TEACHING PRONUNCIATION TO UZBEKISTAN ENGLISH LANGUAGE LEARNERS TEACHER OF ENGLISH,

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Annotation: The article discusses the process of teaching pronunciation to English language learners in Uzbekistan, its main challenges, and effective pedagogical approaches. It highlights the specific features of the English phonetic system, mother tongue interference, and learners' difficulties in correctly pronouncing sounds. In addition, the article provides general information about the importance of phonetic exercises, minimal pairs, audio-visual materials, shadowing technique, and interactive methods in improving pronunciation skills.

Keywords: English language, pronunciation, phonetics, mother tongue interference, minimal pairs, intonation, stress, shadowing, audio-visual materials, communicative approach.

English today serves as one of the most important means of communication in the fields of international communication, education, science, and business. Therefore, in the process of effectively learning English, pronunciation, along with other language skills, is of particular importance. Correct pronunciation is not only important for clearly expressing words, but also for ensuring comprehensibility in communication.

For English language learners, mastering pronunciation can cause certain difficulties. This may be due to the phonetic system of the native language, differences

between sounds, and complex pronunciation rules in English. Therefore, it is necessary to use effective methods and approaches in the process of teaching pronunciation.

In modern education systems, teaching pronunciation through audio-visual materials, phonetic exercises, repetition techniques, and interactive methods is producing good results.

Developing correct pronunciation in English is one of the most important yet most challenging aspects of language learning. For learners of English in Uzbekistan, this process requires special attention, as the English phonetic system differs significantly from Uzbek. For example, sounds such as /θ/ (think), /ð/ (this), /w/, and /r/ either do not exist in Uzbek or are pronounced differently. Therefore, learners face difficulties in producing these sounds correctly.

One of the most common problems in teaching pronunciation is mother tongue interference. Learners tend to pronounce English words according to the phonetic rules of the Uzbek language. As a result, the original English sound is distorted, which may lead to misunderstandings in communication. For example, distinguishing and correctly pronouncing the words “ship” and “sheep” is difficult for many learners.

Phonetic exercises play an important role in effective pronunciation teaching. Teachers can use the minimal pair technique to help learners distinguish similar sounds. For instance, through words such as “bit–beat”, “cat–cut”, and “live–leave”, students learn to hear and produce subtle differences between sounds. This method develops both listening and speaking skills simultaneously.

In addition, audio and video materials are highly effective tools in teaching pronunciation. By listening to native speakers, learners acquire correct intonation, stress, and rhythm. Modern technologies, including YouTube lessons and mobile applications such as Duolingo, ELSA Speak, and BBC Learning English, also provide students with opportunities for independent practice.

Interactive methods also play a significant role in improving pronunciation. Role-plays, dialogues, pair work, and the "shadowing" technique help enhance learners' spoken language skills. In shadowing, students listen to an audio text and immediately repeat it. This technique helps automatize pronunciation and improves speech fluency.

Another important aspect of teaching pronunciation is the correct use of intonation and stress. In English, the meaning of a sentence depends not only on words but also on how they are spoken. For example, the intonation of questions differs from that of statements. By learning these differences, students develop more natural and comprehensible speech.

The role of the teacher is also very important. The teacher should provide correct models of pronunciation, gently correct mistakes, and continuously motivate learners. Immediate correction of pronunciation errors helps prevent the formation of incorrect habits. However, this process should be carried out in a positive and encouraging learning environment.

In addition, creating a communicative environment in the classroom also helps improve pronunciation. Learners should not be limited only to grammatical exercises; they need to participate in dialogues based on real-life situations. This increases their speech automatization and helps them speak English more fluently.

In general, the process of teaching pronunciation should be systematic, consistent, and multi-staged. When phonetic exercises, technological tools, interactive methods, and the teacher's proper approach are applied together, learners' pronunciation skills improve significantly.

In conclusion, teaching pronunciation to English language learners in Uzbekistan is one of the most important and responsible stages of language teaching. Correct pronunciation is not only important for clearly pronouncing words but also plays a crucial role in establishing effective communication and fully conveying meaning.

Research shows that learners face difficulties in mastering pronunciation due to mother tongue interference, the absence of certain sounds, and misunderstanding of intonation rules. However, these problems can be overcome through modern pedagogical approaches.

Phonetic exercises, working with minimal pairs, using audio-visual materials, as well as shadowing and interactive methods provide highly effective results in teaching pronunciation. Furthermore, creating a communicative environment and the teacher's proper guidance play an important role in developing learners' speaking skills.

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