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TABLE OF CONTENTS

Djo'rayeva Lobar <i>FEATURES OF THE COURSE OF COMORBID PATHOLOGY WITH CONGENITAL SEPTAL HEART DEFECTS</i>	6
Kamolova Tojigul <i>MEASURES FOR EARLY DIAGNOSIS AND PREVENTION OF THYMOMEGALIA IN CHILDREN</i>	10
To'laganova Nigora <i>ETIOLOGICAL STRUCTURE CHARACTERISTICS OF SEPSIS IN CHILDREN OF EARLY AGE</i>	14
To'raqulova Dilfuza <i>CAUSES OF EAR PAIN AND THEIR TREATMENT</i>	17
Sayidova Gulrux <i>METHODS OF EARLY DETECTION AND CORRECTION OF MENTAL DISORDER IN CHILDREN WITH AUTISM</i>	21
Yuldasheva Gulnora <i>ADENOIDITIS IN CHILDREN, DIAGNOSTIC AND TREATMENT METHODS</i>	24
Raximova Muyasar <i>USE OF FLUCOZOL TABLETS AGAINST FUNGAL DISEASES</i>	27
Mamarajabova Iroda Fayzullayevna <i>ANALYSIS OF PERSIAN-TAJIK LEXEMES RELATED TO THE CONCEPT OF "TIME"</i>	30
Yakhshieva Zebo Rashidovna <i>SCIENTIFIC PROGRESS OF LEARNING THE PERSONALITY TAMURLAINE IN RUSSIAN STUDIES</i>	33
Saparova Mohigul Ramazonovna Boboyeva Nilufar Bakhtiyor kizi <i>DESIGNING DISCUSSION ACTIVITIES</i>	36
Obidova Aziza Saparova Mohigul Ramazonovna <i>INTEGRATING PHONOLOGY IN LANGUAGE SKILLS CLASSES</i>	40
Рузиева Раъно Жумаевна <i>ОСОБЕННОСТИ УПОТРЕБЛЕНИЯ СЛОВ С ПЕРЕНОСНЫМ ЗНАЧЕНИЕМ</i>	43
Karimova Maftuna Nurdinovna Himmatov Mehroj Sirojiddin o'g'li <i>QISHLOQ XO'JALIK KORXONALARI FAOLIYATIDA MARKETINGNING</i>	47

INTEGRATING PHONOLOGY IN LANGUAGE SKILLS CLASSES

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Abstract. *Phonology, the study of sound systems in language, is a fundamental component of language acquisition. This study investigates the integration of phonological instruction into English as a Second Language (ESL) and English as a Foreign Language (EFL) classrooms to improve pronunciation, listening comprehension, and overall communicative competence. By analyzing theoretical frameworks and practical applications, the thesis highlights effective pedagogical strategies for teaching phonology. Drawing on works by scholars such as M. Celce-Murcia, J. Burgess, and A. C. Gimson, this study demonstrates that phonological instruction significantly enhances learners' language proficiency and confidence in communication.*

Keywords: *Phonology, sound system, ESL/EFL, pair exercises, stress pattern drills, and rhythm-based activities.*

INTRODUCTION

Language acquisition is a multifaceted process that requires mastery of phonology, the sound system of a language. Pronunciation, stress, rhythm, and intonation—the core elements of phonology—are crucial for effective communication. Despite its importance, phonology often receives limited attention in ESL/EFL classrooms due to time constraints, lack of teacher training, and misconceptions about its role. This thesis aims to address these challenges by exploring the benefits of phonological instruction and proposing practical approaches for its integration into language skills classes.

Importance of Phonology in Language Learning

Phonological competence underpins all four language skills: listening, speaking, reading, and writing. Celce-Murcia et al. (1996) argue that learners who understand phonological systems can more easily decode and produce language accurately.

Challenges in Teaching Pronunciation

Dalton and Seidlhofer (1994) highlight that pronunciation is often overlooked in favor of grammar and vocabulary. Teachers may also lack the confidence or resources to teach phonology effectively.

Approaches to Phonological Instruction

Brown (1992) and Avery and Ehrlich (1992) propose teaching both segmental features (individual sounds) and suprasegmental features (intonation, rhythm, and stress). These elements should be embedded in communicative practice rather than taught in isolation.

Integrating Phonology into Lessons

Effective strategies include minimal pair exercises, stress pattern drills, and rhythm-based activities. Gimson's Pronunciation of English provides detailed guidelines for teaching these elements systematically.

Focus on Form

Doughty and Williams (1998) emphasize balancing communicative activities with explicit focus on phonological forms to ensure accuracy without hindering fluency.

Several successful implementations of phonological instruction have been documented. Burgess and Etherington (1996) present a framework for integrating phonology into ESL curricula, demonstrating improved learner outcomes. Similarly, Foster et al. (1998) report on the redesign of pre-service teacher training courses to include phonological components, resulting in more confident and capable educators.

CONCLUSION

This study highlights the critical role of phonology in language skills classes. To maximize its benefits, educators should incorporate phonology into lesson plans through meaningful activities. What is more, they should use technology and innovative tools for pronunciation practice. Additionally, Educators should provide professional development opportunities for teachers to build confidence in teaching phonology.

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