



TEACHING ENGLISH PRONUNCIATION

Axmedova Aziza Abdulloyevna

Teacher of the Department of Foreign Languages

Bukhara State Pedagogical Institute

Baxshilloyeva Feruza G'afurjonovna

The student of the BSPI

Abstract: English pronunciation is one of the significant parts of language teaching and learning because it affects learners communicative competence and performance. If learners do not have acceptable pronunciation this may decrease their self-confidence and restrict their social interactions. In this paper, the researcher defines the term pronunciation, explains the importance of pronunciation, declares the goals of English pronunciation, expresses techniques for teaching English pronunciation, elaborates the learner's involvement in the pronunciation learning, represents the teacher's involvement in the pronunciation instruction

Key words: pronunciation, phonemes, articulation, improve, spelling, language learning

Teaching English pronunciation is a challenging task with different objectives at each level. When teaching pronunciation, ensure you make pronunciation a physical class activity instead of a mental activity and make sure your students practice and pronounce the words correctly.

A teacher's first goal for their students is to achieve basic communication. However, that can fail if their accent is so bad that no one can understand them. In addition, teaching pronunciation is necessary since it is embarrassing to ask someone to repeat themselves three times and still not understand them. When teachers decide to focus on pronunciation practice, many of them make the mistake of teaching pronunciation along with new vocabulary. This combination can work with students who have a 'good ear' or speak a related language. However, it can be hit and miss with students whose mother tongue is not related to the target language. This problem brings us back to whether pronunciation can be taught effectively at all. The answer is yes, of course, it can; it is just that the way many textbooks teach it is one of the least effective. Many books will have you drill pronunciation with repetition of the vocabulary. Some of the better ones will have you work on spelling; Spelling is an important skill, especially in English with its many irregularities and exceptions.



However, unfortunately, very few will start you and your students where you need to, at the phoneme level. The dictionary defines ‘phoneme’ as ‘any perceptually distinct units of sound in a specified language that distinguish one word from another. Examples are p, b, d, and t in the English words pad, pat, bad, and bat. This definition highlights one reason language teachers start teaching pronunciation with phonemes. If a phoneme is a ‘perceptually distinct unit of sound,’ students first need to hear and recognize it. Thus in the first pronunciation exercises, students should listen and identify rather than speak. Introduce your phonemes in contrasting pairs like /t/ and /d/. Repeat the phonemes in words and isolation and ask the students to identify them. In addition, you may want to draw pronunciation diagrams for each sound showing the placement of the tongue and lips. Diagrams can help students visualize the differences they are attempting to recognize. You might also consider teaching your students symbols from the phonetic alphabet. Learning some of these symbols can clear confusion where the same letters have different sounds. For example, the ‘th’ in ‘there’ and the ‘th’ in ‘thanks’ look the same, but they are not. Of course, knowing phonetic symbols is not essential and would be overkill with children. That said, it would be worth it for visual or analytical learners.

You can play all sorts of matching games with this material to make the drills more fun and less stressful. For example, you can have students play with nonsense sounds and focus on the tiny differences between contrasted phonemic pairs, the key being to get them to hear the phoneme. While this may sound time-consuming and unnatural, you have to realize that you are in the process of reprogramming your students’ brains, and it is going to take a while. Our brains must create neural pathways to learn new facial movements and link them with meaning.

We are recreating an accelerated version of the infant’s language learning experience in the classroom. We are also breaking down language to babbling noises so that our students can play with the sounds, as infants do. Therefore, students learn to distinguish meaningful sounds while using more mature analytical skills that an infant does not have. Your students’ articulation and perception of phonemes will improve if you practice phonemes regularly. Then, after several weeks, you will get them all to the point where you can practice pronunciation on a word or even a sentential level. Younger students may progress faster, but even adults will begin to give up fossilized pronunciation errors with practice. So now, it is time to take the next leap and correct pronunciation in the context of natural conversation. Now that we have looked at physical challenges making sounds, we can address three further potential barriers.



When teaching phonemes, students explore physical parameters and develop neurological pathways. To be explicit, students make meaningless noises and use their mouths, tongues, and lips in new ways. However, when we work on pronunciation at a lexical or sentential level, students may have complex emotional, psychological, and cultural motivations that require re-education.

Three barriers to students adopting a second language are anxiety, learned helplessness, and cultural identity. Of course, not every student will have all these problems. However, for sure, all of them will have at least one to a greater or lesser extent. As English teachers, we have to bring these problems to our students' attention in non-threatening ways and suggest tools and strategies for dealing with them. Learned helplessness is harder to solve and recognize. Learned helplessness means that, after trying something several times and consistently failing to get a positive result, a person shuts down. Therefore, if students get negative feedback on their pronunciation skills, and if they try to improve but feel they have not, they stop trying. You might think they are lazy, but they do not believe they can improve. They have already given up.

Luckily, the fix is straightforward: stay positive and praise frequently. To encourage students, periodically record them to hear the improvement after a few months. If a student progresses, tell them what they did right. For example, 'the difference between your short /a/ and short /e/ was apparent that time! So let's do it again!' Record students reading or reciting a text at the beginning of the year and again every couple of months. Play the recordings and let students hear how much they have improved. They will probably impress themselves, and you!

Finally, the best way to help students improve their pronunciation skills is to encourage them to speak English as much as they possibly can. Introduce the idea that even when doing homework students should be reading aloud. Learning to pronounce English well takes muscle coordination, and that means practice - not just mental activity.

References:

1. Diane Larsen-Freeman & Marti Anderson. (2016). Teaching and Principles in Language Teaching. Third Edition. New York.
2. Use of modern innovative technologies in teaching foreign language A.Z.Azimovna, A.A.Abdulloevna, Вестник науки и образования, 2020
3. MODERN METHODS OF TEACHING ENGLISH LANGUAGE SCIENCE IN JUNIOR CLASSES A.A.AKHMEDOVA, E-Conference Globe, 2021



4. IMPROVEMENT OF EDUCATIONAL PROCESS AND INTRODUCTION OF INNOVATIVE TECHNOLOGIES N.I.Zoirovna, MODERN SCIENTIFIC CHALLENGES AND TRENDS, 2021
5. USING BRAINSTORMING IN A FOREIGN LANGUAGE TEACHING I.Z.Narziyeva, INTERNATIONAL SCIENTIFIC CONFERENCE" SCIENTIFIC ADVANCES AND INNOVATIVE ...,
1. Saidova Mukhayyo Umedilloevna and Abdurakhmonova Makhfuza Olimovna 2023. Effective strategies to teaching writing. *Texas Journal of Philology, Culture and History* . 17, (Apr. 2023), 17–20.\
2. Abdurakhmonova Makhfuza Olimovna 2023. The Importance of writing in English Language Classes. *Global Scientific Review*. 11, (Jan. 2023), 20–23.
3. Umedilloevna, S.M. and Olimovna, A.M. 2023. DIFFICULTIES IN TEACHING WRITING AND THEIR POSSIBLE SOLUTIONS. *Integration Conference on Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes*. (May 2023), 321–324.
4. Abduxakimova Maxfuza Abduraxmonova 2023. ACTIVITY OF DEVELOPMENT CENTERS IN THE EDUCATIONAL ACTIVITY OF PRESCHOOL EDUCATIONAL ORGANIZATIONS. *Academia Science Repository*. 4, 04 (Apr. 2023), 770–775.
5. Tolibovna, Saidova Zakira. "INGLIZ TILI DARSLARIDA INNOVATSION JARAYONLARNI TASHKIL QILISH." *PEDAGOGS jurnali* 1.1 (2023): 736-736.
6. Tolibovna, Saidova Zakira. "Taxis Category and Sphere of Temporary Influence." *AMERICAN JOURNAL OF SCIENCE AND LEARNING FOR DEVELOPMENT* 1.2 (2022): 137-138.
7. Saidova , . Z. ., & Zakiryayeva, M. (2023). SIMILARITIES AND DISSIMILARITIES IN TERMS OF WORDS FORMATION IN UZBEK AND ENGLISH LANGUAGES. *Modern Science and Research*, 2(4), 31–35. Retrieved from <https://inlibrary.uz/index.php/science-research/article/view/18829>
8. Saidova, Z. ., & Khusenova, R. . (2023). THE DISSIMILARITIES OF WORD FORMATION IN UZBEK AND ENGLISH LANGUAGES. *Modern Science and Research*, 2(4), 28–30. Retrieved from <https://inlibrary.uz/index.php/science-research/article/view/18828>
9. Saidova, Z. T. "TAXIS AS A CONCEPTUAL AND FUNCTIONAL-SEMANTIC CATEGORY." *Экономика и социум* 2-1 (93) (2022): 105-108.
10. Tolibovna, Saidova Zakira. "INGILIZ TILINI O'QITISHDA ZAMONAVIY PEDAGOGIK TEXNOLOGIYALARDAN FOYDALANISH." *Conferentia* (2023): 87-91.



11. 7. Tolibovna, Saidova Zokira. "TAXIS AS A CONCEPTUAL AND FUNCTIONAL-SEMANTIC CATEGORY." *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.uz)* 8.8 (2021).
12. Tolibovna, Saidova Zakira. "Dependent and independent taxis." *Integration Conference on Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes*. 2022.
13. Khodjaeva, Dilafruz Izatilloevna, and Zokira Tolibovna Saidova. "Interaction between Categories of Taxis and Temporality." *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION* 2.3 (2022): 110-113.
14. Dilshod , S. T. og'li, & Xayrulloeva , S. L. (2023). "ANALYSES OF THE HEROES" IN THE NOVEL "ORLANDO" BY VIRGINIA WOOLF. *INTERNATIONAL SCIENTIFIC AND PRACTICAL CONFERENCE "THE TIME OF SCIENTIFIC PROGRESS "*, 2(2), 15–22. Retrieved from <https://academicsresearch.ru/index.php/ispctosp/article/view/1228>
15. Khayrulloeva Sitora Lutfulloyevna. (2023). TEACHING GRAMMAR IN CONTEXT. *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact Factor: 7.429, 12(05), 66–68*. Retrieved from <http://gejournal.net/index.php/IJSSIR/article/view/1761>
16. S.L.Xayrulloeva. (2023). THE THEMATIC ANALYSIS OF JOHN GREEN'S THE FAULT IN OUR STARS. <https://doi.org/10.5281/zenodo.7529744>
17. Arivovna K. N. Similarities in addressing the complex nature of love and devotion in metamorphosis by Kafka and in ghazals of Mir Alisher Navoiy //International Journal of Innovative Technology and Exploring Engineering. – 2019. – Т. 8. – №. 9 S3. – С. 1542-1545.
18. Arivovna K. N. Parallelism in transformation motives of Strange Case of Dr. Jekyll and Mr. Hyde by Stevenson and The Metamorphosis by Kafka //International Journal on Integrated Education. – 2019. – Т. 2. – №. 6. – С. 23-27.
19. Kadirova N. A. ANALYSIS OF TRANSFORMATION MOTIFS IN THE MAGIC HAT BOOK BY KHUDOYBERDI TUKHTABOYEV, THROUGH THE PRISM OF MIKHAIL BAKHTINS THEORIES //Theoretical & Applied Science. – 2020. – №. 4. – С. 405-408.
20. Qudratova, S., & Akramova, F. (2023). MANIFESTATION OF THE CONCEPT OF "SPIRITUAL UPBRINGING" IN THE MODERN LIFE OF THE WEST. *Talqin Va Tadqiqotlar*, 1(18). извлечено от <http://talqinvatadqiqotlar.uz/index.php/tvt/article/view/28>
21. Qudratova Sitora Olimovna. (2022). INTERPRETATION OF SPIRITUALITY IN CLASSICAL LITERATURE. *Web of Scientist: International Scientific Research Journal*, 3(1), 17–22. <https://doi.org/10.17605/OSF.IO/SEHM4>



22. Qudratova Sitora Olimovna. (2023). SARAH ORN E JEWET, M.E WILKINS FREEMAN THE AMERICAN STORY WRITERS OF XX CENTURY. *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH* ISSN: 2277-3630 *Impact Factor: 7.429*, 12(05), 89–91. Retrieved from <https://www.gejournal.net/index.php/IJSSIR/article/view/1767>
23. Shaxnoza, S. . (2023). The Concept of “Dream” in the English and Uzbek Worldwide. *Miasto Przyszłości*, 33, 190–192. Retrieved from <https://miastoprzyszlosci.com.pl/index.php/mp/article/view/121>
24. Shakhnoza S. THE ROLE OF GAMIFICATION IN TEACHING ENGLISH //PROSPECTS OF DEVELOPMENT OF SCIENCE AND EDUCATION. – 2023. – Т. 1. – №. 14. – С. 72-77.
25. Shakhnoza S. THE USE OF MOVIES IN LANGUAGE TEACHING //PROSPECTS OF DEVELOPMENT OF SCIENCE AND EDUCATION. – 2023. – Т. 1. – №. 14. – С. 78-83.
26. Darmon Saidakhmedovna Uraeva, & Nigina Akmalovna Khikmatova. (2021). DERIVATIVES OF WORDS, WORD COMBINATIONS AND PHRASES WITH THE WORD "MARKET" IN THE UZBEK LANGUAGE. *Journal of Central Asian Social Studies*, 2(01), 26-31. <https://doi.org/10.37547/jcass/volume02issue01-a5>
27. TEACHING LANGUAGES TO YOUNG LEARNERS I.Z. NARZIYEVA, S FAYZIYEVA, E-Conference Globe, 2021
28. MODERN METHODS OF TEACHING ENGLISH LANGUAGE SCIENCE IN JUNIOR CLASSES A.A.AKHMEDOVA, E-Conference Globe, 2021
29. MODELS OF TRANSLATION PROCESS AND THEIR TEACHING TO STUDENTS A.A.Akhmedova, *Yosh Tadqiqotchi Jurnal*, 2022 – 1
30. MODELS OF TRANSLATION PROCESS AND THEIR TEACHING TO STUDENTS A.A.Akhmedova, *Yosh Tadqiqotchi Jurnal*, 2022 - 1
31. Use of modern innovative technologies in teaching foreign language
32. A.Z.Azimovna, A.A.Abdulloevna, *Вестник науки и образования*, 2020
33. MODERN METHODS OF TEACHING ENGLISH LANGUAGE SCIENCE IN JUNIOR CLASSES A.A.AKHMEDOVA, E-Conference Globe, 2021
34. IMPROVEMENT OF EDUCATIONAL PROCESS AND INTRODUCTION OF INNOVATIVE TECHNOLOGIES N.I.Zoirovna, *MODERN SCIENTIFIC CHALLENGES AND TRENDS*, 2021
35. USING BRAINSTORMING IN A FOREIGN LANGUAGE TEACHING
36. I.Z.Narziyeva, *INTERNATIONAL SCIENTIFIC CONFERENCE" SCIENTIFIC ADVANCES AND INNOVATIVE ...*,
37. Mehriniso Musinovna Rakhmatova, & Dilnoza Ilkhomovna Inoyatova. (2022). CONCEPTUAL AND FIGURATIVE STRUCTURE OF THE CONCEPT OF



- "UGLINESS". *Open Access Repository*, 8(04), 58–61. <https://doi.org/10.17605/OSF.IO/6FTJ3>
38. Rakhmatova, M. M., & Inoyatova, D. I. (2022). CONCEPTUAL AND FIGURATIVE STRUCTURE OF THE CONCEPT OF " UGLINESS". *Open Access Repository*, 8 (04), 58–61.
 39. Ilxomovna, I. D. (2022, January). O'zbek tilida shaxs tasvirida xunuklik konseptining lisoniy xususiyatlari. In *Integration Conference on Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes* (pp. 305-307).
 40. Raximov, M. (2023). СЕМАНТИЧЕСКИЕ ФУНКЦИОНАЛЬНЫЕ ОСОБЕННОСТИ КОНЦЕПТА «ДОРОГА». *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz)*, 41(41). Извлечено от https://journal.buxdu.uz/index.php/journals_buxdu/article/view/10835
 41. Raximov, M. (2023). THE SYSTEM OF BIOLOGICAL STATIVE VERBS MEANINGS OF UZBEK LANGUAGE. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz)*, 31(31). Извлечено от https://journal.buxdu.uz/index.php/journals_buxdu/article/view/9225
 42. Muradovich, R. M. (2021). The Image of a Woman in The Work of Uzbek Writers. *Eurasian Research Bulletin*, 3, 7-12.
 43. Rakhimov, Muzaffar M. "Methods in Cognitive Linguistics." *International Journal on Integrated Education*, vol. 3, no. 2, 2020, pp. 34-36, doi:[10.31149/ijie.v3i2.8](https://doi.org/10.31149/ijie.v3i2.8).
 44. 48.R.Z. Gafurovna, DETECTIVE GENRE AND ITS PECULIARITIES. *International Engineering Journal For Research & Development*, 2021, https://scholar.google.com/citations?view_op=view_citation&hl=ru&user=ifolPZsAAAAJ&citation_for_view=ifolPZsAAAAJ:u-x6o8ySG0sC
 45. 49. Z.Ro'zimurodova, Description of youth problem in the novel " Martin Eden". *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 2021, pp. 206-210. https://scholar.google.com/citations?view_op=view_citation&hl=ru&user=ifolPZsAAAAJ&citation_for_view=ifolPZsAAAAJ:d1gkVwhDpl0C
 46. Ruzimurodova Zarifa Gafurovna. Translation Theory: Object of Research and Methods of Analysis. *Journal of Impact Factor: International Journal of Progressive Sciences and Technologies*. ISSN:2509-0119, Volume 24 No. 2 January 2021, pp. 35-40. <https://ijpsat.ijsht-journals.org/index.php/ijpsat/article/view/2626>
 47. Rakhimov Muzaffar Muradovich. The Image of a Woman in The Work of Uzbek Writers. *Eurasian Research Bulletin*, ISSN: 2795-7365, Volume 3|December, 2021, pp. 7-12, *Eurasian Research Bulletin (geniusjournals.org)*
 48. Mekhriniso Musinovna Rakhmatova, & Nilufar Furkatovna Botirova. (2022). NEW APPROACHES IN LATINO AMERICAN POETRY: CHICANO



- POETRY. *Open Access Repository*, 8(04), 92–94.
<https://doi.org/10.17605/OSF.IO/9FVCD>
49. Musinova , R. M. ., & G'ayratovna, G. N. . (2023). DEVELOPING CULTURE, LANGUAGE AND LITERATURE THROUGH INTERNATIONAL LITERATURE. Integration Conference on Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes, 82–84. Retrieved from <https://www.conferenceseries.info/index.php/online/article/view/970>
 50. . Baxronova Matluba Akhmedovna. (2022). BADIY ASARLARGA KO'CHGAN HAYOT SABOQLARI. *Conferencea*, 401–404. Retrieved from <https://conferencea.org/index.php/conferences/article/view/640>
 51. Bakhronova , M. A., & Sayfullayeva , M. (2022). DICTATION AS LANGUAGE LEARNING TOOL . *Педагогика и психология в современном мире: теоретические и практические исследования*, 2(17), 252–258. извлечено от <https://in-academy.uz/index.php/zdpp/article/view/1812>
 52. Uraeva Darmon Saidakhmedovna, and Bakhronova Matluba Akhmedovna. "THE USAGE OF DISEASE NAMES IN LITERATURE AND THEIR DERIVATION". *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact Factor: 7.429*, vol. 12, no. 06, June 2023, pp. 21-24, <http://www.gejournal.net/index.php/IJSSIR/article/view/1799>.
 53. Akhmedovna, Bakhronova M. "Life Lessons and Literary Works." *International Journal on Integrated Education*, vol. 5, no. 6, 2022, pp. 213-217.
 54. The Image of Disease in Edgar Allan Poe's "The Masque of the Red Death"
 55. BM Akhmedovna, B Shakhnoza - *Pindus Journal of Culture, Literature, and ELT*, 2022
 56. Bakhronova, M. A. (2020). Representation of disease names in the literature. *ISJ Theoretical & Applied Science*, 06 (86), 141-144.
 57. Nilufar, R. (2023). AGATHA CHRISTIE AS CRIME FICTION AFICIONADO. PROSPECTS OF DEVELOPMENT OF SCIENCE AND EDUCATION, 1(14), 65-71.
 58. Rakhimova, N. G. (2023). CRIME FICTION: SUBGENRES AND AUTHORS. PROSPECTS OF DEVELOPMENT OF SCIENCE AND EDUCATION, 1(14), 61-64.