

THE IMPORTANCE OF TEACHING FOREIGN LANGUAGE PRONUNCIATION

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ABSTRACT:

This article is dedicated to the theoretical problem of teaching foreign language pronunciation to the future educators and teachers, how perfect accent can improve the learners understanding during the process of the lesson.

KEYWORDS: theoretical, foreign, language, pronunciation, accent, improve, lesson, learners.

INTRODUCTION:

Uzbekistan is integrating into the world community and the problem of learning English is not only for the purpose of communication, but in its nature and linguistic structures, i.e., its phonetic, grammatical and lexical means to express the language itself is urgent today.

For human beings sound or phone is the medium for communication between people. In teaching and learning foreign language pronunciation of all phonetic means of the learning language is of primary importance.

The first problem that confronts the freshmen in the auditorium is the foreign language pronunciation. Moreover, students' pronunciation creates the first impression on people around. It is said the most people in Britain can guess where someone comes from by the way they speak, either by the accent or by the words they use. Identification of an accent can place the speaker in a general area of Britain.

In Britain every part of the country has its own way of speaking English. People in

Yorkshire sound very different to people in Manchester, a Cockney accent is very different from a Scottish manner and it's hard to believe that people Birmingham are speaking the same language those from Cornwall.

The above examples reveal that acquiring natural standard normal pronunciation is of primary importance. One can live without advanced grammar- you can use simple grammar structure, but there is no such thing "a simple pronunciation".

By the term "pronunciation" we may understand "the way or manner of uttering a word or words of a language". Language words are pronounced in different ways by different people depending on such features as the area they grew up, the level of education and social class they have been brought up.

Pronunciation manners of common words of the English speaking world vary widely between native English variants geographically as in BE, AE, NZE, CanE and AuE. Each territorial variant has its own pronunciation manner. They differ not only in the inventory of the phonetic system, but in the quality and usage of segments and suprasegmental units.

In phonetic literature two pronunciation types of English are proposed as models for teaching and learning. In Europe and in former colonized areas of Asia-Africa and Central Asian republics, the English language is based on British English (precisely Received Pronunciation (RP) accent).

Pronunciation, then, is itself complex of sounds, syllables, accented and unaccented syllables and intonational components (pause, rhythm, speed, melody). Each component

needs proper attention and investigation. Phonetics is the study of all phonetic means with concentration on four main domains:

PHYSIOLOGICAL MOVEMENTS:

The way of production of speech sounds in the definite articulatory criteria;

Acoustics: the investigation of the articulated speech sounds, physical parameters and characteristics- frequency, intensity and duration;

PERCEPTION:

The way human ears respond to speech signals, how human brain analyses them;

PHONOLOGY:

Broadly speaking it is concerned with the sounds of language. More narrowly phonology is concerned with the function, behavior and organization of sounds as linguistic items. It studies through oppositions which sounds are distinctive within a language.

One can't imagine how many different pronunciations are there that the letter 'i' can represent? – Ink, ice, item grief, weigh, pier, air, first, plaits, fruit, choir, reservoir, nation, soldier, - 13 at least.

Many things in modern English which seems strange at first sight are easily explained when the history of phonetic changes is known; for example, the pronunciation of the letter 'u' in such words as 'bush, bus, busy, berry.'

A language teacher is acquainted with above mentioned domains of phonetic science and is able to analyze and use their characteristics in his pedagogical processes; in this case he/she may be considered a real phonetician. Otherwise, the person is just an ordinary teacher and it is difficult to expect from them sufficient academic results in language groups.

Likewise, Zuengler clearly stated that "pronunciation is a domain within which one's identity is expressed" [2; p.33-34]. However,

Block defined identities as "socially constructed, self-conscious, ongoing narratives that individuals perform, interpret and project in dress, bodily movements and actions and language" [3; p.26-27]. Considering this definition, Pullen perceived the adoption of a specific language as a crucial element by which one presents and views himself or herself [4; p.65-83].

There are certain objectives for the appreciation of RP:

- Historically the most prestigious British educational institutions and many privately funded public schools were notable in Britain as the basis for RP pronunciation. A person who uses RP will typically speak Standard English.

- Literacy and first language teaching in schools and especially privileged colleges – universities mastery of a prestige accent was and is still one of the goals of education.

- All the pronunciation books and manuals are written and published in this form of pronunciation - This form of pronunciation is taught to foreigners as a second language or a foreign language.

- RP is a form of pronunciation, not a dialect (a form of vocabulary and grammar). It may show a great deal about the social background of a person, who uses Standard English.

- RP must be used in academic world. The majority of English teachers as a foreign language within Britain will tend to speak in a manner as close as possible to RP in order to communicate in proper way. This type is appropriate in the auditorium particularly in higher education.

To achieve a proper pronunciation of the phonetic system of RP depends on two factors:

- a) Accuracy of segmental and suprasegmental units;
- b) Fluent pronunciation of words by means of phonetic processes, which include assimilation,

elision, weak forms of words, shortening and other phonetic synonymic cases.

Learning a foreign language is not an easy thing. It is a slow process that takes a long time and patience. But to know English, its variants and accents with their linguistic priorities are absolutely necessary for every future philologist or a language teacher.

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