



**O'ZBEKISTON RESPUBLIKASI OLIY TA'LIM,
FAN VA INNOVATSIYALAR VAZIRLIGI
IS'HOQXON IBRAT NOMIDAGI NAMANGAN
DAVLAT CHET TILLARI INSTITUTI**

ZAMONAVIY FILOLOGIYA MUAMMOLARI

**Проблемы современной филологии
Problems of modern Philology**

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**IS'HOQXON IBRAT NOMIDAGI
NAMANGAN DAVLAT CHET TILLARI INSTITUTI**

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Problems of modern philology nomli Namangan davlat chet tillari instituti jurnali

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precisely because of the guaranteed amateurish training of those who deal with it, making the product suitable above all for a quick and undemanding consumption; the true enthusiast, after having satisfied the curiosity of knowing "what happens next", will turn to more professional solutions. Given the number of skills to be mastered, which, as we have seen, are not only linguistic but, in addition to a cultural sensitivity, also embrace technical skills, it is clear that the profession of dialogue writer requires a certain preparation.

**ЧЕТ ТИЛЛАР ҲҚИТИШНИНГ ДОЛЗАРБ МУАММОЛАРИ ВА
ТАЪЛИМДА ИННОВАЦИОН ТЕХНОЛОГИЯЛАР**

**INTERACTIVE TECHNIQUES FOR TEACHING PRONUNCIATION IN
SCHOOLS**

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Pronunciation plays a special role in the content of language material, as it requires the awareness of pronouncing and linking sounds of a sentence as well as following intonation. Pronunciation consists of three parts as hearing (acoustic), uttering (motor) and meaning (semantic). They have their own peculiarity of action in every language. Acquiring phonetic side of the language, i.e., mastering pronunciation skill is one of the core conditions of speech communication. There appears a question - Is it possible to achieve perfect foreign pronunciation? Methodologists have the exact answer: pupils learn approximated foreign language (proper pronunciation could be achieved in mother tongue and second language). According to the idea of approximation, it is available to limit the volume of phonetic material and have the lower quality of some sounds than native speakers. But the definite foreign sound could be the reason of changing the meaning, i.e., it could play phonemic role, in this case it is recommended to achieve the highest approximation, e.g., it is important to seek high approximation in long – short vowel sounds in English, voiced and unvoiced consonants in the end of the word, otherwise the meaning will be lost.

Based on the famous scientist J.J. Jalolov, approximation of the pronunciation is firstly characterized by the condition of secondary education, i.e., the unnatural climate of teaching foreign language, so pronunciation is more complex than vocabulary and grammar. He points, that the main requirement is acquiring relatively fluent foreign pronunciation. Firstly, it provides comprehension of communicants, secondly it demands acquiring middle speed of speech skill (it is known the speed of the EL speech means to be average pronunciation 130-150 words in a minute). Keeping in mind that speech units exist only in sound images and that pronunciation is mixed with vocabulary and grammar skills, they are usually acquired integrally. Pronunciation skill is a unique language act that provides the expression of speech units through relevant sounds.

The issue of when to start teaching pronunciation was the reason of various discussions. It is not logical to select definite grade or stage in methodology as acquiring



pronunciation depends on speech skills and habits. The following order as a general law is recommended for all schools: almost all sounds are introduced in the initial stage of education; the middle stage continues teaching new sound combinations, stress and intonation; in the middle or higher stages all pronunciation cases are developed. Hearing during acquisition of language materials as vocabulary and grammar develops pronunciation skill [1].

In teaching pronunciation there are at least two methodological problems the teacher faces:

- ✓ to determine the cases where conscious manipulation of the speech organs is required, and the cases where simple imitation can or must be used;
- ✓ to decide on types of exercises and the techniques of using them.

Teaching English pronunciation in schools should be based on methodological principles - this means to instruct pupils in a way that would lead them to conscious assimilation of the phonic aspect of a foreign language. The teacher instructs his/her pupils to pronounce sounds, words, word combinations, phrases and sentences in the English language. Pupils must become conscious of the differences between English sounds and those of the native language. This is possible provided the foreign sound is contrasted with the native phoneme which is substituted for it.

There are a lot of different techniques for teaching pronunciation that have traditionally been used in instructed settings: pronunciation drills, phonetic description, minimal pair drills and so on. Now let us stop at the next interactive techniques, exercises, tasks, activities for teaching pronunciation the teacher may exploit while working with English language in schools.

MINIMAL PAIR DRILLS. The interactive technique helps the students distinguish between similar sounds in the target language through listening discrimination. Contrastive exercises train in learners the ability to distinguish the meaning with the help of phonemes. E.g. I feel that I have my...(fill). I can't go up the hill on high...(heel). There are too many sheep on such a small...(ship).

In order to make the minimal pair drill (e.g., /n/ VS /ng/) more communicative, pair work can be organized and the learners are asked to ask each other questions using the list of names and activities. E.g., Where's Ron? – He is running. Where's John? – He is jogging.

Each sound is also contrasted with the foreign phonemes which come close to it and with which it is often confused. The contrast is brought out through such **minimal pairs** as: *it — eat, spot — sport, wide — white, cut — cart, full — fool, boat — bought*. The experience of the sound contrast is reinforced audio-visually:

- By showing the objects which the contrasting words represent. For example, *ship — sheep*. The teacher makes quick simple drawings of a *ship* and a *sheep* on the blackboard or shows pictures of these objects.

- By showing actions. For example, *He is riding. — He is writing*. Situational pictures may be helpful if the teacher cannot make a sketch on the blackboard.



- By using sound symbols [æ] — [e]; [ð] — [θ]. Phonetic symbols do not teach the foreign sounds. They emphasize the difference in sounds and in this respect they are a valuable help. To teach pupils how to pronounce a new language correctly in a conscious way means to ensure that the pupil learns to put his organs of speech into definite positions required for the production of the speech sounds of this language.

LISTEN AND IMITATE. Students listen to the teacher provided models and repeat to imitate them.

E.g.1: back, lack, lap, tap, map, cat, fat...(phoneme [a] in the closed syllable).

E.g.2: Why Willie, why wink widely, weep wildly, whoop weirdly...? (Every word begins with [w]).

Also teaching pronunciation can be done by methods: "listen and repeat" and "correction." "Say it this way" and "No, that's not right. Say it this way." Imitation works for some students some of the time, but for systematic work with correction, it's important to work on essential principles consistently!

TONGUE-TWISTERS. Tongue-twisters (phrases that are difficult to say without a sound mistake because of the sounds interfering with each other). For example,

- "Swans swam in swarm and swiftly swerved to swallow the sweet worm".
- "She sells sea shells on the sea shore and the shells she sells are sea shells".
- «The scythe of this size is the size of the scythe».
- «This thin feather is thinner than that thick leather. Those pieces of leather and feather are both close with those clothes» [2].

Practice of shifts. E.g. /mime — mimic/, /photo — photography/. Rhythmic exercises develop rhythm of utterance: This thimble is thick for a thin finger. This thimble is thin for a thick finger. A thick thimble for a thick finger. A thin thimble for a thin finger. Thick for thick. Thin for thin.

Rhythm reinforcement may take the form of jazz chants.

- Where's the cat? - It's on the mat. - On the mat? - Yes, on the mat. - Why on the mat? - It's so fat, it can't stand and sat on the mat.

- Jazz chants are based on the repetition of phrases: Eat your salad! - I don't like it. I hate it. I loathe it...

INTERACTIVE EXERCISES FOR TEACHING PRONUNCIATION.

Interactive exercises for teaching pronunciation are subdivided into 2 types:

1. Listening exercises
2. Pronouncing exercises

Listening exercises are based only on listening and using printed text.

Pronouncing exercises are aimed at developing learner's pronunciation skills.

Task: When you listen to pronouncing exercises clap your hands and when you listen to listening exercises exercise say "yes".

Listening exercises:

1. Listen to the line of sounds and raise your hand for sound [h];
2. Underline the word pronounced by the teacher;



3. Put lines for pauses in the sentences;
4. Listen to the sentences and clap your hands for negative one.

Pronouncing exercises:

1. Pronounce the sounds paying attention to the intonation;
2. Put stress and read the sentences;
3. Repeat the sentence and add the word given by the teacher.

INTERACTIVE TASKS. Task 1: Write one answer for every question you have received by passing each time your paper to other students. Your answer must begin with the first sound in the person's name (e.g. Mary – made a mess...). Continue doing this until all the blanks on all the papers are full. Do it 2 times.

WHO: _____

DID WHAT: _____

WHERE: _____

WHEN: _____

WHY: _____

Task 2: Make up a list of your favorite fruits and pronounce the words to make everybody feel how you like the items.

Task 3: Write the names of months (weeks, subjects) in alphabetical order.

Task 4: Write the essay starting with the same one letter.

Task 5: Take a dictionary that includes phonetic transcriptions, and check through its phonetic alphabet. Look at a few words and their corresponding phonetic representations: make sure you can follow and understand the transcriptions. Now choose ten words at random out of a book, and try transcribing them into phonetic script. If you have used your dictionary's phonetic alphabet, look up the word in the dictionary to check.

In conclusion, we would like to mention, that good pronunciation skills don't develop on their own. Teachers need to help their students learn and develop the correct phonemes, stress, intonation and rhythm of English. This is not easy, especially when some coursebooks focus mainly on grammar and vocabulary. So, it is necessary to use interactive techniques for teaching pronunciation in schools.

LIST OF USED LITERATURE

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2. Milrud R.P. English Teaching Methodology. – M.

**ЧЕТ ТИЛЛАРИ СОҲАСИДА МАГИСТРАТУРА ТАЪЛИМИНИ
ТАШКИЛ ЭТИШНИНГ ҲОРИЖИЙ ТАЖРИБАЛАРИ**

п.ф.ф.д (PhD). доц., П.М.Лутфуллаев НамДҶТН

Ҳозирги кунда дунё тажрибаси шуни кўрсатмоқдаки, олий таълим олиш, айниқса магистратура таълими барча учун қулай, мос ва сифатли бўлиши учун