

CRITERIA FOR TEACHING NORMAL ENGLISH PRONUNCIATION STANDARDS

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Annotation: The processes of globalization and integration taking place all over the world today increase the need to learn foreign languages among the peoples of the world. The internationalization of the English language, especially in developing and other countries, will greatly help the development of internal and external relations, the dissemination of scientific and technical achievements. This article compares British and American accent variants of words, one of the main problems in teaching.

Key words: British, american, sound combinations, language, pronunciation, vocabulary.

However, the London-based Economist magazine and the Financial News newspaper often publish materials about the misunderstanding or lack of understanding that occurs in official negotiations. Stephen Hagen, author of the book "Official Communication Across Borders", noted that one in five British exporters face language difficulties in international relations. He calls English, his mother tongue, a "double-edged sword" and points out that it is not only the most widely used language in official communication in the world, but also widely used in all situations of life. According to the results of a study conducted by the British government in 1996, it was noted that a number of linguistic problems are encountered in the process of using the British English variant compared to International English. Because it is natural that cases of mutual misunderstanding arise between two cultures with the same mother tongue.

In addition, studies can be conducted among the population of neighboring countries, such as the United States and Canada, that use a close variant of the English language. Because English has so many variants, there are questions about which variant is best for teaching it as a second language or as a foreign language. Many new regional varieties of English can be mutually unintelligible. For example, the Singaporean English variant has a number of unusual features. For example, Farrell and Tan distinguish between:

- omission of the possessive suffix: My mummy friend
- use of words from local languages: Don't be so kiasu
- irregular use of the verb to be in interrogative sentences: You don't want to go is it?
- unusual use of the modal verb can in interrogative sentences: Like that can or not?

Although learning English in this way allows Singaporeans to freely use English in their own country, it may limit the communication process with English speakers outside of Singapore. The variety of national variants and standard forms created on the basis of the American and British variants of the English language raises the question of which of these standards is the most suitable for teaching English. What pronunciation norms enable language learners to communicate freely. In this case, language learners must have a good model to achieve the universality of understanding. As you know, the Standard American English variant and the Standard Australian variant are quite different from each other, and both variants differ from the Accepted Pronunciation Standards. Misunderstandings that may occur in the interaction of the owners of different variants (even native speakers of the language) are higher in the communication process of users of English as a second language or a foreign language. Jenkins argues that harmonization of the pronunciation of English as a second language comes about because of the need to ensure international understanding.

At the initial stage of the teaching process, the main task is to provide elementary concepts about the phonetic features, morphological, lexical and syntactic constructions of a foreign language, and at the next stage, it is necessary to expand and deepen those concepts. In this case, any phonetic or grammatical phenomenon should be explained as a result of analyzing the lexical unit in that language and comparing it with phenomena in our mother tongue. Comparing the pronunciation of lexical units gives interesting results and is of great importance in identifying elements that are foreign to the phonological system of the language.

At the initial stage of the teaching process, we talk about the phonetic properties of English lexical units, mainly words, the relationship between their orthographic and orthoepic systems, and the incompatibility of these systems.

As in other languages, in English, its sound system is primarily divided into two large groups - vowels and consonants [1.81-132]. Twenty vowel phonemes in the English language are represented by only six graphemes in orthography, while twenty four consonant phonemes are represented by a relatively small number of twenty graphemes. In the sound system of the Uzbek language, there is no such disparity, in which a certain grapheme represents a certain phoneme (with the exception of NG - N). Such a difference in the English language, in turn, requires teaching the spelling and pronunciation of words together. One of the main conditions for achieving such a unity is to know the first features of word structures in the English language and to be able to correctly explain their relationship to the syllable, which is its constructive element.

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