

CHALLENGES IN TEACHING PRONUNCIATION

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When teaching pronunciation, it is difficult to achieve perfect phonetic design of oral speech in a foreign language. Recently, methodologists have been paying attention to the fact that the approximate pronunciation of students makes it difficult for them to perceive authentic speech. In this regard, there is a problem of teaching pronunciation close to authentic. But in the process of learning English the native language of students and the prevailing speech skills make it difficult to perceive and generate someone else's speech. These difficulties are closely related to the influence of linguistic interference, which the teacher must predict and overcome.

One of the objectives of the study was to analyze the methodological literature of foreign and domestic authors, revealing the essence of linguistic interference and the definition of its types. As a result of considering the works of foreign and domestic methodologists, we came to the conclusion that the influence of interference in pronunciation is the most significant, and it is necessary to prevent this influence from the initial level of training, because it is at this stage that the introduction and production of the sounds of a foreign language takes place. Also, a comparative and comparative analysis of the phonetic systems of the English and Russian languages is made, since it is the knowledge of the differences between the two systems that makes it possible to predict the errors that arise during teaching pronunciation.

The goals and content of teaching the pronunciation side of English speech at the initial stage are considered, the work program in English for B1 level is analyzed, and ways to overcome language interference when teaching the pronunciation of the English language at the initial stage are identified. These methods include the use of an analytical and imitative method, exercises for the differentiation of sounds, exercises for the formation of rhythmic and intonation skills, the use of songs, rhymes and poems, the method of associations, the use of game elements in articulation exercises and phonetic exercises.

A generalization of one's own pedagogical experience is given, which includes the analysis of personal data, as well as the dynamics of results before and after the introduction of the identified methods of overcoming language interference at the initial stage into the process of teaching pronunciation. Thus, based on the results of the experimental work, we can conclude that the set of exercises to overcome the influence of interference is effective in the development and formation of auditory-pronunciation, rhythmic-intonation skills and gives positive results. This is confirmed by the comparative results of determining the level of formation of students' skills in the initial and final stages of experimental work.

Today, interest in learning a foreign language is growing day by day, but due to the fact that the emphasis on learning a foreign language is much slower than teaching other language skills, shortcomings and mistakes in the pronunciation of a foreign language are almost non-existent. This project aims to develop students' phonological competence by creating automated phonetic laboratories based on the principles of instrumental and experimental phonetics in higher education institutions specializing in foreign languages. It must be admitted that phonetic laboratories in the universities of Uzbekistan do not

work today. They don't exist. In other words, students have no idea about instrumental and experimental phonetics, and this operation is a linguistic aspect that is important for students studying philology from the first days of school to the end of the day. Because the first indicator that a person speaks any foreign language is determined by its pronunciation, and the last - by grammar. This problem needs to be addressed at the state level in order to improve the pronunciation of both national and foreign languages. Unfortunately, in four years of study, the student cannot get acquainted with any phonetic instrument. Therefore, only one percent of scientific research is devoted to phonetics.

The goal of the project is to create cross-platform programs that will include practical exercises to develop pronunciation in Uzbek, English, German, French and Spanish. The practical significance of this project lies in the fact that the existing pronunciation deficiencies and obstacles at all levels of foreign language proficiency will be eliminated through various practical exercises. The main reasons for this are biological, physiological, neurological and linguo psychological factors in language learning. Based on the above factors, the acquisition of the skills of correct pronunciation in a foreign language contributes to the formation of linguo psychological characteristics in people, such as self-confidence, active listening, active speech and active speech. Conversely, the fact that people who do not have the correct pronunciation in a foreign language can read, hear, speak and listen in a foreign language underlines the importance and relevance of the project. Taking these factors into account, the development of methodological support for the development of students' pronunciation will help all language learners to correct pronunciation deficiencies, as well as their ability to work in the international arena and socially and socially in our country.

To sum up, in this paper we analysed teaching pronunciation by the help of receiving theories of American, Britian, Russian and Uzbekistan scientists. Usefull methods are included in this paper in order to mak experiment. Moreover, we recommended to create and to use ELSA, AZ and other usefull pronounciatin programs in order to recorrect students and learners pronounciaton. One of the most essential steps is hearing real native speaker voice and repeating by hearing several times. It helps to rich high result in pronounciatiion skills.

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