



TEACHING PHONETICS OF THE ENGLISH LANGUAGE AT THE INITIAL STAGE OF TRAINING

Mardonova Rano Ochildievna,

Senior teacher., Termezstateuniversity

ABSTRACT: This article reviews trends and directions suggested by recent research in phonetic pedagogy. In the first place, it looks at the issue of aims and content across the contexts where phonetics is taught; secondly, it describes recent trends in teaching methods; and finally, it reviews web-based resources that can be used in teaching. The article concludes with a modest evaluation of the trends described and directions for future research.

Keywords: phonetic pedagogy, primary, multimedia technologies, communicative competence, trends in teaching methods, pupil's needs.

In England, more attention is paid to pronunciation than grammar. It is enough to recall the poor girl Eliza Doolittle from Bernard Shaw's *Pygmalion*, who dreamed of getting a job as a saleswoman in a flower shop, and therefore took phonetics lessons from Professor Higgins. No one would have hired her without good English.

If the student's pronunciation is incorrect, a native speaker will be able to understand it, but communication will be difficult. Therefore, teaching foreign pronunciation, you should work simultaneously to instill and automate pronunciation skills and teach understanding of foreign language speech by hearing.

Thus, the study of any foreign language should begin with the study and formation of sounds, which, in turn, form words, and words - phrases and sentences.

Unfortunately, in schools we do not always pay due attention to the formation of good pronunciation and, in particular, correct articulation and intonation. Teachers refer to the lack of time. Transcription symbols are almost not used. It is necessary to form the correct articulation skills, starting from a very early age, because if, for example, a child pronounces the sound [θ] incorrectly in the word "thank you", then it is very difficult to retrain him later, and sometimes it is simply impossible.



The formation of phonetic skills of foreign language speech in a child involves the restructuring of the articulatory apparatus and requires constant training.

As you know, according to many authors, English sounds can be divided into the following groups:

1. Unlike Uzbek sounds and, thus, requiring conscious work on articulation: [θ], [ð], [w], [æ], etc.
2. Relatively similar sounds that are usually introduced by imitation: [m], [s], [k], [g], etc.
3. Sounds that only vaguely resemble Uzbek and require a special explanation: [l], [t], [n], [r], etc.

However, in many methodological manuals, these sounds are also classified as "similar" and are also introduced by imitation, which should not be done, since alveolar sounds [l], [t], [n], [d] cannot be introduced by imitation, and explosive sounds [p], [b], [k], [g] with simple imitation lose their explosiveness, which subsequently affects the speech of a child who, having matured, will not be able to get rid of the habit of speaking correctly.

If the articulation of the sounds [θ], [ð] is not fixed, then children easily replaced by Uzbek [s] and [z], and the postalveolar sound [r] by Uzbek vibrating [r].

The mastery of vowel sounds is carried out simultaneously with the presentation of letters, and the sequence of their presentation correlates with the rules of reading in a particular type of syllable, which makes it possible to organize fairly early training in reading techniques. Consonant sounds are learned, as a rule, with oral anticipation - before familiarization with the letter.

In order to achieve correct articulation at an early stage of learning, you can use the "Tale of the Tongue". A tongue named Mr. Tongue lives in a comfortable warm house - in the mouth of the owner. The house has two walls, a floor, a ceiling and a corridor. The tongue loves warmth, so it has two doors: the outer one is lips, and the inner one is teeth. That's how the tongue lives and lives, it doesn't come out - it's afraid of a cold. When he sleeps, it is the sound of [h], sneezes - [t], swallows tasteless pills - [æ], etc. It is very good if students use mirrors for self-control. Also, children are very fond of such games as "Echo" and "Deaf phone". You can use visual material: a face depicting a blowing wind [w], a smile - [i:], etc. Poems, rhymes, songs are used as anchoring.



But it is extremely necessary to carry out phonetic exercises at the beginning of each lesson. Its scheme is as follows:

1. Demonstration of sound (pronouncing, showing a transcription sign)
2. Explanation of articulation
3. Repetition in chorus
4. Fixing the sound individually

It is also necessary to tell students that the English word is read in its entirety, and not by letters. To this end, the children are offered several recognition games.

1. The game "Detectives".

Children receive several portraits (from any newspapers) with names, surnames and their locations written at the bottom. With the help of transcription signs, they make up "secret information" about this person.

For example, Paul Smith, airport.

[pɔ:lsmiθeəpɔ:t]

The main purpose of such exercises is to teach children to learn words entirely without trusting the "cheating letters" in the combinations au, ou, ow, qu and to organize an initial acquaintance with the rules of reading. After all, at first it is very difficult for a child, looking at the letter "o", to voice it, as [ʌ], for example, in the word "onion".

The game "Hunters".

Animal figurines with inscriptions (depending on which ones pass) tiger, duck, elephant, etc. are displayed on the set canvas. The vocabulary should be familiar to children. Two students are called - "hunters" to the typesetting canvas. The teacher calls the word, "hunters" are looking for its graphic image on a typesetting canvas. Who finds the word first, removes the "prey" from the canvas and puts it in his "hunting bag. The winner is the one who gets more cards. The winner then demonstrates the "loot" to the guys: he takes the cards out of his bag and reads the names of the animals.

The game "Equip the Christmas tree".

A Christmas tree is painted on the board. The teacher attaches a word from above, for example "cat". Children find from the words offered to them, which are read according to this rule, and "decorate" with them along the chain of the Christmas tree.



As a phonetic charge, it is advisable to give students authentic material: English folk songs, rhymes, poems, proverbs, sayings, tongue twisters, small texts. For example, at the beginning, when the vocabulary of schoolchildren is small, rhymes are used in which the Uzbek word rhymes with English.

Mana bukit**ob**. It's a book.

Mengailmberuvchioft**ob**. It teaches me like a sun.

The difficult word colour is easily remembered by children thanks to rhyming:

Green colour, red colour, **white**

Menga rang nomlarini**ayt!**

When teaching phonetics, the material presented in verse form is absorbed much easier. An important factor in this work is the choice of poems that correspond to the age and interests of schoolchildren. At the initial stage, there can be poems about toys, animals, vegetables and fruits. But it is possible to achieve a positive result only if students independently work on their pronunciation at home.

The sequence of actions when working on a poem with the condition of its memorization:

1. Intonation-phonetic presentation of a poetic text by a teacher. Clearly, expressively read the poem.
2. Removal of lexical and grammatical difficulties. Vocabulary that is difficult to understand should be written down on the blackboard beforehand. Phonetically practice it with students. Explain the meaning of words using illustrations or translation. Do this in the order in which they follow in the text.
3. Checking the understanding of the text through questions. Make sure that the difficult words written on the blackboard sound in the answers of the students.
4. Intonation-phonetic elaboration of the poem:
 - a) the first line is read by the teacher, the second by the students, then vice versa.
 - b) the poem is read by the students in a chain, i.e. one after the other.
5. Choral working out of the text in compliance with the poetic rhythm.
6. Memorizing a text with a written support, which changes in the process of work.



If the poem is written on the blackboard, one word in each line is erased, but all the lines are completely spoken to the students. This process is repeated three times. Each time a new word is erased, and the whole line is reproduced based on the remaining words, first together with the teacher, and then independently with the students.

7. Reproduction of poetic text.

Painstaking and consistent work should be carried out on the formation and consolidation of phonetic skills of foreign speech, since we must prepare our students for life in a free society, where it will no longer be enough just to be able to express a thought in a foreign language, but to talk freely with partners in good English.

USED LITERATURE:

1. Jalolov J. J., Makhkamova G.T., Ashurov Sh. English Language Teaching Methodology (theory and practice). – Tashkent: Uzbekistan, 2014.
2. Nixon, Caroline and Michael Tomlinson. Primary Pronunciation Box: Pronunciation games and activities for younger learners. Cambridge: Cambridge University Press, 2005.
3. Mardonova R. O., Raimova Z. A. FAIRY TALES IN TEACHING ENGLISH AS A FOREIGN LANGUAGE // Гуманитарный трактат. – 2018. – №. 30. – С. 10-11.
4. Mardonova, R. O., & Turdieva, O. O. K. (2018). THE IMPACT OF TPR METHOD ON CHILDREN'S VOCABULARY LEARNING PROCESS. *Гуманитарный трактат*, (29), 122-123.
5. Baker, Ann. Introducing English Pronunciation: A Teacher's Guide to Tree or Three? And Ship or Sheep?. - New York: Cambridge University Press, 1982.
6. Nunan David. Teaching English to young learners. Anaheim University Press, 2007.