

## WAYS AND PRINCIPLES OF DEVELOPING PRONUNCIATION SUBSKILLS.

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**Abstract:** The presentation of the pronunciation material in this article is the pronunciation of phonetic units by the teacher, the development of small pronunciation skills, Approaches to teaching pronunciation are explained.

**Key words:** method of articulation, orientation, positions of speech organs, absorption articulation,

Presentation of the pronunciation material occurs through the utterance of phonetic units by a teacher and hearing of the students. It is very important to solve the problems of presenting a pronunciation unit alone, in a word or in a sentence objectively for development of pronunciation sub-skills.

### **The following approaches are used for teaching pronunciation:**

Articulatory approach - explanation of sounds articulation to students. The stages of working: 1) orientation - giving instructions about positions of the organs of speech for sound pronunciation; 2) articulation - students pronounce a sound; 3) pronunciation training in various combinations via exercises.

Acoustic approach to teaching pronunciation where emphasis is put on the conscious assimilation articulation features, on listening and imitation. Exercises are based on repetition and imitation

Differentiated approach proposes using of different analyses for developing pronunciation sub-skills from all positions. Here the more attention is paid to listening. Besides ways of articulation of a sound are explained articulation, even attracting the mother tongue.

Thus, the main methods of teaching pronunciation are imitation and analysis. Imitative method is natural and simple. But it is based on unconscious acquisition of the language and its pronunciation.

Imitation requires from the teacher accurate pronunciation and from the learners sharp hearing ability.

Analysis-method, on the contrary, requires the work through consciousness, which results in the development of logical thinking. Understanding and uttering of a pronunciation unit is fulfilled via analysis.

Imitative method can be used alone when the existing pronunciation skill has a positive influence, but the analysis-method is always accompanied by imitation.

Phonetic exercises support the developing pronunciation subskills of the English language. It is necessary to point out that an exercise is a mental action directed to repetition, acquisition and development of actions.

Mastering pronunciation in the process of teaching English very much differs from learning lexical and grammar material, hence from learning native language pronunciation. Pronunciation is taught according to the following principles:

Taking into account the results of the comparative analysis of the English phonetic systems and typical errors of students' speech. Comparative analysis helps to define the difference and similarity between phonetic systems of the contacted languages.

Synchronous formation of speech action and hearing images of English pronunciation. Teaching pronunciation sub-skills of hearing and speech actions compose inseparable unit. Oral utterance is controlled by hearing analyzer.

Using reasonable methods in teaching pronunciation. At the beginning stage an imitation is recommended. Taking into consideration important pronunciation peculiarities of the learned language only the teacher who has language experience can be a sample of English pronunciation.

Wide using of educational technical means in teaching pronunciation. Acquisition of phonetic material is not restrained by a teacher's pronunciation. Learners hear a live speech of the teacher, or his/her recorded speech and speeches of other persons (speakers).

Separate usage of ways of pronunciation material presentation. According to the difficulty of the English phonetic units in methodology they are usually presented in a sentence, in a word or separately. Learners hear the sound in the sentence, in the word or separately, but in utterance they learn some of them separately, and others in the sentences.

The most relevant features of pronunciation - stress, rhythm, and intonation - play a greater role in English communication under school conditions than individual sound themselves. Therefore, teaching speech from the perspective of supra-segmentals seems indispensable, in communicative language teaching settings learning pronunciation should not be limited to finding stress and comparing individual vowel and consonant sounds in a given word. It is necessary to develop a communicative competence where pronunciation is reflected in the linguistic competence.

English language teaching at the primary school level should stimulate interest in the language, provide basis for further English language education, develop communicative competences in their mother tongue and English, support universal development of pupils (social, emotional, cognitive and personal), develop intercultural competences, and all linguistic activities should focus on listening comprehension, speaking with the accent on pronunciation.

The Common European Framework for Languages (CEFR, 2001) recommends teaching pronunciation right from the beginning of foreign language teaching. During early stages of learning, pupils should practice correct pronunciation. The emphasis within teaching pronunciation is to meet the communicative objective of the language. The National curriculum sets the level of proficiency in English of primary school pupils to A1.1+ according to the CEFR (2001). Concerning pronunciation, pupils should be exposed to authentic spoken utterances, encouraged to imitate the teacher, audio-recorded native speakers, video-recorded native speakers, read aloud phonetically weighted texts, practice ear-training, phonetic drilling, imitation, tongue twisters, explicit teaching, etc. Clapping, clicking, tapping, gestures and mirrors can be also used in teaching pronunciation. Young learners are still considered to be in the ideal “Critical Period Hypothesis” age and can achieve flawless like pronunciation if their teaching pronunciation is addressed correctly. Suitable techniques for teaching pronunciation to young learners are described later.

### **Pronunciation teaching techniques**

The Common European Framework for Languages (2001) recommends teaching pronunciation right from the beginning of foreign language learning. According to the CEFR, pronunciation should be developed via contact with authentic spoken language. The recommended techniques are listening and repeating, drilling, minimal pair drills, ear training, phonetic training, reading aloud, imitation, tongue twisters, sound-colour charts, phonics, songs/rhymes, recording learners’ pronunciation, etc. Also clapping, clicking, tapping, gestures, mirrors, visual aids, etc. can be used for teaching pronunciation. It is advised to combine different teaching techniques.

### **FOYDALANILGAN ADABIYOTLAR RO'YXATI**

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