

EFFECTIVE WAYS OF TEACHING ENGLISH PRONUNCIATION

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ANNOTATSIYA

Maqola ingliz tili darslarida talaffuz o‘qitish jarayonining ahamiyati va o‘quvchi hamda talaffuz o‘rtasidagi qiyinchiliklarni qiyinchiliklarni ijobiy natijalarga erishish usullarini yoritib beradi.

Kalit so‘zlar: talaffuz, usul, kommunikativ, yondashuv, talab, urg‘u, nutq tovushlari, birlik

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ABSTRACT

The article aimed to demonstrate the importance of pronunciation training in a classroom, in order to prompt more teachers to reconsider the relationship between the student and pronunciation. It is given that effective ways of the training, to see if, how and to what extent the approaches raise the learners’ awareness of their improvement and confidence in speaking.

Key words: pronunciation, exercise, communicative, approach, accessible or affordable, demand, stress, speech sounds, unit

Pronunciation work can be kept simple and employ exercises which are both accessible and enjoyable for students, whatever their level. Whenever students do freer

speaking activity, the main aim is usually for them to develop their spoken fluency in the language.

Exercises used for developing pronunciation skills may be of two groups: recognition exercises and reproduction exercises.

Recognition exercises are designed for developing-students' ability to discriminate sounds and sound sequences. Indeed the assimilation of correct English pronunciation by Uzbek-speaking students depends to a great extent on their ability to aud. In auding the reference is solely to language perception. The ability to aud is developed if the teacher uses the aural-oral method and the oral approach method in teaching the language. Students should have ample practice in listening to be able to acquire the phonic aspect of the language. It can be done:

(a) by listening to the teacher pronouncing a sound, a sound combination and sensible sound sequences, i.e., words, phrases, and sentences with comprehension of what they hear (visual perception of the teacher when he produces English sounds and sound sequences facilitates auding);

(b) by listening to the speaker from a tape-recording or a record without seeing the speaker. This exercise is more difficult for students as their auding is not reinforced by visual perception.

Reproduction exercises are designed for developing students' pronunciation habits, i.e., their ability to articulate English sounds correctly, and to combine sounds into words, phrases and sentences easily enough to be able to speak English and to read aloud in this language. A few minutes at each lesson must be devoted to drilling the sounds which are most difficult for Russian-speaking students.

In studying English students usually make mistakes in pronunciation, often repeating the same mistakes again and again. The teacher should bear this in mind and either began the lesson with pronunciation drill or use students' errors as the point of departure for the drill. For example, students have made mistakes in interdental sounds while reading aloud. After the text has been read the teacher asks them to pronounce

both individually and in unison the following words: this, that, with, without, other, another ..., thing, think, thin, thick, thought...

Of course the teacher takes those words students are familiar with. More often than not the teacher should begin a lesson with pronunciation drill. This does not mean, however, that its place should be strictly fixed. The teacher may turn to pronunciation drill whenever he wants to draw his students' attention to the phonic aspect of the material they deal with and in this way teach students correct English pronunciation.

The material used for pronunciation drill should be connected with the lesson students study. These may be sounds, words, word combinations, phrases, sentences, rhymes, poems, and dialogues. The material for a particular lesson depends on the stage of teaching, students' progress in the language, their age, the objectives of the lesson, and other factors. For example, students mispronounce words with [ou]. The teacher selects words with the sound and includes them in pronunciation drill: no, go, home, atone, don't. Don't go home alone.

If students mispronounce words with [ɜ:], the following words and sentences could be suggested for pronunciation drill: first, girl, word, work, worker, birthday, Thursday, thirteen, thirteenth. My birthday is on Thursday, the thirteenth of May.

Students are taught how to pronounce [æ] using the following sentence: A fat black cat sat on a mat.

To teach students the correct pronunciation of [w] the following rhyme can be used:

Why do you cry, Willy? Why do you cry, Willy? Why Willy? Why Willy? Why Willy? Why?

If the teacher is going to introduce the Present Continuous, students should be taught how to pronounce [ɪ]. The sound is not difficult for Uzbek learners but for Russian-speaking learners so it requires special work on the part of the teacher. The pronunciation drill may include the following words: English, song, sing, drink, think,

thing and pairs of words: write — writing; read — reading; sit — sitting; open — opening; study — studying; play — playing.

The teacher includes all the words ending in [ɪ] his students need at the lesson and works at them most thoroughly while conducting pronunciation drill.

The same should be done with the regular verbs in the Past Indefinite when students study this tense.

The words are arranged into three groups in accordance with the sound each one ends in:

[t]	[d]	[ɪd]
wash — washed	open — opened	want — wanted
thank — thanked	close — closed	skate — skated
work — worked	live — lived	recite — recited

Students need the irregular verbs for speaking and reading aloud. The teacher arranges the verbs according to the sound which all of them have in the Past Indefinite, for example [ɔ:], [æ]:

buy – bought; think – thought; bring – brought; teach – taught;
sit – sat; sing – sang; begin – began; run – ran.

The teacher may take poems for pronunciation drill to help students to achieve good pronunciation of English sounds. [w], [f]:

When the weather is wet, we must not fret. When the weather is cold, we must not scold. When the weather is warm, we must not storm. But be thankful together whatever the weather.

Proverbs and some useful expressions can be used as material for pronunciation drills:

A friend in need is a friend indeed.

Early to bed, early to rise makes a man healthy, wealthy and wise.

After dinner sit a while, after supper walk a mile.

The material students get for reproduction can be presented in two possible ways:

(1) through auditory perception only;

(2) through auditory perception reinforced by visual perception of a sound, a word, a phrase, a sentence, and a text.

The techniques the teacher uses may be as follows:

students aud (they listen either to the teacher or to a speaker);

students show they understand what they listen to (the teacher checks their comprehension); students listen to the sound, the word, etc. again; they pronounce in imitation of the teacher (or speaker) in unison and individually, first bright, then average, and finally slow students.

The teacher's principal concern is to make sure that every student can articulate English sounds correctly and pronounce words, phrases and sentences as close to the pattern as possible; hence students' learning by heart the material included in a phonetic drill (rhymes, proverbs, poems, songs, dialogues) is not the main aim. The main aim is students' correct pronunciation with regard to sounds, stress, rhythm, and melody. It is impossible to underestimate the role that can be played by sound film loops, records, and tape playback devices in teaching pronunciation. Each of these aids:

(1) allows speech to be reproduced with correct pronunciation and intonation in particular;

(2) permits the same text to be repeated several times for students to have an opportunity to listen to it again and again;

(3) makes it possible for the teacher to develop his students' abilities to understand English spoken at various speeds;

(4) helps the teacher in developing his students' ability to speak;

(5) gives students an opportunity to listen to texts read by native speakers.

When working with these aids in the classroom the teacher must be well prepared for the work. He must listen to the material himself several times in order to know, the text from all points of view and, first of all, from the point of view of its phonic aspect. He studies the text and marks the difficulties for students' listening comprehension,

namely, sounds, sound combinations, stress, or melody. Then he writes out the difficult points from the text to draw students' attention to them and, in this way, to help students to overcome the difficulties they may have in auding the text.

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