



## **PURPOSE, ESSENCE AND TASKS OF TEACHING PRONUNCIATION**

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### **Abstract :**

In the article to the pronunciation to teach purpose , essence and duties about word goes.

**Keywords :** \_ Phonetics , language sound system , pronunciation skills , accent , rhythm , sound combinations , sound , tone , stop , pause .

Phonetics means the sound system of the language - the harmony of all sounds (sound, sound combinations, accent, rhythm, tone, tone, pause). Language, as a means of communication, first appeared and exists as a phonetic language (the written language was created to record phonetic speech, and from this point of view, it is second to the phonetic language)

Studying the sound system of the language (developing pronunciation skills) is a basic condition for any form of communication. If the speaker speaks in violation of the phonetic rules of the language, the listener will understand with difficulty or not at all. If the listener has not mastered the pronunciation skills at all, it will be difficult for him to understand the speech addressed to him. or does not understand. In this case, he understands differently and there is a misunderstanding with sound speech. This leads to the breakdown of the communication process. Before expressing the idea in writing, it must be widely discussed in internal speech. And reading inside is done together with giving sound to the text being reviewed. Imperfect pronunciation skills slow down rapid reading. Mispronunciation is often the cause of ambiguity or misunderstanding. Thus, only solid pronunciation skills ensure the normality of all types of speech activity. This is the reason why pronunciation is so important in high school. But phonetics is not used in school as an independent aspect of language. Students need to acquire pronunciation skills, which is done in the process of teaching them speaking and reading.

It is quite difficult to teach students to pronounce fluently in school, so the requirements for pronunciation are based on the idea of approximation (approaching the correct pronunciation). For this purpose, firstly, the amount of phonetic material that the students have to master is limited, and secondly, the quality level in the pronunciation of some sounds is allowed to decrease (that is, slight mispronunciation is allowed). But both of them are carried out within the limits that do not affect the process of oral communication.

Pronunciation requires students to do two things:

1. Phonemic.
2. Speed.

The first assumes that the speech is phonetically correct so that the interlocutor can understand it without difficulty;



The second is the speed level of pronunciation skills, which allows the student to speak at a moderate pace—130-150 words per minute for English. In order for the speech to be intelligible, the student must not only know all the sounds that separate the meaning, but also understand the speech correctly in terms of rhythm, tone, and pauses.

The material for teaching correct pronunciation is selected based on two principles.

1. Principle of proportionality to treatment requirements. According to it, the meaning-separating sounds and intonations are minimal. All phonemes are minimal, except for its variants. (Each language has very few meaning-separating phonemes and they are not minimal, for example, English [ o ə ] has a tendency to approach [ ə : ] for example: positional and combinatorial phonemes (English light and dark [ e ], [ i : ] phoneme variants seed , seat, etc.). In other words, only important phonological signs are taken into account. According to this principle, the amount of intonemes is limited on the one hand to the types of sentences that the student should master, and on the other hand, syntactic (logical) meanings are selected. Intones with emotional content are not included in the minimum (the lowest level to be mastered).

2. In the second - stylistic - principle, the entire style of exemplary literary (normative) pronunciation is the object of teaching. Different dialect styles, conversational styles are not taught in school. The sequence of teaching the selected phonetic material is determined by the tasks of oral speech and reading development and can be different. In all cases, acquaintance with the phonetic minimum corresponds to the VI class, most of it to the 1st semester. Therefore, the initial stage faces an important task - the task of creating the basics of pronunciation. Pronunciation is very important at this stage. Although students do not encounter new phonetic material, attention to pronunciation should not be reduced in later grades. First, it is a long process to maximize pronunciation skills, and if pronunciation is not worked on later, the skills acquired in class VI will be weakened. Secondly, students are constantly introduced to new lexical and grammatical material, and their solid mastery is interrelated with the relevant phonetic knowledge. Due to the increase in the material to be mastered, the student's attention to the correct pronunciation may decrease (more attention is paid to the meaning), which in turn may lead to the reappearance of errors. Regular work on pronunciation is also necessary for the development of speech. The nature of working on pronunciation in senior classes is different from working on pronunciation in grades VI - V. In grades VI - V , the student mainly gets acquainted with new material. In large classes, the work is focused on preventing mistakes and preventing their occurrence. Attention is paid to the general rules of pronunciation that are characteristic of a foreign language, unlike the mother tongue. (for example, lack of palatalization, long or short pronunciation of vowels, etc.)

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