

DEVELOPMENT OF PHONETIC COMPETENCES OF STUDENTS OF HIGHER EDUCATION INSTITUTIONS

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Annotation

The article examines how English-speaking elementary school students develop their phonemic awareness. The discrepancy between pupils' actual levels of knowledge and the school's expectations for their phonetic knowledge and skills is the issue raised in this study. It examines the theoretical approaches and methods for instructing younger students in the phonetics of a foreign language.

Keywords: speech activity, speech characteristics, pronunciation, pronunciation norm, sound structure of the language, teaching pronunciation.

Introduction

Modern research demonstrates that pronunciation is a fundamental aspect of speech and the foundation for the growth and improvement of all other speech activities. The ability to master oral speech is a major factor in pronunciation efficacy. One of the key components of speech culture and, by extension, a person's whole culture, is normative pronunciation. If the speaker deviates from the language's phonetic standards, the listener may have trouble understanding the speech or may not be able to understand it at all. If the listener himself lacks good pronunciation skills, he will have trouble understanding what others are saying. Students won't be able to comprehend modern writing or grammar if they don't understand phonetics.

The growth of speech abilities and the practical mastery of the pronouncing mechanism and rate both depend on learning pronunciation. Since a student's speech and pronunciation are developed during the elementary school years, it is crucial to develop phonetic abilities accurately during this time. Additionally, students' consistent normative pronunciation, which is a requirement for the quick and long-lasting assimilation of language material, greatly aids in the successful development of speaking, reading, and writing abilities. A language's phonetics, or all of the sounds that make up its material side, is its sound structure (sounds, sound combinations, stress, rhythm, melody, intonation, pauses).

The ability to pronounce sounds clearly, place emphasis when necessary, pronounce all words correctly in a given language, etc. Laying the groundwork for good pronunciation, which includes right intonation, awareness of pauses, understanding of the unique characteristics of word stress in a sentence, as well as correct articulation, is essential at the beginning of instruction. This is required for students' spoken speech to work normally. The students are better prepared for the implementation of speaking as a sort of speech activity when the pronunciation portion of their utterance is well-developed. Students who are proficient in phonetics will be able to pronounce all of the English sounds normally; learn the various sounds' indicators (publicity and consistency).

Phonetic abilities will aid students in mastering the rhythm of English phrases (the alternation of stressed and non-stressed syllables), the logical stress of major words, and the stress of service words (auxiliary verbs in negative form). Pronunciation mistakes prevent the language's primary objective of communication, or mutual comprehension, from being achieved. Learning pronunciation is a crucial step in improving speech abilities as well as practical knowledge of the mechanism and tempo of pronunciation. Students must have steady melting pronunciation in order to quickly and permanently assimilate language material, which helps them build their speaking, reading, and writing skills. Phonetic abilities will aid students in mastering the rhythm of English phrases (the alternation of stressed and non-stressed syllables), the logical stress of major words, and the stress of service words (auxiliary verbs in negative form). Pronunciation mistakes prevent the language's primary objective of communication, or mutual comprehension, from being achieved.

Learning pronunciation is a crucial step in improving speech abilities as well as practical knowledge of the mechanism and tempo of pronunciation. Students must have steady melting pronunciation in order to quickly and permanently assimilate language material, which helps them build their speaking, reading, and writing skills. In this situation, it is important to consider the disparate characteristics of the students: some have high articulatory and auditory sensitivity, while others have good articulatory sensitivity but bad articulation. The linguistic component of the content of teaching pronunciation in English consists of sounds, sound combinations, intonation patterns, and units of speech, such as phrases, different communicative types of sentences, and coherent texts, as well as specific actions with these units (the psychological component of the

content learning) - the development of phonetic skills. Phonemicity, or the degree to which the phonetic design of speech is correct enough for the interlocutor to understand it, and fluency are the two primary prerequisites for pronunciation (that is, the degree of automation of pronunciation skills that allows students to speak at a normal pace of speech).

Only through mastering the phonetic foundation of a foreign language at the level of syllable, verbal stress, and intonation is it feasible to learn the proper pronunciation. Students must grasp the nuances of a foreign language's articulatory base as well as its distinctive stress and intonation patterns. To master a foreign language's phonetic foundation, one must first master the articulatory structure typical of its speakers, or the normal posture of the speech organs when there are no articulatory motions. The teacher must make sure, with the use of certain activities, that pupils acquire accustomed to the articulatory structure of a foreign language over time so they won't even be aware of the transition from one articulatory structure to another. The choice of phonetic material and how it is organized are important considerations when deciding the content of a work on pronunciation formulation.

The target language system is used to guide the selection and distribution of phonetic content, and the students' native language phenomena are seen through the lens of the foreign system. In phonetic courses, the content is presented in a specific order and structure, and each of its components is interconnected and dependent on the others. The objectives of learning a foreign language and working situations influence the choice of phonetic material and the level of its development. There are various approaches to support kids' pronunciation development. Special exercises are one of these strategies. Reading English-styled poems and Russian proverbs and sayings are a few examples. When the teacher can control specific moments, such as the absence of protruding lips when pronouncing the vowels [o] [y] (visual control), as well as the absence of softening of English consonants, reading Russian words, phrases, and poems with an English "accent" is especially effective during classroom activities (auditory control). Another technique to establish the correct pronunciation is through games. Play is a particularly designed activity that calls for the use of both emotional and intellectual fortitude. It has long been known that games may help people learn.

The value of games in the educational process has drawn the attention of many renowned educators. The game displays the child's cognitive capacity. He talks about how to fix this or that issue. Phonetic games, which aid in the development of speech abilities, are one of the activities used in the teaching of a foreign language. There are two categories of phonetic games: those that try to prevent (prevention) errors and those that aim to rectify (correct) errors. The challenge in using games is that even the most complicated sounds and sound combinations are met from the very first classes, making it impossible to simplify the language material in any manner and preventing the classroom material from quickly translating into spontaneous speech. Phonetic activities are carried out in accordance with the simple-to-complex concept, or they are connected to the words spoken in the classroom, or they are required to correct.

When playing a phonetic game, there are some significant differences in sound combinations at first that aid in assimilation. The difference in meaning is then linked to the variation in pronunciation. Every time, a different sound is connected to a difference in meaning that is obvious to children. The teacher asks the students to repeat the sound combinations after demonstrating them in the context of a game, presuming that they have established a strong association. The student is then given tasks for differentiating pairs, such as guessing what is happening right now based on the sound, etc. The sound combinations can then be pronounced by the kids themselves depending on the circumstance. The methodology makes a distinction between analytical-imitative and imitative methods of gaining familiarity with new phonetic information. The imitative method is when the emphasis is not on the conscious assimilation of the peculiarities of articulation, but on the auditory perception of speech and its imitation.

The analytical-imitative method combines imitation and description of articulations to produce new sound pictures. The concept of an alveoli, interdental sound, and aspiration are concepts that students master as they follow the rules and directions provided by the teacher. The analytical imitative method is utilized for instruction and training as part of the contemporary approach followed by the majority of educational institutions. Exercises are utilized in the early stages of training to improve auditory-pronunciation abilities. Starting with the last word, pronunciation of phonetically difficult lexical units by syllables is particularly efficient.

In addition to the fact that the word said from the end psychologically stops sounding complicated, the intended intonation impact is also achieved: the right intonation pattern is maintained while pronouncing a word or phrase from the end to the beginning. Additionally, reading poems aloud while utilizing different intonation shades can help develop good pronunciation skills. Experience has taught us that pronunciation skills cannot be static, so it is crucial to retain and further develop these abilities during the medium and advanced training phases. In summary, the following conclusions can be made: - Since knowledge of the English language is established and formed during the course of schooling, great emphasis should be placed on the study of phonetics at school; - mastering pronunciation requires systematic training; - teaching pronunciation is essential for the proper operation of oral speech.

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