



PRONUNCIATION TEACHING OF YOUNG LEARNERS CLASSROOM

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ABSTRACT: *Recently, interest in foreign languages has increased in Uzbekistan, especially in the English language. This is explained by the role and place of the English language in the modern world: the development of trade and economic relations with English-speaking countries, the emergence of the global computer network Internet, as well as the ability to travel, work and relax abroad. The first acquaintance with the language takes place at the sound, phonetic level, so the formation of pronunciation skills at the initial stage of training is one of the main tasks.*

Key words: pronunciation YL training English-speaking countries

Pronunciation is a kind of “calling card” of the speaker, because the first thing we pay attention to when communicating with a person is the purity and correctness of his speech, it matters not only in English, but also in other languages. If you do not pay due attention to the pronunciation, the students' articulation apparatus will get used to the incorrect articulation of sound, will not be able to intone their speech correctly, then it will be very difficult to retrain later, and the sound of the speech will be non-English. In addition, the correctness of the English pronunciation affects the meaning of the statement. For example, the longitude and shortness of vowels, the sonority and stunning of consonants makes sense: ship - sheep, send - sent, bed - bet, etc.

Pronunciation training is a software requirement, since without it, it is impossible to master all types of speech activity in a foreign language, including speaking and reading aloud. The initial stage of the first year of teaching a foreign language is the most responsible for the teacher, since it largely determines the success of further education. Starting his first lesson, the teacher sees that all students want to quickly learn to read, write and speak a foreign language, understand someone else's speech. The teacher's task is to, based on best practices, using proven teaching methods, the entire teaching materials,



not to deceive students' expectations, to make it as easy as possible for them to master a foreign language, to make it accessible, interesting and joyful.

Learning any language begins with the correct pronunciation. If pronunciation is not given proper attention at the beginning of training, then it will be more difficult to correct mistakes and improve pronunciation. Although this is possible with regular classes, the right tactics and perseverance. The solution to this problem is to create in the lesson an atmosphere of goodwill, mutual trust and respect, as well as every possible encouragement of the first successes of schoolchildren. Remembering the words of Y. Korchak [4]: "Respect children's ignorance", I excluded the "two" and even the "three" in assessing the knowledge of my students. This is feasible, if you see the difficulties that each student faces, painstakingly, from lesson to lesson, help to overcome them and thereby prevent mistakes, lay the foundation for strong knowledge, skills and abilities.

Earlier it was said how important it is to create a strong connection between the image and sound. Hearing a sound, recognizing a word and its corresponding image or reading a word, correctly pronounce it and at the same time understand its meaning, automatically associating with the image. This is a difficult stage in mastering a foreign language. By developing pronunciation and listening skills, we simultaneously increase our ability to perceive and reproduce speech. During a conversation with the interlocutor it is necessary to understand well what he is saying, and in order for him to understand you, you must speak with the correct intonation. Just one correct pronunciation and good articulation is not enough, people hear intonation in the first place. With poor development of speech skills, you will never be able to ensure that the interlocutor understands exactly what you want to tell him, and you, in turn, understand what he wants to tell you. Therefore, the development of the correct pronunciation is an essential element of language education. Only having worked out everything together: the correct intonation, good articulation; having learned the correct pronunciation of words, having learned to distinguish well the sounds of a foreign language by ear, you can consider your task of mastering the spoken language solved. In many textbooks, we see in the first chapter the whole phonetic course, and only in the subsequent everything else. There are textbooks in which phonetics is given



in each lesson. What is more effective, work out the pronunciation at the beginning of training or do it evenly during the entire training period?

This question cannot be answered unequivocally. If you focus on phonetics at the beginning of your training, you will lose time in which you could already learn how to speak plainly. The theory that explains and describes articulation is not simple, and its study is boring and time-consuming, so it can completely turn away from learning English. If you do not practice pronunciation at all, then it will be very difficult to catch up, since the load will increase as you learn the language.

Still, teachers consider the work on pronunciation and understanding of auditory speech throughout the language course to be the best option, but you need to work on this at different stages in different ways. G.V. Rogova [3] offers the following technology for teaching pronunciation at the initial stage of training. Acquaintance with the phonetic phenomenon occurs through its visual demonstration, which is exaggerated in nature. The sequence of presentation of phonetic material is dictated by its needs for communication. Sometimes sounds are first introduced that are the most difficult and have no analogues in the native language. When teaching pronunciation, she advises using an analytic-imitative approach in which sounds to be specially processed are singled out from a coherent whole and explained on the basis of an articulation rule; this is the analytical part of the work. Then these sounds are again included in the whole, which is organized gradually: syllables, words, phrases, phrases, and are spoken by the students after the sample, imitated.

Articulation rules are approximated. When familiarizing oneself with phonetic phenomena, the explanation must necessarily be accompanied by a demonstration of sound standards that students hear from the teacher or in the phonorecordings in order to create conditions under which the students “bathe” in sounds at the moment when they explain their articulation. This is followed by intensive training of students in pronunciation.

Training includes two types of exercises: active listening to the sample and conscious imitation. Active listening is guaranteed by pre-assignments that help draw attention to the right sound quality; it stimulates the selection from the stream of words of a specific sound to be assimilated. By raising his hand or a signal card, the student shows the teacher how he heard the sound. Exercises in active listening can be as follows: I pronounce English and



Uzbek sounds interspersed. After hearing the English sound, raise your hand. Raise your hand when in a series of words you hear a word with a sound [i]. Raise the signal card whenever you hear long (short, labialized, etc.) vowels in the following words. Raise your hand when you hear the words in a sentence that is stressed, etc. The number of exercises in the reproduction should be more. These exercises are a deliberate imitation of the standard of sound, they mobilize all the efforts of students and direct them to high-quality reproduction of a new sound.

Regular exercises in conscious imitation help to overcome interlingual and intralingual interference, in particular the substitution of a foreign language with the sound of the native language. A simple imitation without realizing the peculiarities of a foreign language sound is not effective enough, since students tend to perceive foreign sounds through the prism of the pronunciation base of their native language. For some sounds, this is safe, but due to idiomatic sounds, such a substitution is unacceptable, as this is fraught with a violation of communication.

The following are examples of exercises in imitation; the awareness of imitation is guaranteed by indicating what you need to pay attention to:

Pronounce sounds after me, paying attention to longitude (shortness). Say the words in a pattern, paying attention to the sound [a:]. Say the words, paying attention to the stress. Say sentences, paying attention to the melody. Say phrases without pausing between the words they are made up of. Say sentences, paying attention to pauses. Listen to the text recorded with pauses, pause the sentences, paying attention. From the above examples it is clear that the subject of the training exercises are sound and sound combinations placed in ever larger units: from the syllable - through the word - to the phrase and the text.

At the same time, working on pronunciation goes from listening to a text delivered by a teacher to a text created by students. For a deliberate imitation, G.V. Rogova recommends regular phonetic exercises, for which you should use material that is valuable in a meaningful way: songs, rhymes, aphorisms, poems, proverbs and sayings. The phonetic side of this material must be carefully worked out. [3]

Traditionally, phonetic exercises are carried out at the first stage of the lesson and take about 7 - 10 minutes of study time. Students are presented with a sound sample in



isolation in a syllable, in a word and in a phrase, and then in reverse order. The teacher accompanies the demonstration of sound with commentary: it reminds students of the features of articulation of a particular sound, draws their attention to the phonetic processes accompanying the pronunciation. Sounds and patterns are usually presented in the recording or from the voice of the teacher. Material for phonetic exercises is selected in accordance with the objectives of communication.

Most often, especially at the initial stage of learning English, counters, rhymes, tongue twisters, proverbs, sayings, puzzles, etc. are used. Phonemic sound recharging is the training of pronouncing a specific sound in different environments. First, the sound is presented in isolation, the teacher using gestures explains or resembles his articulation, and then the sound begins to be worked out in various environments in the following sequence: in isolation - in a word - in a phrase - in a sentence.

For example, the sound [r]. [r] right

That's right! Wrong

That's wrong!

Is it right?

Is it wrong?

It is right!

It is wrong!

Who is right ?

Who is wrong?

Peter is right.

Peter is wrong.

It is advisable to use a tape recorder and record students on tape so that they themselves can compare their pronunciation with the original and strive for it. Before carrying out stress, recharging for stress, students should be introduced to the main types of stress in English. The following types of stress are characteristic of the English language: phrasal stress, which distinguishes some words in a sentence from others, and logical stress, which distinguishes the logical center of an utterance, emphasizes the elements of



opposition in the utterance. The features of these two types of stress can first be demonstrated by the example of aUzbek sentence:

Lola took part in a concert.

Lola**took part** in the concert.

Lola took part in the **concert**.

Lola took part **in** the concert.

In the above example, we changed the logical center of the utterance and distinguished it intonationally. The same thing is being worked out on the example of the English sentence, and the logical center of the statement in the first and last sentence should coincide:

'John' took 'part in the ↓ concert.

↓ John took part in the concert.

'John ↓ took part in the concert.

'John' took 'part in the ↓ concert.

When performing phonetic stress charging, it is also recommended to record students on a tape recorder, and when presenting a sample, the logical center should be beaten on the table with your hand or foot on the floor, you can ask students to clap their hands.

The use of phonetic exercises has several advantages: Regular phonetic exercises improve students' articulation skills; Pupils can distinguish between long and short English sounds, Uzbek and English sounds; Students get acquainted with different models of intonation, types of stress and with the English rhythm; Phonetic exercises contribute not only to the development of auditory-pronunciation skills, but also to remembering and training lexical units and grammatical structures.

Learning the correct English pronunciation is extremely difficult. Without the correct pronunciation, the manifestation of the communicative function of the language is not possible. The knowledge of languages today promises attractive prospects not only in career terms, but also in personal terms.

Speaking freely, for example, in English, you can easily go anywhere in the world and not be afraid to be misunderstood. You can also make new interesting acquaintances,



enriching, thereby, your own cultural knowledge, and strengthening friendships around the planet. Learning to pronounce the English language and personal perseverance in achieving this goal will help to achieve all this.

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