



## TEACHING ENGLISH PHONETICS USING MODERN METHODS

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### Annotation

The article discusses teaching English phonetics using modern methods. In the work, the following tasks have been solved: how to determine the preferred method of explaining and working out the phonetic features of the English language; write a methodology and plan for explaining and practicing the phonetic features of the English language; consider modern interactive methods for learners. Since teaching phonetics in English lessons at school is an integral and important factor in the development of competent oral speech. The phonetics of the English language should contribute to the formation and development of speech abilities and skills in speech activity.

**Keywords:** phonetic features of the English language, plan of explanation, modern interactive methods, development of competent oral speech.

### Introduction

The formation of phonetic skills is an indispensable condition for an adequate understanding of the speech message, the accuracy of expressing thoughts and the performance of any communicative function by the language. All analyzers are involved in teaching pronunciation: speech-motor, auditory and visual. The executive function is assigned to the speech-motor analyzer, and the controlling one to the auditory one. These analyzers are interdependent. Psychologists say that, of course, we hear correctly only those sounds that we are able to reproduce. As for the visual analyzer, on the one hand, it also participates in control, on the other hand, this analyzer performs the function of support, since oral communication is accompanied and supplemented by facial expressions, gestures, lip movements, etc.

Pronunciation is the basic characteristic of speech, the basis for the development and improvement of all other skills of foreign language speaking. But our students' phonetic skills are underdeveloped. Moreover, phonetic skills occupy one of the most important places in teaching a foreign language and play an important role. Pronunciation as the material side of the language is the basis of all types of foreign





language speech activity - listening, speaking, reading and writing. The main goal of teaching phonetics in secondary school is to develop phonetic or auditory-pronunciation skills.

Auditory pronunciation skills are divided into:

- auditory, which involve the formation of actions and operations to recognize individual phonemes, words, semantic syntagmas, sentences;
- pronunciation skills - imply the ability to correctly articulate sounds and combine them into words, phrases, sentences. This requires the ability to correctly place stress, use pauses and intonation;
- rhythmic and intonational skills - this is knowledge of logical and expressive patterns of stress and intonation. It is this group of skills, or rather their absence, that gives us away as foreigners.

Practice shows that it is easier to learn to pronounce sounds correctly than to intonate correctly. Thus, one of the most important prerequisites for communication is the development of auditory-pronunciation skills or the ability to perceive and correctly associate an audible sound or intoneme with their corresponding meaning and to produce sounds and intones corresponding to certain meanings. Teaching phonetics as a whole is of an auxiliary nature and is subordinated to the development of speech skills.

The question arises as to whether the work on pronunciation should be concentrated at the initial stage or carried out throughout the entire period of study. In the methodological literature of the middle of the 20th century, an attempt was made to focus the teaching of phonetics at the initial stage of training, which was reflected in the appearance of introductory phonetic courses.

However, life rejected this approach to teaching pronunciation for the following reasons:

- harm was done to the formation of skills in the practical use of the language, as the opportunity to work on oral speech and reading was reduced;
- at the middle and senior stages, work on pronunciation stopped, since it was believed that phonetic skills had already been formed at the initial stage. This led to a deterioration in pronunciation in high school;
- attempts to put a good pronunciation were associated with excessive theorization of the educational process, since they assumed a detailed explanation of articulation.

Currently, methodologists believe that teaching pronunciation should be carried out throughout the entire period of language learning, although the role of this work and its nature should change at different stages of learning. At the initial stage, the





foundations of speaking, listening and reading are laid. Working on pronunciation is an obligatory element in teaching a foreign language and is intensive. The development of auditory-pronunciation skills should occur along with the assimilation of language material. The task of the middle stage is to prevent the de-automation of auditory-pronunciation skills, to maintain the achieved level of their formation. For this, when working on linguistic material, it is necessary to concentrate the attention of students on the phonetic side of speech.

Phonetics are assigned separate stages of the lesson, during which phonetic training or phonetic exercises are carried out. It does not have a fixed place in the lesson, it depends on the sequence of completing those tasks where students may encounter phonetic difficulties that the teacher must anticipate and help students avoid. The purpose of phonetic charging:

- anticipation and removal of possible phonetic difficulties: auditory, pronunciation, rhythmic-intonation;
- development of phonetic skills, which were not sufficiently formed. The content of the phonetic charge can be:
  - reading words, sentences, microtexts, poems, proverbs, tongue twisters.
  - reading complex parts of sentences, phrases from the beginning or from the end.
  - listening to identify errors.
  - dialect recognition.
  - determination of attitude towards someone or something by intonation.
  - pronouncing the same phrase with different intonation.
  - repetition after the speaker in pauses.
  - repetition in sync with the announcer. - recognition of words by ear.
  - recitation of poetry, dramatization of dialogues.

Since at the middle stage, the volume of reading to oneself increases, one should regularly read small passages of texts aloud, and, if necessary, work out the most complex and important phonetic phenomena at the pre-text stage, paying attention to rhythmic-intonation patterns. The challenge for the senior phase is to maintain and improve skills. Without lowering the requirements for the pronunciation of students, the teacher must conduct an intensive phonetic practice of individual small fragments of oral speech and reading.

In high school, teaching pronunciation is based on the principle of approximation, that is, approaching the correct exemplary pronunciation. Therefore, the most difficult phonemes in school teaching a foreign language are those alien to the students' native language, that is, the last group of phonemes. In accordance with the articulatory approach, teaching a foreign language begins with the assimilation





of sounds. At the very initial stage, the number of phonetic exercises in the classroom is quite high. Each sound is processed separately. The work of the organs of articulation during the pronunciation of each sound is studied.

Until recently, very little attention was paid to intonation, melody, logical stress and rhythm in the methodological literature. In pedagogical practice, this led to extreme decisions: the intonation of a phrase was not taught at all; or tried to teach all the subtleties. Intonation conveys not the objective content of thought, but modal and volitional. Intonation is realized in the linguistic material, but it only clarifies the thought expressed by the linguistic material. The attention of phoneticians should be drawn to those changes in the basic tone of voice that serve to distinguish between modal, communicative and syntactic types of sentences. Emotional meanings include joy, sadness, anger, etc. They are expressed in almost the same way in different languages.

Therefore, when teaching a foreign language, there is no need to specially teach this side of intonational expression. It is only necessary to achieve expressiveness of speech, the correct reaction to a given situation in the forms characteristic of the native language. The syntactic meanings of intonation include: the integrity of the utterance (completeness / incompleteness), communicative attitude (question, message, urge); communicative task (given / new). The intonational expression of these meanings also has a lot in common in different languages. It is important when studying English to establish the possible degree of approximation in the formation of phonetic skills. In order for the requirements for pronunciation to be objective, it is necessary to determine the phonetic minimum to be mastered by all students. When selecting it, it should be borne in mind that phonetic phenomena are selected in close connection with grammatical forms and words of the lexical minimum. The phonetic minimum should be sufficient to master the pronunciation of words of the lexical minimum and the intonation of phrases built on the basis of the lexical and grammatical minimum. A teacher's speech addressed to students even at the very initial stage of training should contain all the features of a foreign language pronunciation. Approximation is not allowed in the teacher's speech. The phonetic minimum is divided into active and passive.

When students assimilate the active phonetic minimum, an approximation is allowed. The active minimum is assimilated on the basis of comparing foreign sounds with the sounds of the native language, on the basis of conscious imitation of the model and assimilation of the rules of articulation. It includes the entire system of vowel and consonant phonemes, sound combinations, intonation of declarative sentences (affirmative and negative), interrogative and imperative





sentences. When working with vowel sounds, special attention should be paid to their longitude or brevity, as well as to the peculiarities of pronouncing diphthongs, and when working with consonants, to the peculiarities of articulation, palatalization and aspiration. Passive phonetic minimum does not allow approximation, it includes variants of phonemes, intonation of a complex sentence. It is absorbed through involuntary attention. Therefore, students with good speech hearing can better assimilate phonetic material.

Methods for the formation of auditory-pronunciation skills. The scientific basis for the formulation of teaching pronunciation is made up of two factors: linguistic and psychological. Linguistically, we are talking about the basic phonetic rules of the sound system of the target language in comparison with the native language. Linguistic analysis also makes it possible to identify the difficulties faced by students in the study of phonetic phenomena. These are articulation (occurring when a certain sound is played), positional (difficulties in pronouncing a sound in various combinations of sounds in different phonetic conditions) and acoustic difficulties (difficulties in perceiving sound or their combinations in different phonetic conditions). The psychological factor underlying pronunciation learning is subjective. It is associated with the psychological and physiological capabilities of schoolchildren. For teaching pronunciation, of particular importance are:

- the degree of development of students' phonemic hearing;
- flexibility and dynamism of their speech apparatus;
- the volume of the student's short-term memory.

Pronunciation training is based on three methodological principles.

1. Principle of approximation. Expresses a general requirement covering all aspects of the sound structure of the language. Approximate pronunciation of phonetic phenomena is allowed, which does not disrupt the communication process.
2. The principle of imitation applies mainly to coinciding phenomena in two languages. Imitation falls into two stages: listening to the pattern and repeating it. Repetition allows students to free themselves from mistakes.
3. The process of trial and error can only be accelerated by combining analysis and simulation. This principle involves the explanation of the methods of articulation and the analysis of samples of sounding speech. This principle applies to similar and absent phonetic phenomena. The ratio of simulation and explanation depends on the stage of training. In the lower grades, imitation predominates, since younger schoolchildren, due to their psychophysiological characteristics, easily imitate, imitate.





At the middle stage, an analytical and imitative approach is needed when teaching phonetics. However, phonetic rules should be laconic, practically directed, and have the character of easily executable instructions. Learning pronunciation or the formation of auditory-pronunciation skills is of a step-by-step nature and includes the following stages. The indicative preparatory phase is used to create an indicative basis for action.

Depending on the typological characteristics of a phonetic phenomenon, an indicative basis of pronunciation is created using two models: - presentation - reproduction of the sample. This model assimilates the sound phenomena of the first and second categories (similar and coinciding).

- presentation - explanation - reproduction of the sample. This model assimilates the sound phenomena of the third category (absent in the native language). At this stage, the following types of work are used:

1. Perception of a new sound in phrases, words, in isolation.
2. Isolation from a number of listened words those that contain a new sound (by raising a signal card or hand).
3. Explanation of the articulation of the input sound (comparison with the native language - mast, chains; comparison with other sounds of a foreign language; the use of helper sounds - how a bee buzzes, like a snake hisses).
4. Performing exercises for articulatory gymnastics (fixation of articulation, pull the lips with a tube, tongue on the alveoli, exaggeration of articulation).
5. Multiple listening to samples.

All tasks of the first stage involve only listening to a new sound in different variations. Listening develops phonemic hearing. Listening tasks include the following instructions for students:

- mark in the control sheet the same or another sound, tone, intonation same / different;
- choose the correct answer;
- add a symbol (stress, transcription icon);
- highlight intonation;
- correlate the scale and the phrase, etc. Students learn to recognize sounds, their combinations, intonation, and recognize words and grammatical forms. Then listening acts as a reference during playback. If the teacher pronounces the material of the exercises, the students see articulation, facial expressions, gestures, which helps them to recognize sounds (the principle of clarity). The second stage is the stage of developing the stereotype and flexibility of the phonetic skill. It begins with the reproduction of new linguistic phenomena.



Listening should always be ahead of reproduction, but it can be accompanied by reinforcing listening. All tasks of this stage should be preceded by tasks: Listen, repeat, pay attention, repeat and add, make up an opposition, in the pauses repeat your part of the dialogue, your answer to the speaker's question. At the initial stage, instructions are given in the native language, then in a foreign one.

The repetition of the sample takes place in the following sequence:

- repeat after the sample a sound, word, phrase with a new sound;
- repeat a new sound in oppositions (voiceless-voiced; long-short; palatalized-unpalatalized);
- repetition after the standard of gradually becoming more complex speech patterns;
- independent pronunciation of the studied sound by students;
- improvement of auditory-pronunciation skills in the process of learning poetry, rhymes, tongue twisters, dialogues, phonetic games. All these types of work are characteristic of the initial and secondary stages of training.

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