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## **PRONUNCIATION TEACHING OF THE ENGLISH LANGUAGE**

**Annotation:** In this article highlights of pronunciation training is a program requirement, since without it is impossible to master all types of speech activity in a foreign language, including speaking and reading aloud.

**Key words:** pronunciation, teaching, English language.

Recently, there has been an increased interest in foreign languages, especially in English. This is due to 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 world computer network Internet, as well as the ability to travel, work and relax abroad. The first acquaintance with the language occurs at the sound and phonetic level, so the formation of pronouncing skills at the initial stage of training is one of the main tasks.

Pronunciation is a kind of "business card" of the speaker, because the first thing we pay attention to when communicating with a person is the purity and correctness of their speech, this is important not only in English, but also in other languages. If you do not pay proper attention to pronunciation, the articulation apparatus of students will get used to the wrong articulation of sound, will not be able to correctly intonate their speech, then it will be very difficult to relearn later, and the sound of speech will be non-English. In addition, the correct English pronunciation affects the meaning of the statement. For example, the length and brevity of vowels, the sonority and stun of consonants have a meaning-distinguishing meaning: ship-sheep, send-sent, bed-bet, etc.

The initial stage of the first year of learning a foreign language is the most responsible for the teacher, as it largely determines the success of further

education. Starting their first lesson, the teacher sees that all students want to quickly learn to read, write and speak a foreign language, to understand someone else's speech. Learning any language begins with setting the correct pronunciation. If you don't pay enough attention to your pronunciation at the beginning of training, then it will be more difficult to correct mistakes and improve your pronunciation later. Although this is possible with regular training, correct tactics and perseverance. The solution to this problem is to create an atmosphere of goodwill in the classroom, mutual trust and respect, as well as to encourage the first successes of students. We have already mentioned how important it is to create a strong connection between the image and the sound. Hearing a sound, recognizing a word and its corresponding image, or reading a word, pronouncing it correctly and simultaneously understanding its meaning, automatically associating it with an image. This is a difficult stage in learning a foreign language. By developing our pronunciation and listening skills, we simultaneously increase our ability to perceive and reproduce speech.

During a conversation with the other person, you need to understand what they are saying, and in order for them to understand you, you must speak with the correct intonation. Just correct pronunciation and good articulation is not enough, people hear intonation first. With poor development of speech skills, you will never be able to ensure that the interlocutor understands well what you want to say to him, and you in turn understand what he wants to tell you. Therefore, the development of correct pronunciation is a mandatory element of language education. Only by working out everything together: 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 spoken speech solved. In many textbooks, we see the entire phonetic course in the first Chapter and only the rest in the subsequent ones.

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, the best option for teachers is to work on the pronunciation and understanding of speech by ear during the entire language course, but you need to work on this at different stages in different ways. The sequence of presentation of phonetic material is dictated by its needs for communication. Sometimes the sounds that are most difficult and have no analogues in the native language are introduced first. When teaching pronunciation, she advises using an analytical-imitative approach, in which sounds that are subject to special processing are isolated from a coherent whole and explained based on 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, and uttered by students after the sample, imitated. The articulation rules are approximated. When getting acquainted with phonetic phenomena, the explanation must be accompanied by a demonstration of the sound standards that students hear from the teacher or in the phonorecording, in order to create conditions under which students "bathe" in sounds at the moment when they are explained their articulation. This is followed by intensive pronunciation training. The training includes two types of exercises: active listening to the sample and conscious imitation. Active listening is guaranteed by preliminary tasks that help draw attention to the desired sound quality; it encourages the selection of a specific sound from the stream of words to be assimilated. By raising a hand or signal card, the student shows the teacher how he heard the sound. For some sounds, this is safe, but in connection with idiomatic sounds, this substitution is not allowed, since it is fraught with a violation of communication. Here are some examples of simulation exercises; awareness of imitation is guaranteed by indicating what to pay attention to: Say the sounds after me, paying attention to the longitude (brevity). Pronounce the words according to the pattern, paying attention to the sound. Pronounce the words, paying attention to the stress. Pronounce the sentences, paying attention to the melody. Listen to the text recorded with pauses, repeat the sentences in pauses, paying attention to...

From these examples, it is clear that the subject of training exercises are sound and sound combinations placed in larger and larger units: from the syllable-through the word-to the phrase and to the text. Working on pronunciation goes from listening to the text spoken by the teacher to the text created by the students. For conscious imitation, G.V.Rogova recommends regular phonetic exercises, for which you should use valuable material in terms of content: songs, rhymes, aphorisms, poems, Proverbs and sayings. The phonetic side of this material should be carefully worked out.

Traditionally, phonetic charging is performed at the first stage of the lesson and takes about 7 to 10 minutes of study time. Students are presented with a sample of the sound in isolation in a syllable, word, and phrase, and then in reverse order. The teacher accompanies the demonstration of sound with comments: he reminds students of the peculiarities of articulation of a particular sound, draws their attention to the phonetic processes accompanying the utterance. Sounds and samples are usually presented in recordings or from the teacher's voice. The material for phonetic charges is selected in accordance with the goals of communication. Most often, especially at the initial stage of learning English, they use proverbs, rhymes, tongue twisters, sayings, riddles, etc. Phonemic charging is the practice of pronouncing a specific sound in different environments. First, the sound is presented in isolation, the teacher uses gestures to explain or recall its articulation, and then begins working out the sound in different environments in the following sequence: in isolation – in a word – in a phrase – in a phrase.

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 can compare their pronunciation with the original and strive for it. Before conducting Phono-charging for stress, students should be introduced to the main types of stress in the English language. English is characterized by the following types of stress: phrasal stress, which distinguishes some words in a

sentence from others, and logical stress, which highlights the logical center of the utterance, emphasizes the elements of opposition in the utterance.

Phonetic exercises contribute not only to the development of auditory-pronouncing skills, but also to the memorization and training of lexical units and grammatical structures. Learning the correct English pronunciation is extremely difficult. Without the correct pronunciation, it is not possible to display the communicative function of the language. Knowledge of languages today promises tempting prospects not only in career terms, but also in personal terms. You can also make interesting new acquaintances, thereby enriching your own cultural knowledge, and strengthening friendships across the planet. To achieve all of this will help learning the pronunciation of the English language and a personal perseverance in achieving this goal.

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