

LANGUAGE TEACHING - IMPROVING FOREIGN LANGUAGE PRONUNCIATION RELATING TO NATIVE LANGUAGE

Abdishukur Musayevich Shofkorov

Associate Professor, Candidate of Philological Sciences, Chirchik State Pedagogical Institute
UZBEKISTAN
a.shofkorov@cspi.uz

Gulnara Vakhobovna Bagapova

Teacher of Foreign Languages Department
Chirchik State Pedagogical Institute
UZBEKISTAN
g.bagapova@cspi.uz

ABSTRACT

In the article, improving foreign language pronunciation relating to native language is discussed based on Lingua-didactics. Lingua-didactics is a comprehensive topic studied by many linguists. Based on their scientific and practical considerations, they have given different definitions, taking into account the similarities and differences between the linguistics of other disciplines.

Keywords: Poetic means, psychology, fiction, literature, monologue, dream, analysis.

INTRODUCTION

Lingua-didactics is a comprehensive topic studied by many linguists. Based on their scientific and practical considerations, they have given different definitions, taking into account the similarities and differences between the linguistics of other disciplines. Lingua-didactics is derived from the Latin words *lingua*, meaning "language," and Greek, *didactics*, meaning "teaching."

LITERATURE REVIEW AND METHODOLOGY

The term was first coined by Russian linguist N. Shansky, who argued that the subject was intended to study the problems of language teaching. Lingua-didactics is a term used to describe the study of both theoretical and methodological problems of language teaching. Literary didactics in the true sense of the word is also somewhat confused with the tasks of methodological science, for example, theoretical and practical methods, teaching objectives, as they cover many parts of the language teaching process. Scientific research also uses the term *lingua-methodology*, which is synonymous with the concepts of *lingua-didactics* and *methodology*. M. Lvov explains the term in his book "Dictionary - a guide to the methodology of the Russian language" - a method of teaching the native language or a foreign language, which is often used in *lingua-didactical* articles and in the teaching of Russian in national schools methodology". V. Beldiyan first used the term *didactic linguistics* in a similar sense to the word *lingua-didactics*, and later used only the term *didactic linguistics*. It is not difficult to see here that the scientist meant that teaching and learning, that is, the theory of education (*didactics*) is primary, and language is secondary, because *didactics* refers to the subjects taught in all secondary and higher education institutions (sciences).

In our next example, V. Beldiyan states that he used the terms *lingua-didactics* and *didactics* interchangeably, but later learned that they were different. In the current state of science, new scientific directions formed at the junction of sciences become an independent branch of science and this process takes place due to the integral connection of a new scientific direction

or field of science with other sciences (related or not related). There are a lot of similar processes.

The twentieth century, in particular, was a time of new natural sciences. For example, the relationship between language levels and stylistics has given rise to a number of linguistic disciplines commonly known as level stylistics or source stylistics. Effective use of the laws and methods of lingua-didactics and methodology in teaching English to students of the Uzbek audience is the shortest way to achieve this goal. What are the tasks and objectives of linguistics and methodology in teaching English to the Uzbek audience, especially in the pronunciation layer? Phonetics is the beauty of foreign language knowledge and skills. Any knowledge gained is reflected only in the correct and fluent pronunciation. This raises the question of what is the field of phonetics and what are its objects, goals and aspects. The object of phonetics is the sound side of language, the phonetic structure. The phonetic side of a language includes units such as speech sounds, syllables, accents, tone (intonation, melody). The purpose of phonetics is to study the physical-acoustic, anatomical-physiological and linguistic-functional bases of phonetic units, to determine their role in language. This goal defines the following tasks: a) to study the laws of formation of units such as sound, stress, melody; b) to acquaint students with the above laws and scientific-theoretical ideas about these laws; d) identify and respond to controversial issues related to the phonetic-phonological system; e) developing students' phonetic analysis skills; give students a brief overview of phonetic phonologists working in the field.

The functions of phonetic units in language are as follows: 1) formative function. This involves the participation of phonetic units in the structure of words or morphemes, or as a building material in the structure of speech and speech. Supersegment units such as melody, melody, pause, etc., are involved in the construction of speech or in the composition of speech as a masterpiece: the peculiar intonations of pronouns, interrogatives and commands, the melody in poetic verses are examples of this; 2) identifying function. This implies that the phonetic units in a phonetic word serve to "recognize" and "remember" the word and its meaning: the word and its meaning (or morpheme and its meaning) it lives permanently in human memory only because of the phonetic shell of the word (or morpheme). Given that the phonetic structure of most words is different, it is clear that such differences serve to differentiate the meanings of words. This means that words and grammatical forms have a certain meaning in speech only because of their sound matter. A sound makes a word or word form a being for the hearer. So, if we look at the lingua-didactic principles of teaching English pronunciation, we can also focus on the concept of the content of pronunciation teaching.

All phonetic material in the foreign language pronunciation studied is divided into two categories - pronunciation units that must be learned in school and pronunciation events that do not have to be learned in school. The "compulsory" pronunciation minimum, in turn, is further divided into two, the first group of units that require pronunciation practice, and the second - units of pronunciation that do not require special exercises. The first group of units is the content of pronunciation training. For example, the English (German) [tj] sound is not difficult for Russian, Tajik, and Uzbek students, as it is a phenomenon in the native language's pronunciation norm, and therefore in the student's linguistic experience. It is a very difficult unit for Kazakh students because it is a foreign phenomenon to their native language pronunciation. The examples show that the minimum pronunciation of a foreign language is the same for all schools, but based on the students' language experience, the content of pronunciation teaching for different schools is formed separately. The content of foreign language pronunciation is usually determined by comparing the phonetic systems of the

languages that communicate in the minds of students, studying the mistakes of students, creating a typology of difficulties. So what are the challenges that learners may face and what solutions do we need to address them? If we pay attention to what parts the pronunciation itself consists of, we will see that it also consists of several parts. Pronunciation consists of three parts: hearing (acoustic), - speaking - (motor) and semantic (semantic). Mastering the phonetic aspect of the language, that is, the ability to pronounce it, is one of the important conditions of speech communication. The question arises as to whether it is possible to achieve a perfect pronunciation in a foreign language in the context of education. Methodist students with a clear answer learn approximate pronunciation in a foreign language (correct pronunciation can be learned in the native language and a second language).

RESULTS AND DISCUSSION

All phonetic material in the foreign language pronunciation studied is divided into two categories - pronunciation units that must be learned in school and pronunciation events that do not have to be learned in school. The "compulsory" pronunciation minimum, in turn, is further divided into two, the first group of units that require pronunciation practice, and the second - units of pronunciation that do not require special exercises. The first group of units is the content of pronunciation training. For example, the English (German) [tj] sound is not difficult for Russian, Tajik, and Uzbek students, as it is a phenomenon in the native language's pronunciation norm, and therefore in the student's linguistic experience. It is a very difficult unit for Kazakh students because it is a foreign phenomenon to their native language pronunciation. The examples show that the minimum pronunciation of a foreign language is the same for all schools, but based on the students' language experience, the content of pronunciation teaching for different schools is formed separately.

The content of foreign language pronunciation is usually determined by comparing the phonetic systems of the languages that come into contact in the minds of students, studying students' mistakes, creating a typology of difficulties. So what are the challenges that researchers may face and what solutions do we need to address them? If we pay attention to what parts the pronunciation itself consists of, we will see that it also consists of several parts. Pronunciation consists of three parts: hearing (acoustic), speaking (motor) and semantic (semantic). Learning the phonetic aspect of a language, that is, the ability to pronounce it, is one of the most important conditions for oral communication. The question arises as to whether it is possible to achieve a perfect pronunciation in a foreign language in the context of education. Methodist students with a clear answer learn approximate pronunciation in a foreign language (correct pronunciation can be learned in the native language and a second language).

The idea of approximation allows, on the one hand, to limit the volume of the phonetic material and, on the other hand, to make the pronunciation of some sounds lower than that of the speaker. It is known that a certain foreign language sound causes a change in meaning, that is, it plays a phonemic role. In this case, it is recommended to achieve a high degree of approximation in its pronunciation, for example, the shortness of the vowel in English, it is necessary to strive for high approximation in the vowel or consonant of the consonant at the end of the word, otherwise the content will deteriorate. . While pronunciation proximity is determined by the conditions of secondary education, i.e., the artificial environment for learning a foreign language, second, pronunciation is more complex than lexicon and grammar. Mastering a relatively fluent and sufficient speed pronunciation in a foreign language is a basic requirement. This requires, firstly, the ability of the interlocutors to understand each other, and secondly, the ability to master the average speed of speech (it is known that the speed of speech in a foreign

language is 110-150 words per minute). Scientific experiments have shown that an average of 130-150 words is pronounced in English and French, and 110-130 words in German). In order for a student to understand speech, he or she must not only learn the pronunciation of meaningful sounds, but also the basic tone of simple and compound speech that is widely used. Thus, pronunciation consists of articulation (utterance) and intonation (utterance).

So, if the pronunciation is done in sync with the vocabulary and grammar, at what stages are the sounds studied? Given that speech units exist only in sound symbols and that pronunciation is combined with lexical and grammatical skills, it has become customary to have them as a whole in speech. Pronunciation is a holistic linguistic process that allows a unit of speech to be realized through appropriate sounds. The question of which classes or stages of learning to pronounce a foreign language has caused a great deal of controversy. It was illogical to divide a class or a stage, because pronunciation depends on your speaking skills. The content of the teaching aids designed for a particular school makes the distribution of the pronunciation minimum unique. However, as a general rule for all schools, the following procedure is accepted: most of your sounds are presented in the early stages of education, new sound combinations, accents and intonation continue to be taught in the middle stage, secondary or at a higher level, work is carried out on the development of skills in all pronunciation phenomena, and, consequently, on the formation of pronunciation skills from the beginning to the end of foreign language learning. Listening and pronunciation skills are developed through the acquisition of vocabulary and grammar from language materials.

CONCLUSIONS

The types of scientific pronunciation difficulties of foreign language methodology are classified as follows:

- A. The articulatory difficulty that occurs in the individual pronunciation of a sound.
- B. If two sounds (or a combination of sounds make an alternative association with each other, are confused (for example, long and short, loud and unvoiced), then there is an oppositional difficulty.
- C. When sounds come at the beginning, middle, and end of a word, or when they are close to each other, there is a certain pronunciation complexity - positional difficulties. For example, Uzbek students find it very difficult to find the ending and the beginning of a series of consonants.
- D. When listening and perceiving sounds, there are difficulties in distinguishing them, which are called acoustic difficulties.

From the above considerations, it can be concluded that pronunciation difficulty is not only considered as a separate problem or a separate year is spent on pronunciation difficulty, but it is solved along with the stages of learning vocabulary and grammar.

REFERENCES

1. Шофқоров, А. М., & Ходжамқулов, У. Н. (2019). Bor” ning inkori va “Yo ‘q” ning tasdig ‘i haqida mulohazalar. *Til va adabiyot ta’limi*, (2), 25-26.
2. Шофқоров, А. М., & Ходжамқулов, У. Н. (2020). О ‘zbek tilida inkor shakllarining ma’no tovlanishlari. *Texnika oliy o ‘quv yurtlarida o ‘zbek va xorijiy tillarni o ‘qitishning dolzarb masalalari*, 38-39.
3. Khodjamkulov, U. N., Makhmudov, K. S., & Shofkorov, A. M. (2020). The Issue of Spiritual and Patriotic Education of Young Generation in the Scientific, Political and Literary

Heritage of Central Asian Thinkers. *International Journal of Psychosocial Rehabilitation*, 24(05).

4. Шофкоров, А. М. ПОВТОРЯЮЩИЕСЯ СЛОВА И ИХ ИСПОЛЬЗОВАНИЕ В ХУДОЖЕСТВЕННОМ ВЫРАЖЕНИИ.

5. Ходжамкулов, У. Н. (2019). Педагогик таълим кластери илмий-педагогик муаммо сифатида (педагогик таълимни кластерлаштиришнинг зарурати). Современное образование (Узбекистан), (10 (83)).

6. Менглиев, Б. (2019). Маърифий адабиёт лингвистик тадқиқ методологияси сифатида. *Uzbekistan language & Culture*, 1.

7. Mengliev, B. R., & Hamidovna, N. L. (2020). Problems of language, culture and spirituality in general explanatory dictionaries of Uzbek language. *International Journal of Psychosocial Rehabilitation*, 24(3), 378-385.

8. Juldasheva, N. N. (2020). Хорижий тилларни ўқитишда ахборот технологиялар ва инновацион методларнинг ўрни. *Молодой ученый*, (12), 332-333.

9. Kobilova, N. (2020). Reading Comprehension Improving Methods of Students on Specialist Courses. *Ученый XXI века*, 5(2), 37-38.

10. Bagarova, G., & Kobilova, N. (2019). Nofilologik oliy o'quv yurtlarida xorijiy ta'limni takomillashtirishda didaktik materiallardan foydalanish masalalari. *Fan va jamiyat*, 4, 185-189.

11. Umirova, Z., & Bektemirova, S. (2019). Linguopragmatic Features of Academic Terms. *Bulletin*, 3(69), 217-223.

12. Bagarova, G., Kobilova, N. & Yuldasheva, N. (2020). The role of distance education and computer technologies in teaching foreign languages. *European Journal of Research and Reflection in Educational Sciences*, 8 (10), Part II, 206-211.

13. Umirova, Z., & Suiyerkul, B. (2018). One the issue of the transition of the Kazakh alphabet to Latin script (comparative analysis based on experience of the Uzbek language). *Kazakh National Pedagogical University after Abai - BULLETIN*, 2(64), 93-100.

14. Saydakhmetova, D. (2020). Teaching Russian as a Foreign Language Through Stories. *European Journal of Research and Reflection in Educational Sciences*, 8(5), 75-78.

15. Сайдахметова, Д. Х. (2020). Международные оценочные программы (PISA, TIMSS, PIRLS) и подготовка учеников к ним. *Science and Education*, 1(Special Issue 2), 112-120.

16. Jalolov, J. (2012). *Foreign Language Teaching Methodology*. O'qituvchi.

17. Jamolxonov, H. (2005). *Hozirgi o'zbek adabiy tili*. Talqin.