

TEACHING SPEAKING AND CORRECT PRONUNCIATION

Tursunaliyeva Durdona

Female student of English language and literature faculty,

Igamberdieva Shahnoza

teacher of English language and literature faculty

Fergana State University

Annotation: This article is devoted to teaching spoken language skills the development of pronunciation skills in teaching English Spoken language is an interactive process of constructing meaning, which includes the production, receipt and processing of information.

Key words: teaching speaking, pronunciation, receiving and processing information, physical environment, reading and writing, language, skills

Communicative and general language approaches to learning contribute to the integration of oral speech, listening, reading and writing in ways that reflect the use of natural language. But speaking and listening opportunities require structuring and planning if they are intended to contribute to the development of the language. This collection describes what oral speech includes and what good speakers do in the process of self-expression. It also presents a plan for creating an effective oral language lesson and evaluating students' conversational skills.

Oral communication skills in teaching ESL for adults: Outside of the classroom, listening is used twice as often as speaking, which, in turn, is used twice as often as reading and writing. Speaking and listening skills are most often used in the classroom. They are recognized as critically important for functioning in the context of the English language by both teachers and students. These skills are also a logical starting point for learning when students have a low level of literacy (in English or their native language) or limited formal education, or when they come from a language environment with a non-Latin script or a predominantly oral tradition. In addition, in an effort to include the skills of readiness to work with personnel in the EFL training program for adults, practice time is devoted to such public speaking skills as reporting, negotiating, explaining and solving problems. Speaking is an interactive process of constructing meaning, which includes the production, receipt and processing of information. Its form and meaning depend on the context in which it takes place, including the participants themselves, their collective experience, the physical environment and the goals of the performance. It is often spontaneous, open and developing. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discursive situations (for example, rejecting an invitation or asking for time off from work) can be identified and mapped. For example, when the seller asks: "Can I help you?", the expected sequence of reasoning includes a statement of need, a response to a need, an offer of appreciation, a confirmation of appreciation and a farewell exchange of remarks. Conversational speech requires that students not only know how to use certain aspects of the language, such as grammar, pronunciation or vocabulary (linguistic competence), but also understand when, why and in what ways to use the language (sociolinguistic competence). Finally, speech has its own skills, structures and conventions that are different from written language. A good speaker synthesizes this set of skills and knowledge to succeed in this speech act. What does a good speaker do: Although dialogues and conversations are the most obvious and most frequently used speech actions in foreign language lessons, the teacher can choose actions from a variety of tasks. Brown lists six possible categories of tasks: Imitation - exercises in which the student simply repeats a phrase or structure (for example, "Excuse me" or "Could you help me?") for clarity and accuracy; Intensive - exercises or repetitions focusing

on certain phonological or grammatical points, such as minimal pairs or repetition of a series of imperative sentences; Operational - short answers to questions or comments from a teacher or student, such as a series of answers to "yes"/ "no" questions; Transactional - dialogues conducted for the purpose of exchanging information, such as interviews to gather information, role-playing games or debates; Interpersonal - dialogues to establish or maintain social relationships, such as face-to-face interviews or role-playing in casual conversation; and extensive-extended monologues such as short speeches, oral reports or oral summaries. These tasks are not sequential. Each of them can be used independently or integrated with each other, depending on the needs of students. For example, if students do not use appropriate intonations in sentences while participating in a transactional exercise that focuses on the skill of politely interrupting to express their point of view, the teacher may decide to conduct a short imitation lesson focused on this function. When presenting assignments, teachers should tell students about the language function that should be implemented in the assignment, and about the real context(s) in which this usually happens. They should provide opportunities for interactive practice and, if necessary, build on previous instructions (Burns & Joyce, 1997). Teachers should also be careful not to overload the spoken language lesson with other new material, such as a large vocabulary or grammatical structures. This can distract students from the main goals of speaking in class. Oral language assessments can take a variety of forms, from oral sections of standardized tests, such as the Basic English Proficiency Test (BEST) or the Oral Assessment of English as a Second Language (ESLOA), to authentic assessments, such as performance checklists, analysis of taped speech samples or anecdotal recordings of speeches in the classroom. Assessment tools should reflect the instructions and be included from the initial stages of lesson planning. For example, if the lesson is aimed at generating and recognizing signals for making a decision in a group discussion, the assessment tool may be a checklist that must be filled in by the teacher or students during the student's participation in the discussion. Finally, the criteria should be clearly defined and understood by both the teacher and the students.

Improving the pronunciation skills of high school graduates studying EFL: Observations that limited pronunciation skills can undermine students' self-confidence, limit social interactions and negatively affect the assessment of the authority and abilities of the speaker are not new. However, the current emphasis on communicative approaches to teaching English as a second language (ESL) and concern for the development of teamwork and communication skills in an increasingly diverse workplace are reviving interest in the role that pronunciation plays in the overall communicative competence of adults. As a result, pronunciation comes out of its often-marginal position in ESL teaching for adults. This article examines the current state of pronunciation training in ESL courses for adults. It provides an overview of the factors affecting pronunciation mastery and suggests ways to plan and implement pronunciation training. Historical perspective Pronunciation training is usually related to the teaching method used. In the method of grammatical translation of the past, pronunciation was almost irrelevant and therefore rarely taught. When using the audio language method, students spent hours in the language laboratory listening and repeating sounds and sound combinations. With the advent of more holistic communicative methods and approaches to EFL teaching, pronunciation is considered in the context of real communication.

Factors affecting the mastery of pronunciation. Research has provided some important data on factors that can affect the acquisition of pronunciation skills. Age. Disputes about the influence of age on language acquisition and, in particular, on pronunciation are diverse. Some researchers claim that after puberty, lateralization (the distribution of linguistic functions between different hemispheres of the brain) is completed, and the ability of adults to

distinguish and make sounds similar to their native ones becomes more limited. Others cite the existence of sensitive periods when various aspects of language acquisition arise, or the need for adults to reconfigure existing neural networks to adapt to new sounds. Most researchers, however, agree that pronunciation is more difficult for adults than for children, and that they probably will not achieve a pronunciation similar to their native one. However, the experience of learning a language and the ability to self-control that comes with age can compensate for these limitations to some extent. The volume and type of the preliminary pronunciation instruction. Previous pronunciation training experience may affect the success of students in current efforts. Students with a higher level of language proficiency may develop habitual, systematic pronunciation errors that need to be identified and eliminated. Inclination. Individual abilities to learn languages were discussed. Some researchers believe that all students have the same ability to learn a second language because they have learned their native language. Others argue that the ability to recognize and assimilate foreign sounds may be differently developed in different students. The attitude and motivation of the student. Non-linguistic factors related to a person's personality and learning goals can affect the achievement of pronunciation. Attitude to the studied language, culture and native speakers; the degree of acculturation (including familiarity with the language being studied and its use); problems with personal identity; and motivation to learn - all this can contribute to or hinder the development of pronunciation skills. Native language. Most researchers agree that a student's native language affects the pronunciation of the language being studied and is an important factor when taking into account foreign accents. The so-called interference or negative transfer from the native language is likely to cause errors in pronunciation, intonation and rhythm in the target language. The combination of these factors can affect the pronunciation of any student. The main thing is to know about their existence so that they can be taken into account when creating realistic and effective pronunciation goals and development plans for students. For example, native-like pronunciation is unlikely to be a realistic goal for older students; a student who is a native speaker of a tonal language such as Vietnamese will need help with other pronunciation features than a native Spanish speaker; and a twenty-three-year-old engineer who knows that he will be highly respected and possibly promoted in posts, if his pronunciation improves, will most likely respond to direct pronunciation instructions.

Language features affecting pronunciation: There are two groups of features involved in pronunciation: segmental and suprasegmental. Segments are the basic set of distinctive sounds and the way they combine to form a spoken language. In the case of North American English, this list consists of 40 phonemes (15 vowels and 25 consonants), which are the main sounds that serve to distinguish words from each other. Pronunciation training often focused on mastering segmental sounds by distinguishing and producing target sounds through exercises consisting of minimal pairs, such as /bʒd/-/bʒt/ or /sIt/-/sot/. Suprasegmental sounds exceed the level of individual sound production. They spread to different segments and are often created by native speakers unconsciously. Since suprasegmental elements provide the most important context and support (they determine the meaning) for segmental production, they occupy an increasingly prominent place in pronunciation training.

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