



WAYS OF FORMATION OF PRONUNCIATION IN ENGLISH

Salijonov Sobirjon

Candidate of Philological Sciences, Docent

Andijan State Foreign Languages Institute. Andijan, Uzbekistan

Annotation

This article deals with the problems of pronunciation and ways of formation of pronunciation in teaching English. It gives information about principles of development of pronunciation in English.

Keywords: pronunciation, method, formation, principles, approach.

Objectively solving the problem of ways to present a pronunciation unit alone, in a word or in a sentence is important in the formation of pronunciation skills. When teaching pronunciation, a lot depends on knowing the methodological explanation of the concept of introducing students to the pronunciation unit. Introduction means that the phonetic unit is spoken by the teacher and heard by the students. These methods have their own advantages and disadvantages. In Uzbek schools In teaching pronunciation of a foreign language, the teacher works from the general to the specific, and the student moves from the specific to the general is the optimal methodological way proven by experience [1].

There are three ways to present pronunciation in a foreign language: speaking alone, in words and sentences, and listening. Pronunciation teaching methods are related to the ease/difficulty level of the sound. For example, in terms of the student's native language (or language experience), similar, close, dissimilar units can be distinguished. Vowels and consonants spoken alone are extremely difficult, vowels and consonants spoken in words are moderately difficult, vowels and consonants spoken in a sentence easy phonetic units. Teaching the pronunciation of a new sound, which is considered difficult, goes through the following educational stages [2].

1. The teacher's performance of the speech sample and the students' listening stage. Students' attention is focused on understanding the content of the sentence and the meaning of the new word in it. The teacher says the new sound first in a sentence, then in a word, students they listen and perceive.
2. From the synthetic (whole) perception of the phonetic unit to the analytical (divided into parts) listening. The teacher distinguishes the new sound in the word and explains its articulation in a short way, that is, he explains a short rule-instruction. (Pronunciation rules are given below.) According to the teacher's instructions, students prepare their speech organs to say this sound. Teacher's pronunciation and





explanations for this will help. The second stage of preparation for saying the sound out loud ensures that it is said in internal speech.

3. The stage of transition from auditory perception and internal speech to pronunciation. The teacher shows the new sound sample, the students repeat it together and individually. Thus, the pronunciation of a new sound in isolation is learned through analysis and imitation.

4. The stage of saying a new sound in combination with others. The sound is pronounced in combinations with learned sounds. Vowel and consonant combinations are practiced as much as possible.

5. The new sound is pronounced in the word. Following the example of the teacher, the students pronounce in chorus and individually. If there are two new sounds in the word, first of all, they are carefully mastered, and then the second one is pronounced (according to the criterion of dispersing difficulties will be done). At the end, the word is pronounced. This stage is dedicated to teaching the meaning of sound (phoneme) [4].

6. Now the new sound is pronounced in the sentence. The teacher starts, the students stop imitating. The expression of sound and meaning of the word is formed directly in the sentence. At this stage, speaking sentences means practicing at the level of information exchange.

7. The stage of strengthening the newly acquired sound. The studied sound is freely used in different pronunciation conditions, that is, in small and large contexts, as well as alone, in words and sentences.

8. It is necessary to perform exercises so that students do not confuse the new sound with the existing sounds in the language experience (such as comparison with the sounds of the mother tongue and the second language, and comparison with the sounds of the foreign language previously acquired). Compare and contrast alone, it is practiced on the basis of sounds in words and sentences. In this final stage, exercises are performed under the guidance of the teacher.

The proposed eight-step presentation circuit for teaching the new sound pronunciation is illustrated below using the English phonetic unit [w]. Teacher What is your name? says the sentence. In the exercise, he repeats the word "what" several times. After discovering the content of the sentence and the meaning of the word, he will distinguish the new sound in this word several times. By listening to the sound sample in the teacher's pronunciation, the students get an initial auditory perception of the sound.

Prescriptive formative exercises. In the initial period, great attention is paid to the development of the ability to hear speech in a foreign language. The importance of





going to the difference of sounds is proven by convincing evidence in the methodology. Without doing a special hearing exercise students cannot notice their pronunciation mistakes. That is why hearing loss is one of the causes of mistakes in pronunciation.

Reproductive formative exercises. It is intended to form the initial pronunciation skills of speech units in a foreign language.

Improvement exercises. During the development of oral or written speech, such exercises are intended for the automation of pronunciation skills. It is not enough to simply present and practice (reinforce) the sound, and it is necessary to go through the stage of application.

In conclusion, as we mentioned that teaching and learning foreign languages are difficult and it requires a lot of time, method and skills from learners and teachers. In this article we have given some ways of improving pronunciation in teaching English.

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