

Aims and Objectives of Teaching Pronunciation in Teaching Foreign Language

Maksumova Umida Abdurahimovna

Head of department English language practical aspects Uzbek State World Languages University
Uzbekistan, Tashkent

ABSTRACT: This article discusses the benefits of using innovative methods in teaching foreign languages, as well as how to use them.

KEYWORD: Foreign language, teacher, student, student, innovative method, educational process, educational technology, new educational technology.

It is known that any foreign language teaching is intended to teach the rules of correct pronunciation of sounds, words, sentences in the same language. The study of pronunciation is the starting point of the processes of learning to speak, hear, read and write in a foreign language. The word in a foreign language is understood by the sum of the sounds that occur as a result of the action of the organs of hearing, sight and speech in the sentence. Hence, the sum of sounds and sounds - is reflected in words, sentences, articulation and graphic symbols. When teaching pronunciation, these three should be started in a complex way.

Particular attention is paid to the development of the correct hearing ability of the student in teaching pronunciation. Students who have not developed the ability to hear correctly, even suffer from the pronunciation of sounds and sentences that are encountered in our native language. For them, training exercises are organized by special differentiating the sounds. Hence, it is necessary to go about the formation of auditory-pronunciation skills of pupils who speak on this place. Hearing-pronunciation skills begin to form as early as the first year of Foreign Language Teaching, and these skills are gradually improved. With lexical-grammatical materials included in the lessons, the pronunciation material, which is arranged in a hexagon, is distributed in a class through the same principle. In the elementary class (5th grade), teaching pronunciation begins with the same spelling of sounds and related lexical material in both languages, the same pronunciation. Gradually, sounds that do not exist in the native language, phonetic phenomena begin to be taught. Particular attention is paid to the study of acoustic, articulation aspects of difficult sounds in order to avoid negative consequences of phonetic interference of the tongue. Such an interference can occur in the teaching of consonant sounds, semi-vowels, phenomena of liaison, liaison, enchainement, elision, in the differentiation of open and closed, short and oblong vowels, in the teaching of the expression of different sounds according to the position of the letter in the word, in the teaching of readable and unreadable vowels at the end of the word.

It includes teaching to pronunciation, teaching to pronunciation of sounds and teaching to tone of speech. The pronunciation of sounds is studied individually, in a word and in a sentence. For this purpose, special speech samples (grammatical structures, model sentences) are used, which teach sound, pronunciation, tone. When teaching to the tone of speech (intonation), it is planned to teach to the tone of approval, denial, interrogative speech. Speech tones are automated through special speech samples. Phonetics implies the assimilation of a minimum of 35 sounds, the tone of speech flow, the phenomena of liaison, enchainement, elision.

Teaching pronunciation is improved by expressive reading, saying poems, speaking in the upper classes. Students who have completed the school program are asked to be able to formalize their speech phonetically, correctly perceive the sentences they have heard.

Just as there are laws for the sake of teaching any sphere and in teaching pronunciation, the teacher adheres to certain laws and regulations. Compliance with these rules ensures the effectiveness of the educational process. They consist of:

1. Effective use of the formed pronunciation skills in the native language in teaching pronunciation. In the methodological literature, this phenomenon is called "skill transfer". The same principle is used in the formation of imitation pronunciation of certain sounds, in the determination, comparison, comparison of differences in pronunciation of a particular sound in the native and foreign languages;
2. To ensure that all sensory organs are complex in operation when teaching pronunciation. This principle implies hearing a sound from the reader, seeing its graphic expression, mastering a certain sound, pronunciation of a word, sentence, seeing the state of its speech organs;
3. Choosing from the most effective methods of teaching, taking into account the specific sensitivities of the phonetic material to be studied. In this place it is necessary to use simulated-approximate, differentiating exercises that not only affect the sensory organs, but also allow to effectively organize the activities of the reader;
4. Extensive use of technical means of education, visual aids in teaching pronunciation. It should be noted the location of the rooms of the lingafon on this place. Such a mistake will be eliminated more quickly if the reader finds himself hearing the error in his pronunciation. To this end, the use of pause exercises, phonograms, gramplastinka, vidiograms will positively affect the formation of pronunciation skills. The use of tables, pictures, cards, mirrors in the presentation of sounds gives a good result;
5. To organize the teaching of pronunciation with the study of communication, hearing, understanding, reading and writing.

Directions in the formation of pronunciation skills. Teaching pronunciation in the teaching of foreign languages is carried out in three directions:

1. Articulatory approach to teaching pronunciation;
2. Acoustic approach to teaching pronunciation;
3. Differential approach to teaching pronunciation;

It is difficult to master, the sounds of the language interpersonal are explained according to the rules of an acoustic, articulatory approach, and mastering is organized. In this, special exercises are performed, taking into account the level, interest, individual characteristics of students.

The formation of pronunciation skills is planned to take the lesson in a foreign language as early as the first lessons. Naturally, in this each sentence is represented by a certain speech situation. Foreign sentences, which are difficult to understand, presented for the first time, are presented with a practical translation. In the process of everyday communication, sentences are taught more often. The formation of a special sound pronunciation is organized in the process of hearing comprehension of special exercises, which are built on the basis of more repetitions of certain sounds.

Such exercises in the textbook serve not only to hear and understand, but also to repeat and correct reading by imitation after the pronunciation of the teacher.

Exercises that teach pronunciation can be both an imitation and a pseudonym. Having understood the content of phonetic, lexical units within the communicative task, the assimilation of something by looking at a sample is called imitation assimilation. The analytical method, on the contrary, requires conscious logical reasoning. If the method of imitation is applied without an analytical method, the teaching material is mastered unconsciously, without understanding. Such a qualification will be solid if it is also studied by analyzing the graphical representation of the studied sound after imitation. Extensive use of phonograms and Videograms in the performance of a dictator, or a foreign person is necessary in teaching pronunciation, so that only the pronunciation of the teacher in the formation of the pronunciation skills of students does not become an ethos.

This approach, which is recognized as a communicative method of formation and development of skills and skills in pronunciation, is organized mainly on the basis of the main purpose of today's foreign language teaching – teaching printouts in communication. For example, in the lessons of Applied phonetics in higher educational institutions, where a foreign language is taught as a specialty, teaching of sounds in acoustic methods according to the state of speech organs is carried out with the addition of performing communicative tasks of pronunciation of words and sentences.

In the process of communication, teaching new words and pronunciation of communicative tasks will be organized in three stages:

In the first stage, the pronunciation of a new word or communicative task, heard, is introduced, perceived, and initial skills are formed with its lexical, grammatical, syntactic signs, pronunciation symbols, graphic expression.

In the second stage, the combination of the word with other words, the exercises of constructing a sentence with a new word are performed, the methods of performing the communicative task, compiled in the new word association, are explained.

At the third stage, the mites are divided into pairs and the activities of strengthening their communicative assignments are organized. Each of the tasks is based on a multi-repetition, the task is organized through imitation (imitation), transformation, reproductive exercises aimed at Guaranteed mastering in the process of mutual question-answer.

In this process, phonetic, lexical, grammatic-syntactic differential signs within the communicative task are perceived and strengthened in the process of thought Exchange. In the process of performing exercises, all types of bench and audio-visual tools are widely used.

The pronunciation skills that are formed in this process are lexical, grammatical, closely related to the skills of listening comprehension, introduction to communication.

References:

1. Anvar D. The Relevance of Teaching Social and Humanitarian Sciences in the Education of the Future Generation //American Journal of Social and Humanitarian Research. – 2022. – Т. 3. – №. 5. – С. 344-348.
2. Qizi F. N. F. Modernization Of Uzbek Language And National-Spiritual Heritage In National Culture //The American Journal of Social Science and Education Innovations. – 2021. – Т. 3. – №. 01. – С. 585-594.
3. Isroilovich I. M. et al. Philosophical ideas and views of national culture in the condition of globalization //PalArch's Journal of Archaeology of Egypt/Egyptology. – 2020. – Т. 17. – №. 7. – С. 14289-14295.
4. Ergashev I., Farhodjonova N. Integration of national culture in the process of globalization //Journal of Critical Reviews. – 2020. – Т. 7. – №. 2. – С. 477.
5. Umidjanovna U. M. Proverbs and its functions //Наука и образование сегодня. – 2020. – №. 4 (51). – С. 45-47.
6. Farhodjonova N. F., Abdurahimov V. A. Modern technologies of students training in higher education //НАУКА И ТЕХНИКА. МИРОВЫЕ ИССЛЕДОВАНИЯ. – 2020. – С. 5-7.
7. Ergashev I. UZBEKISTAN'S NATIONAL IDEOLOGY IN THE CONTEXT OF DEMOCRATIC SOCIETY DEVELOPMENT Ибодулла Эргашев //1000 коріі. – С. 18.
8. Бердикулова С. А. О взаимосвязи социальных норм и социального контроля //Социосфера. – 2014. – №. 1. – С. 27-30.
9. Maksumova U. A. THE RELEVANCE OF FOREIGN LANGUAGE PROFICIENCY IN THE MODERN WORLD //Theoretical & Applied Science. – 2021. – №. 3. – С. 149-151.
10. Tursunovna T. F. EFFECTIVE WAYS OF TEACHING WRITING IN EFL CLASSES //“ЎЗБЕКИСТОН ОЛИМЛАРИ ВА ЁШЛАРИНИНГ ИННОВАЦИОН ИЛМИЙ-АМАЛИЙ ТАДҚИҚОТЛАРИ” 7-ҚИСМ. – С. 93.
11. Farhodjonova N. Features of modernization and integration of national culture //Scientific Bulletin of Namangan State University. – 2019. – Т. 1. – №. 2. – С. 167-172.
12. Tursunovna T. F. The role of internet technologies in the modern training concept of foreign language //Молодой учёный.
13. Maksumova U. A. APPROACHES AND METHODS OF TEACHING ENGLISH: ORAL APPROACH, SITUATIONAL LANGUAGE TEACHING AND AUDIO-SPEECH METHOD //Theoretical & Applied Science. – 2021. – №. 5. – С. 158-160.
14. Tursunovna T. F. Modern methods of teaching english //Asian Journal of Multidimensional Research. – 2021. – Т. 10. – №. 12. – С. 404-408.
15. Maksumova U. A. INTERCULTURAL COMMUNICATIVE COMPETENCE AS FOUNDATION FOR FOREIGN LANGUAGE LEARNING //Theoretical & Applied Science. – 2020. – №. 4. – С. 872-875.