

## PRONUNCIATION TRAINING IS BASED ON METHODOLOGICAL PRINCIPLES

Matkarimova Gulshanoy.<sup>1</sup>

*Matkarimova Gulshanoy.<sup>1</sup> - Teacher of department of languages, faculty of agrology and business  
Andijan Branch of Tashkent State Agrarian University  
Andijan. Uzbekistan*

**Abstract:** The problem of organizing instruction in foreign pronunciation has always been relevant. The well-developed pronunciation side of students' statements prepares them for speaking as a type of speech activity. Knowledge of phonetic skills will allow students to normatively pronounce all the sounds of English; learn the differential features of sounds (publicity and consensus).

**Key words:** phonetic skills, research, sounds, communication, knowledge, learning, principles.

English is the most famous communication language in our world. More than one million people own it. In many countries it is as a state, along with national languages. In the modern world, English is a means of communication in various fields of knowledge. Language as a means of communication arose and exists, first of all, as a sound language and possession of its sound system (the presence of phonetic skills) is a prerequisite for communication in any form. Speech will be perceived by the listener with difficulty, distorted or not understood at all if the speaker violates the phonetic norms of the language. The listener will not understand or will hardly understand the speech addressed to him if he does not speak phonetic skill.

Phonetic skill - the ability to pronounce sounds correctly, to emphasize where necessary; pronounce everything intonationally correctly, etc.

Many modern researchers believe that phonetics (the study of the sound side of speech) is the basic characteristic of speech, the basis for the development and improvement of all other skills of speaking foreign language, since a violation of

the phonetic correctness of speech, incorrect intonation of the speaker leads to misunderstandings and misunderstanding on the part of the listener. Phonetic skills will help students learn the rhythm (alternation of stressed and non-stressed syllables) of the English phrase, the logical stress of significant words, the stress of service words (auxiliary verbs in negative form). Errors in pronunciation interfere with the implementation of the main goal of the language - communication, i.e. mutual understanding.

The creation of the auditory-pronunciation base of the language being studied is possible due to the potential abilities of the human ear and the mobility of the organs of articulation. In this case, student data should be different: some have good auditory and articulatory sensitivity, while others have good auditory sensitivity combined with poor articulation.

At present, methodologists believe that pronunciation training should be conducted throughout the entire period of language learning, although the role of this work and its nature should change at different stages of training.

This explains the importance attached to the work on phonetics at school.

The formation of phonetic skills is an indispensable condition for an adequate understanding of the speech message, the accuracy of the expression of thought and the fulfillment by the language of any communicative function.

All analyzers participate in pronunciation training: speech-motor, auditory and visual. Psychologists say that, of course, we correctly hear only those sounds that we can play. Pronunciation is the basic characteristic of speech, the basis for the development and improvement of all other foreign speaking skills. Pronunciation as the material side of the language is the basis of all types of foreign speech activity - listening, speaking, reading and writing. The main purpose of teaching phonetics at school is the formation of phonetic or auditory-pronunciation skills.

Pronunciation training is based on three methodological principles.

1. The principle of approximation. Expresses a general requirement, covering all aspects of the sound system of the language. Approximate pronunciation of

phonetic phenomena is allowed, which does not violate the communication process.

2. The principle of imitation extends mainly to coinciding phenomena in two languages: listening to a sample and repeating it. Repeated repetition allows students to free themselves from mistakes.

3. The principle of combining analysis and simulation. This principle involves an explanation of articulation methods and analysis of sounding speech patterns and applies to similar and absent phonetic phenomena.

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At the initial stage, the foundations of speaking, listening and reading are laid. Work on pronunciation is an essential element in teaching a foreign language and is intensive. The development of auditory and pronunciation skills should occur along with the assimilation of language material.

The task of the middle stage is to prevent the deautomatization of auditory-pronunciation skills, to maintain the achieved level of their formation. To do this, when working on linguistic material, you need to concentrate students on the phonetic side of speech.

Phonetics assigned to the individual stages of the lesson, which is conducted phonetic training or phonetic exercises. It does not have a fixed place in the lesson, it depends on the sequence of those tasks where students may encounter phonetic difficulties that the teacher should anticipate and help students avoid. The purpose of phonetic charging:

- anticipation and removal of possible phonetic difficulties: auditory, pronunciation, rhythmic-intonation;
- development of phonetic skills that turned out to be insufficiently formed.

The contents of phonetic charging can be:

- reading words, sentences, microtexts, poems, proverbs, tongue twisters.

- reading the complex parts of sentences, phrases from the beginning or from the end.
- listening to identify errors.
- recognition of dialects.
- determination of the relationship to someone or something by intonation.
- pronouncing the same phrase with different intonation.
- repetition after the announcer in pauses.
- repetition synchronously with the announcer.
- hearing words.
- recitation of verses, dramatization of dialogues.

Since the volume of reading to oneself increases at the middle stage, one should regularly read small passages of texts aloud, and if necessary, work out the most complex and important phonetic phenomena at the pre-text stage, paying attention to rhythmic-intonational models.

The task of the senior stage is to maintain and improve skills. Without reducing the requirements for the pronunciation of students, the teacher must conduct intensive phonetic testing of individual small fragments of oral speech and reading.

The teacher, with the help of special exercises, must ensure that the articulatory structure of a foreign language becomes familiar to students over time, and they might not even notice the moment of restructuring from one articulatory structure to another.

In order for students to form a good pronunciation, there are many different methods for working out the phonetic features of the English language.

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