



FORMATION OF PHONETIC SKILLS IN ENGLISH LESSONS

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Annotation

The article considers the formation of phonetic skills in primary schoolchildren in English. The problem put forward in this study is as follows: the contradiction between the school's requirements for phonetic knowledge and skills of students and the real level of knowledge of students. It analyzes the methodological techniques and means of teaching the phonetics of a foreign language when teaching younger students.

Keywords: speech activity, speech characteristics, pronunciation, pronunciation norm, sound structure of the language, teaching pronunciation.

As modern research shows, pronunciation is a basic characteristic of speech, the basis for the development and improvement of all other types of speech activity. The effectiveness of pronunciation is largely determined by success in mastering oral speech. Normative pronunciation is one of the important elements of the culture of speech and, therefore, the general culture of a person. Speech is understandable by the listener with difficulty or not at all, if the speaker violates the phonetic norms of the language. The listener will poorly understand someone else's speech if he himself does not possess pronunciation skills. Moreover, without knowing phonetics, students will not be able to understand modern writing and understand grammar.

Learning pronunciation is an important step both in the practical mastery of the pronunciation mechanism and pronunciation rate, and in the development of speech skills. Therefore, it is important to form phonetic skills precisely at the primary school age, since it is at this age that the student's speech and pronunciation are formed. And the stable normative pronunciation of students is a necessary prerequisite for the rapid and lasting assimilation of language material, to a large extent contributes to the successful development of the skills of speaking, reading and writing.

Phonetics is the sound structure of a language, i.e. the totality of all sound means that make up its material side (sounds, sound combinations, stress, rhythm, melody, intonation, pauses). Phonetic skill - the ability to pronounce sounds correctly, put stress where necessary; pronounce everything intonationally correctly, etc. At the initial stage of training, it is necessary to lay the foundation for good pronunciation,





which involves correct intonation, observance of pauses, knowledge of the peculiarities of the stress of words in a sentence, as well as correct articulation. This is necessary for the normal functioning of the oral speech of students.

A well-developed pronunciation side of the students' utterance prepares them for the implementation of speaking as a type of speech activity. Knowledge of phonetic skills will allow students to normatively pronounce all the sounds of English; learn the differential signs of sounds (publicity and consistency). Phonetic skills will help schoolchildren to master the rhythm (alternation of stressed and non-stressed syllables) of an English phrase, logical stress of significant words, stress of service words (auxiliary verbs in negative form). Errors in pronunciation interfere with the implementation of the main goal of the language - communication, i.e. mutual understanding. Learning pronunciation is an important step in terms of practical mastery of the pronunciation mechanism and pronunciation rate, and in terms of developing speech skills. The stable melting pronunciation of students is a prerequisite for the rapid and lasting assimilation of language material; contributes to the successful development of skills in speaking, reading and writing. Practicing pronunciation skills contributes to the development of free speech in younger students. When mastering a foreign language pronunciation, the task is to adapt the psychophysiological mechanisms of perception and production of speech according to the phonetic nature of the language being studied by correcting the existing ones and developing additional auditory-pronunciation skills.

The creation of the auditory-pronunciation base of the target language is possible due to the potential abilities of the human ear and the mobility of the organs of articulation. In this case, one should take into account the unequal data of students: some have good auditory and articulatory sensitivity, while others have good auditory sensitivity combined with poor articulation. In English, the content of work on the formation of phonetic skills consists of sounds, sound combinations, intonation patterns and units of speech: phrases, in particular, different communicative types of sentences and a coherent text (the linguistic component of the content of teaching pronunciation), as well as specific actions with these units (the psychological component of the content learning) - the formation of pronunciation skills. The main requirements for pronunciation are phonemicity (that is, the degree of correctness of the phonetic design of speech, sufficient for the interlocutor to understand it) and fluency (that is, the degree of automation of pronunciation skills that allows students to speak at a normal pace of speech).



Mastering the correct pronunciation is possible only by mastering the phonetic base of a foreign language at the level of syllable, verbal stress, intonation. Students must master the specifics of the articulatory base of a foreign language, as well as the characteristic features of stress and intonation. To master the phonetic base of a foreign language, it is necessary, first of all, to master the articulatory structure typical for the speakers of this language, i.e. the usual position of the organs of speech at the time of the absence of articulatory movements. With the help of special exercises, the teacher must ensure that the articulatory structure of a foreign language becomes familiar over time for students, and they might not even notice the moment of restructuring from one articulatory structure to another. When determining the content of work on the formulation of pronunciation, it is necessary to pay attention to the selection of phonetic material and its organization. The selection and distribution of phonetic material is carried out on the basis of the target language system; the phenomena of the students' native language are viewed through the prism of the foreign system. In phonetic courses, the distribution of material is subject to a certain system and sequence, all its elements are interrelated and interdependent. The selection of phonetic material and the degree of its development depends on the goals of learning a foreign language and working conditions.

There are many ways to help students develop good pronunciation. One of these methods is special exercises. These include: reading Russian words, phrases (proverbs, sayings), poems with an English style. Reading Russian words, phrases, poems with an English "accent" is especially effective during classroom activities, when the teacher can control such moments as the absence of protruding lips when pronouncing the vowels [o] [y] (visual control), as well as the absence of softening of consonants in English (auditory control). Games are another way of setting the correct pronunciation. Play is a specially organized activity that requires the exertion of emotional and mental strength. The learning capabilities of games have been known for a long time. Many outstanding educators paid attention to the effectiveness of using games in the learning process. The mental abilities of the child are manifested in the game. He discusses how you can solve this or that problem.

One of the types of games in teaching a foreign language are phonetic games that contribute to the formation of speech skills. Phonetic games are of two types: those that are aimed at preventing (prevention) errors, and those that are aimed at correcting (correcting) errors. The difficulty in working with games lies in the fact that even the most complex sounds and sound combinations are encountered from the





very first lessons, so the language material cannot be simplified in any way, that the material worked out in the classroom does not immediately turn into spontaneous speech. Phonetic games are conducted according to the principle from simple to complex, or they are associated with the words entered in the classroom, or are needed to correct the most gross mistakes. When carrying out a phonetic game, at the beginning, there is some important difference in sound combinations for assimilation. Then the difference in pronunciation is associated with the difference in meaning. Each time the difference in meaning, clearly visible to children, is associated with a difference in sound. After the demonstration of sound combinations in a game context, it is assumed that they have become a strong association, the teacher asks to repeat the sound combinations, and then gives tasks for distinguishing pairs: guess by the sound what is happening now, etc. After that, the children themselves can pronounce the sound combinations depending on the situation.

The methodology distinguishes between imitative and analytical-imitative methods of acquaintance with new phonetic material. The imitative method is when the emphasis is not on the conscious assimilation of the peculiarities of articulation, but on the auditory perception of speech and its imitation. The analytical-imitative approach combines various methods of creating new sound images: description of both articulations and imitation. In the course of fulfilling the rules-instructions given by the teacher, students master the concept of an alveoli, interdental sound, aspiration. With the modern approach adopted in most educational institutions, the analytical-imitative method is used for explanation and training. At the initial stage of training, exercises are used to develop auditory-pronunciation skills. They are of two types:

1. Exercises for active listening and recognition of sounds and intones, aimed at the development of phonetic hearing and the establishment of differential features of the studied phonemes and intones. These exercises can be performed by ear and using graphic support, with the teacher's voice or with a tape recorder. For example: - listen to a series of sounds / words, raise your hand / signal card or clap your hands when you hear a sound; - listen to sentences, raise your hand when you hear an interrogative (declarative) sentence; - listen to the sentence and note the stressed words / number of syntagmas, etc.
2. Reproduction exercises aimed at actively pronouncing (imitating) sounds, syllables, phrases, sentences following a sample - a teacher or a speaker - in chorus and individually. Exercises can be playful. J. B. Vereninova proposes a method of using Russian words, sayings, and poems to pronounce them in the English way. In order to



relieve monotony in the training process, you can ask students to pronounce words or sentences with different intonation, voice strength, rate of speech. Pronunciation of phonetically complex lexical units by syllables is very effective, starting with the last word. In addition to the fact that the word pronounced from the end, psychologically ceases to seem complex, the desired intonation effect is achieved: when pronouncing a word or phrase from the end to the beginning, the correct intonation pattern is preserved. Also, for the formation of strong pronunciation skills, it is useful to use the reading of poems using various intonation shades. As experience shows, the pronunciation skill cannot remain unchanged, therefore it is important not only to maintain the formed skills, but also to continue to improve them at the middle and senior stages of training.

Summing up, we can draw the following conclusions: - since knowledge of the English language is laid down and formed in the process of school education, therefore, great attention should be paid to the study of phonetics at school; - mastering pronunciation is impossible without systematic training; - teaching pronunciation is necessary for the normal functioning of oral speech.

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