fifteen' would have the rubber band stretched for the 'ee' vowel, but the word 'fifty' would not have the band stretched because both of its vowels are spoken quickly. Teaching syllables teachers can have students count syllables in a word and hold up the correct number of fingers, or place objects on table to represent each syllable. To illustrate syllable stress teachers can clap softly and loudly corresponding to the syllables of a word. For example, the word 'beautiful' would be loud-soft-soft. Practice with short lists of words with the same syllabic stress pattern ('beautiful,' 'telephone,' 'Florida') and then see if your learners can list other words with that pattern. The teacher faces the following problems in teaching pupil's pronunciation. Pupils assimilate English pronunciation through 1) the acquisition of new sounds, stress, tone-patterns 2) drill in recognition and reproduction of new material to acquire pronunciation habits and 3) making use of the pronunciation habits in language skills (listening, speaking, reading and writing). Activities used for developing pronunciation habits may be of two groups: recognition activities and reproduction activities. Recognition activities are designed for developing pupil's ability to discriminate sounds and sound sequences. Humming. Put students in pairs. Give student A list of questions or statements. Give student B a list of replies. Student A should hum the intonation patterns of his utterances. Student B should reply with the correct response. We like to make sure



that all of the sentences have the same number of syllables so that Student B really has to listen to the intonation to get the sentence.²

Pronunciation is a skill that should be developed and perfected throughout the whole course of learning the language that is why the teacher should use pronunciation drill during the lesson, irrespective of the stage of instruction. Pronunciation research and pedagogy have long been influenced by two contradictory principles; the nativeness principle and the intelligibility principle. The nativeness principle holds that it is both possible and desirable to achieve native-like pronunciation in a foreign language. The intelligibility principle implies that different features have different effects on understanding. Instruction should focus on those features that are most helpful for understanding and should deemphasize those that are relatively unhelpful. Penny Ur (1996) notifies that the aim of the pronunciation is not to achieve a perfect imitation of native accent, but simply to get the learner to pronounce accurately enough to be easily and comfortably comprehensible to other speakers.³ There should be emphasis on meaningful communication when teaching pronunciation to the students. Without adequate pronunciation skills, the learner's ability to communicate is severely limited. Developing materials in teaching pronunciation with technology

Pronunciation, which has long been outside the capacity of research and pedagogy in applied linguistics, continues to grow in importance due to its central role in speech recognition, speech perception and speaker recognition. Pronunciation problems like intelligibility, stress and mutual intelligibility of the world's varieties English is at the heart of many problems in applied linguistics. It calls a complex understanding of how technology tools have long been used to lucid phonological categories that can be applied to teaching. Search in computer-aided pronunciation (CAPT) suggests that researchers and pronunciation teachers are increasingly using technology to answer key questions, to ensure that the claims are defensible and to further develop theories and practices. Corresponds well to the actual sound. This article looks at three key areas where IT technology and pronunciation intersect: (1) appropriate instructional goals and improved measurement; (2) CAPT's ability to provide useful and automated information comment; and (3) the use of technology

² <https://studfile.net/preview/5113501/page:3/>

³ Ur, P. (1996). A course in language teaching: Practice and theory. Cambridge: Cambridge University Press.

to diagnose pronunciation errors. This article ends with recommendations on the key tech skills required by any researcher or teacher examining pronunciation problems. What do teachers need to know to get the most out of CAPT applications? It is clear to me that all teachers should have a basic understanding of technology used in phonetic search. Teachers can understand, at most less than, the spectrum, waveform and fundamental frequency contour, and they should get used to terms like low pass filtering, if only to be smart consumers. Programs are available for free like PRAAT and WASP or more expensive options like the Computerized Speech Lab (CSL), should complement any pronunciation train. Teachers also need to understand the strengths and limitations of ASR technology and can critique the use of ASR in many ways of language learning applications, perhaps through their own use or by their students of the applications. Third, teachers need to be familiar with exercises that seem effective or inefficient with computer interfaces and they must.

Conclusion:

In conclusion, in order to determine whether their pronunciation is close to that of models who are native speakers, students must learn to rely on their hearing. The good news is that children may improve their pronunciation with some work and attention, especially when they are paying attention to it. To put it another way, even prospective educators with rather strong accents can learn to pronounce things clearly enough when paying attention to ensure that they serve as a good example for their own students. You should be able to acquire enough about pronunciation mechanics to be able to assist pupils if you pay attention to your own pronunciation and spend some time looking through common English textbooks. Finally, you can serve as a helpful pronunciation model for your students if you are aware of the differences between your own accent and RP.

References

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