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Introduction

Pronunciation plays a special role in the content of language material. Pronunciation mechanism envelops three parts as hearing (acoustic), uttering (motor) and meaning (semantic). Mastering phonetic side of the language, i.e. mastering pronunciation subskill is one of the core conditions of successful communication.' We need to answer a question: What does pronunciation mean in the aspect of FLT?

Current opinion in FLT methodology regarding teaching pronunciation in the English classroom has at least two generally accepted theoretical cornerstones. The suprasegmental features of English - stress, rhythm intonation, linking (connection of speech across words boundaries, where one ends in a vowel sound and the next begins with a consonant sound, or vice versa), reduction, and deletion - are called prosodies. These contribute more to meaning and overall listener perception of nonnative speaker fluency than do the segmentals, the individual vowel and consonant sounds. Although rules for suprasegmental use exist, these rules are broader , and have much more variation than involved in learning articulation of the individual sounds. Because supra-segmentals carry meaning and are difficult to learn, they require more focused, structured attention and more practice than the segmentals.

Second, pronunciation taught in isolation does not carry over to improved pronunciation in actual communication. This is true for both the segmental features and supra-segmental elements. Practicing sounds and prosodic elements in structure drill is important and useful, more communicative activities using connected speech are crucial in helping to build atomicity and carryover.

Teaching English pronunciation

There a question appears - Is it possible to achieve a perfect pronunciation in English? Training specialists have the exact answer: it is difficult to achieve perfect pronunciation in teaching language at school, that's why the requirements are determined on the assumption of approximation. According to this assumption of approximation, it is available to limit the phonetic input and it is tolerated lower quality of some sounds articulation. But both of them occur in the bounds of non-infringement of process of oral communication. At the same time it is important to achieve the high level of approximation in articulating the long - short vowel sounds in English, voiced and unvoiced consonants in the end of the word, otherwise the meaning will be changed or even lost. For example: bed - bet.

Approximated pronunciation is firstly characterized by the conditions of the secondary education, i.e. the unnatural environment of teaching English, so pronunciation is more complex than vocabulary and grammar.

The main requirement is acquiring relatively fluent English pronunciation. Firstly it provides comprehension of communicants, secondly it demands acquiring middle speed of speech (it is known the speed of the EL speech - average pronunciation 130-150 words per minute. Keeping in mind that oral speech units exist only in sound images and that pronunciation is mixed with vocabulary and grammar subskills, they are usually acquired integrally. Pronunciation sub-skill provides the expression of speech units through relevant sounds.

The issue of when to start teaching pronunciation was the reason of various discussions. It is not logical to define a certain grade or stage in methodology as mastering pronunciation goes together with development of language skills. It is necessary to realize that almost all sounds are introduced in the initial stage of education; the middle stage continues teaching new sound combinations, stress and intonation; in the middle or higher Stages pronunciation sub-skills are improved. Through listening pronunciation sub-skills are developing.

EL phonetic minimum is selected in concordance with the vocabulary and grammar minima. Language material usually consists of active and passive minima. The notions of active and passive in phonetic (pronunciation) minimum are treated differently. Active and passive pronunciation minima are learned simultaneously. They are included in the complex of the language sub-skills and appear in speaking and listening.

Active and passive minima are distinguished as follow: active minimum admits approximation, but it is not found in passive one. Active minimum works in the range of limited phonetic material and in passive it is possible to meet variants of the English language phonemes.

Pronunciation minimum is general for a certain stage, for example, for secondary schools in spite of the learners' language experience. Pronunciation minimum includes sounds, sound combinations, stress, and main types of intonation.

It is known that pronunciation units that are easy to learn are not taught in separate exercises, because they are not included into the content of teaching pronunciation. Thus minimum doesn't consider language experience, and the content of teaching pronunciation includes only difficult for assimilation phonetic phenomena that require special time and efforts.

There is a classification that takes into account the difficulties of assimilation which groups are included in the content of teaching pronunciation (CTP): difficult phenomena referring to articulation, opposition, position and acoustics. The phonetic material is selected in compliance with the following criteria: (1) compliance with the need of communication; (2) appropriate style and standardized pronunciation; (4) prevalence.

According to the first criterion, there phonemes and intonation models are selected that have different meaning, as pronunciation minimum includes all phonemes (but not their variants).

Appropriate style for selection takes as a base full style of pronunciation, i.e., literary, academic style. Literary style could seem to be more artificial but it is more

suitable for secondary education. As a standard, the Received Pronunciation (RP) is admitted. Pronunciation minimum excludes the dialectal variants of pronunciation and conversation style of speech.

Prevalence is also like criteria of style and norm. The most used phonetic units are selected and included into phonetic minimum.

In addition, the most used intonation models in speech and difficult phonetic phenomena are included into minimum. In keeping the criteria, the phonetic peculiarities of the EL are taken into consideration.

In distribution of vocabulary and grammar material the first issue was to divide into active and passive. Distribution of phonetic material in pronunciation is particular. Distribution of phonetic material occurs according to the following scientific-methodical criteria: 1) speech orientation; 2) distribution of difficulties. The received lexical-grammatical distribution predetermines pronunciation distribution.

Typology of pronunciation material. The most appropriate methodological way is that phonetic material is distributed into types for developing pronunciation subskills.

There are two types in the FLT methodology. The first leads to find reasonable methods of teaching pronunciation through dividing all units of phonetic minimum into easy and difficult.

According to the second type only difficult units of the content of teaching pronunciation are divided into noted above four groups as articulation, opposition, position and acoustics.

From the content of typology we see that it covers sounds, sound units and phonetic phenomena. Typology of intonation is of another kind. Methodical typology of the pronunciation units is allowed for all stages such as presentation, focused practice and communicative practice for developing pronunciation sub-skills.

Presentation of the new sound requires imitative and analyzed kinds of work. In methodology they are called imitative and analyzed methods of teaching pronunciation.

Imitative method is natural and simple. But it is based on unconscious acquisition of the language and its pronunciation. Imitation requires from the teacher accurate pronunciation and from the pupil sharp hearing ability.

Analyzed method, on the contrary, requires the work through consciousness, which results in the development logical thinking. Understanding, thinking out and uttering of pronunciation unit is fulfilled through analysis.

Imitative method can be used alone when the existing pronunciation skill has a positive influence, but the analyzed method is always accompanied by imitation.

Phonetic exercises support to form pronunciation skill of the EL. Mastering pronunciation in the process of teaching foreign language very much differs from learning lexical and grammar material, hence from learning native language pronunciation. **Pronunciation is taught according to the following principles:**

1. Using information of comparative analysis of phonetic systems of foreign language and language(s) the pupils speak. The steady pronunciation skill of the pupil who started to learn a foreign language often interferes in learning new phonetic units. Comparative analysis helps to define the difference and similarity between them.

2. Synchronous formation of speech action and hearing images of pronunciation in foreign language. During pronunciation skills of hearing and speech action compose inseparable unit. Oral utterance is controlled by hearing analyzer.

3. Using reasonable methods in teaching pronunciation. Phonetic units that require analyzed method is limited in amount, that's why it is usually recommended to use imitation.

4. Taking into consideration important pronunciation peculiarities of the learned foreign language. Only the teacher who is aware of language experience and phonetic norms of the foreign language in the development of pronunciation skills can receive the expected result.

5. Wide usage of educational technical means in teaching pronunciation. Acquisition of phonetic material is not restrained by teacher's pronunciation.

Pupils hear a live speech of the teacher, his/her recorded speech and speeches of other persons (speakers).

6. Separate usage of ways of pronunciation material presentation. According to the difficulty of foreign language phonetic units in methodology they are usually presented in a sentence, in a word or separately. Pupil hear the sound in the sentence, in the word or separately, but in utterance they learn some of them separately, and others in the sentences.

One of the mains principled of teaching pronunciation is the comparison of the English phonic phenomena with those of other tongue. Having acquired great skills of mother tongue pronunciation schoolchildren encounter great difficulties as the initial stage of learning English pronunciation on the one hand.

The interference may occur. On the other hand mother tongue habits may facilitate the process of mastering pronunciation. Pupils assimilate English pronunciation through: 1) the acquisition of new sounds, stress, tone-patterns; 2) drill in recognition and reproduction new material to acquire pronunciation habits, and 3) making use of the pronunciation habits in language skills (hearing, speaking, reading and writing).

In teaching pronunciation there are at least two methodological problems the teacher faces: 1) to determine the cases, where simple imitation can or must be used; 2) to decide on types of exercises and the techniques of using the,. Pupils must be conscious of the differences between English sounds and those of the native language. This is possible provided the foreign sound is contrasted with the native phoneme which is substituted for it, e.g.

E(t)-K(m); E(n)-K(H); E(K)-K(p).

Each sound is also contrasted with the foreign phonemes which come close to it and with which it is often confused.

The contrast is brought out through such minimal pairs as: it-eat, spot-sport, wide-white, cat-cart, full-fool, boat-bought.

The experience of the sound contrast is reinforced audio-visually:

1) by showing the objects which the contrasting words represent. E.g. *ship-sheep*. The teacher makes quick simple drawing of a ship and a sheep on the blackboard or shows pictures of these objects.

2) by showing actions. E.g. *He is riding - He is writing*. Situational pictures may be helpful if the teacher can not make a sketch on the blackboard.

3) by using sound symbols [] - []; [] - []. To teach pupils how to pronounce a new language correctly in a conscious way means to ensure that the pupils learns to put his organs of speech into definite positions required for the production of the speeds sounds of this language.

A person learning a foreign language unconsciously continues to use his muscles in the old ways and substitutes the phenomena the intonation of his native tongue, e.g. zis instead of this. In learning pronunciation great use should also be made of the method «imitation». Pupils learn to pronounce - new language by imitating the pronunciation of the teacher. The teacher is often at a loss, how to show his pupils the pronunciation of this or that vowel because he can not show them the position of the organs of speech while producing the sound. E.g. «back», «front», «the soft palate». It is easier for them to pronounce a sound, a word, or a sentence in imitation of the teacher that to assimilate «What is what» in the mouth cavity. Therefore pupils merely imitate the teacher. As to intonation it should be taught mainly through *imitation*, though some explanations and gestures in particular are helpful (hand moving): symbols (), (), (), (). Consequently, teaching pronunciation in school must be carried out through *conscious approach* to the problem and imitation of the teacher and speakers when tape-recordings and records are used. Pupils pronounce first in unison, then individually, then in unison again until the teacher sees that they can pronounce the sound, the word with the sound, and the whole sentence correctly. Individually - bright pupils, then average and finally slow pupils to pronounce.

Exercises used for developing pronunciation habits may be of two groups: *recognition exercises* and *reproduction exercises*. Recognition exercises are designed for developing pupils ability to discriminate sounds and pupils sequences.

The ability to and is developed if the teacher uses the aural-oral method or oral approach in teaching the language (by ear). Pupils to be able to acquire the phonic aspect the language. It can be done: a) by listening to the teacher pronouncing a sound, a sound combination and sensible sound sequence;

b) listening to the speaker from a tape-recording. The following technique may be recommended: the teacher pronounces his pupils to recognise the new sound.

E.g.: the new sound is []. The teacher pronounces the words: a desk, a nest, a pen, a pan, a bed, bad. When a pupil hears the new sound he raises his hand, the teacher sees if the pupil can recognise the new sound.

The teacher pronounces the sentence: *They left for Kiev yesterday* and -asks his pupils to say which words are stressed. If they say *left, Kiev, yesterday* they hear the stressed words.

The teacher pronounces English phrases with a rising or falling tone and asks pupils to raise their hands when they hear a falling tone, e.g. *on the table - on the table*. If the pupils raise their hands in the right place then it shows that they can hear fall and rise in the voice, therefore, they can recognise the melody.

Reproduction exercises are designed for developing pupils' pronunciation habits, i.e. their a ability to articulate English sounds correctly and to combine sound into words, phrases and sentences easily, enough to be able to speak English and to read aloud in this language. A few minutes at each lesson must be developed to drilling the sounds which are most difficult for Uzbek -speaking pupils.

The material used for pronunciation drill should be connected with the lesson pupils study. If the teacher notes wrong pronunciation of [] or [] or [], he selects words with those sounds and includes them in pronunciation drills.

If the teacher is going to introduce the Present Continuous, pupils should be taught hoe to pronounce []. The same should be done with the regular and irregular verbs in the Past Indefinite. When pupils study this tense, e.g. - ed [t, d, id]: *buy - bought*. The teacher may take poems for pronunciation of English sounds.

Proverbs and some useful expressions can be used as material for pronunciation drills. The material pupils get for reproduction can be presented in two possible ways:

- (1) through auditory perception only;
- (2) through auditory perception reinforced by visual perception of a sound, a word, a phrase, a sentence, and a text. Hence pupils' learning by heart the material included in a phonetic drill (rhymes, proverbs, poems, songs, dialogues) is not the main aim. The main aim, is pupils' correct pronunciation with regard to sounds, stress, rhythm and melody.

It is impossible to underestimate the role that can be played by sound film loops, records, tape playback devices, video and computer in teaching pronunciation.

Some authors (A.P. Starkov, R.R. Dixon) recommend the «articulation exercises» that is the so-called «gymnastics of the tongue and lips». They are very helpful.

Pronunciation is a skill that should be developed and perfected throughout the whole course of learning the language that is why the teacher should use pronunciation drill during the lesson, irrespective of the stage of instruction

Conclusion

Pronunciation plays a special role in the content of language material. Pronunciation mechanism envelops three parts as hearing (acoustic), uttering (motor) and meaning (semantic). Mastering phonetic side of the language, i.e. mastering pronunciation subskill is one of the core conditions of successful communication.' We need to answer a question.

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The list of used literatures

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