

DEALING WITH PHONETIC UNITS IN TEACHING PRONUNCIATION

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Abstract. Pronunciation has only recently gained recognition as one of the most overlooked facets of English language teaching in the second half of the twentieth century. Educators and applied linguists have been concerned about the challenge of teaching this ability over history. They have intended to create different tools and techniques in this regard, relying on other sub-disciplines such as phonetics, phonology, and second language acquisition, amongst many others, as discussed in this paper.

Keywords: pronunciation, method, approach, techniques, theory, games, sounds, L1.

Аннотация. Произношение только недавно получило признание одним из самых пропущенных аспектов преподавания английского языка во второй половине двадцатого века. Педагоги и прикладные лингвисты были обеспокоены проблемой преподавания этой способности по поводу истории.



Они намеревались создавать различные инструменты и методы в этом отношении, полагаясь на другие предметы, такие как фонетика, фонология и приобретение второго языка, среди многих других, как обсуждалось в этой статье.

Ключевые слова: произношение, метод, подход, методики, теория, игры, звуки, L1.

Annotatsiya. Talaffuz faqat yaqinda yigirmanchi asrning ikkinchi yarmida ingliz tilini o'rgatishning eng o'tkazib yuborilgan jihatlaridan biri sifatida tan olingan. O'qituvchilar va amaliy tilshunoslar ushbu qobiliyatni tarix haqida o'qitish muammosidan xavotirda edilar. Ushbu maqolada muhokama qilinganidek, ular fonetika, fonologiya va ikkinchi tilni sotib olish kabi boshqa sohalarga tayanib, bu borada turli xil vositalar va usullarni yaratmoqchi bo'lishdi.

Kalit so'zlar: talaffuz, usul, yondashuv, texnika, nazariya, o'yin, tovushlar, L1.

A variety of scientists have offered various interpretations and meanings of the pronunciation. Here are a few of them. In general, Trask defines pronunciation as "the way in which speech sounds, especially linked sequences, are articulated by individual speakers or by speakers generally" [4.291]. According to this concept, pronunciation seems to be intertwined with phonetics, which is the empirical analysis and interpretation of speech sounds. From a more technical standpoint, Pennington & Richards describe pronunciation as follows, according to language teachers:^[5] "Most language teachers associate pronunciation with the articulation of individual sounds and, to a lesser degree, with the target language's stress and intonation patterns." In this regard, the second meaning includes other articulatory aspects such as stress and intonation patterns, rather than limiting pronunciation to the way sounds are expressed. In addition to this definition, Pennington & Richards divided pronunciation into four main components:



-Segmental characteristics: phonetically specified minimal sound units.

-Voice-setting features: general articulatory characteristics of speech stretches [5.208].

Syllables, sentences, words, and longer periods of expression with varying degrees of stress and pitch are all examples of prosodic characteristics.

The intention of this decomposition of pronunciation into different components is to make pronunciation teaching simple and manageable.

Obviously, there are some obstacles causing difficulty for both teachers to teach and learners to learn pronunciation of foreign or second language. As they may differ from native language sound system.

The difficulties that individual learners have may stem from one or more of the following:

- The learner's first language (referred to as L1) may have a one-to-one relationship between sounds and spelling. The concept of there not being such relationship may be new.

- Even if such a concept is not new for the learner, they will have to become familiar with new sound-spelling relationships.

- There may be sounds, and combinations of sounds in L1, which do not occur in English.

- There may be sounds, and combinations of sounds, used in English which do not occur in L1

- English may use stress and intonation patterns, which feel strange to the learner. [1.115].

Many researchers have developed several techniques for teaching pronunciation. For example, Krashen's theory of second language learning is consistent with the Natural Approach. To make the language feedback understandable, the instructor employs a number of strategies. When they use the vocabulary, students concentrate on creating context. The program and resources do not contain a grammatical



sequence. Preproduction, Early production, Speech Emergence, and Intermediate fluency are some of the stages of language learning described by Krashen and Terrel. They assist students in obtaining their comprehensible feedback. [2.124]

A method that is articulatory. The following provisions are relied on by teachers who advocate this approach:

- a) Begin teaching a foreign language by establishing sounds, which necessitates the completion of an introductory phonetic course;
- b) Each sound must be meticulously carried out separately;
- c) When pronouncing each tone, it is important to learn the function organs of articulation to ensure purity of pronunciation.
- d) Pronunciation and auditory skills are built separately.

Acoustic approach. The essence of the method is that it focuses on hearing speech and imitating it rather than mastering articulation. The speech stream contains assimilation speech, which is focused on the repetition and imitation of speech structures. This approach is very good and justifiable when it comes to learning a foreign language quickly, immersing yourself in a conversational setting, and surviving in the target language's nation.

Differential approach. In the educational institutions have taken a broad approach, built on a combination of two approaches - a differentiated approach.

It was carefully designed by L.W. Scherba, and comes from the following theoretical provisions:

- a) Comprehensive inclusion of different analyzers in the learning process promotes more effective speech skills;
 - b) The most difficult to assimilate operations is carried out isolated;
 - c) The formation of pronunciation, lexical and grammatical skills are impossible without their inclusion in speech;
 - d) The individual approach determines the effectiveness of the formation of speech skills [3.250].



The earlier methods of language teaching, based on a learning model, have been replaced by current methods that are based on an acquisition model.

The Common European Framework for Languages recommends teaching pronunciation right from the beginning of foreign language learning [2.140].

Moreover, T.A. Chistyakova, checking different ways of teaching the child pronunciation of the sounds of a foreign language, concluded that the most a successful way of assimilation. As a child perceives each word or phrase as one gamut of sounds and gradually assimilates it only in this combination, there is no need to enter words, relying on the phonetic principle (the selection of words for the same sound or and you can stick to the thematic vocabulary selection). Repetition of sentences and dialogues after the teacher makes it possible children learn the correct intonation of a narrative, interrogative and exclamation sentences [3.256].

Teaching pronunciation has developed rapidly with the advent of common language teaching methods. Teachers have been searching for new ways to combine pronunciation with other language skills as a result of the increased focus on the learner in learner-centered approaches and the ongoing emphasis on the communicative element of language teaching. As a result, grammar is now primarily associated with speech and listening. Nonetheless, the importance of phonetics and phonology in the instruction of pronunciation cannot be overstated, because the better students understand the precepts and underpinnings of these branches of learning, the more they can appreciate the idiosyncrasies of the language.

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