

## THE INNOVATIVE METHODS OF TEACHING PRONUNCIATION

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### ANNOTATION

Teaching English pronunciation is a challenging task with different objectives at each level. This article is devoted to how to teach pronunciation provides a short overview of the main issues to be addressed at each level, as well as pointing to resources on the site, such as lesson plans and activities, that you can use in class to help students improve their English pronunciation skills.

**Keywords:** innovative, pronunciation, variety of challenges, drilling sounds, methods, musical signals, melody, listening comprehension, acquisition, word stress, intonation.

### INTRODUCTION

English is the most useful language in today's world which gives special status to the individual in the present globalized world. It is the aptness in pronunciation that makes the language comprehensible to others. So, apart from grammar, spelling pronunciation involves a variety of challenges. To begin with, teachers often find that they do not have enough time in class to give proper attention to this aspect of English instruction. When they find the time to address pronunciation, the instruction often amounts to the presentation and practice of a series of tedious and seemingly unrelated topics.

Drilling sounds over and over again often leads to discouraging results, and discouraged students and teachers end up wanting to avoid pronunciation altogether. There are also psychological factors that affect the learning of pronunciation in ways that are not so true of studying grammar or vocabulary. For one thing, the most basic elements of speaking are deeply personal. Our sense of self and community are bound up in the speech-rhythms of our first language.

A teacher can help overcome this psychological barrier and other challenges by thinking of the goal of pronunciation instruction not as helping students to sound like native speakers but as helping them to learn the core elements of spoken English so that they can be easily understood by others. In other words, teachers and students can overcome the frustrations, difficulties, and boredom often associated with pronunciation by focusing their attention on the development of pronunciation that is "listener friendly." After all, English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow.

Communication in spoken English is organized by "musical signals." There are two aspects to these signals – rhythm and melody – and the combination of these two aspects may be called prosody. Often, the term prosody is used to mean rhythm alone, while the term intonation is used to refer specifically to melody (or pitch patterns). [3, 85]

Native speakers also commonly make this error when delivering a presentation or when reading aloud in a classroom, a business meeting, or in some other setting. They become preoccupied with making “mistakes” and may ignore their listeners altogether. But it is particularly important for English learners to think about their listeners and master the rhythmic and melodic signals essential to “listener friendly” pronunciation.

Learners typically do not use or recognize the cues that native listeners count on to help them follow meaning in a conversation. As a result, conversational breakdowns occur. Emphasis that conveys the wrong meaning, or thought groups that either run together or break in inappropriate places, cause extra work for the listener who is trying to follow the speaker’s meaning. If the burden becomes too great, the listener simply stops listening.

The principle of “helping the listener to follow,” therefore, is a vital one. It is so central to communication, in fact, that time spent helping students concentrate on the major rhythmic and melodic signals of English is more important than any other efforts to improve their pronunciation. [3, 85]

Melody all languages have some way to highlight the most important piece of information in an utterance. They all have a way to help listeners distinguish between old information and new information and thereby draw the listener’s attention to that piece of information that is new, and therefore, more important. But few languages rely on melody for this function as much as English. In English, changes in pitch help listeners follow the speaker’s meaning because these melodic signals provide cohesion and contrast. Not only do they tell listeners what is new information, but they also tell listeners how ideas relate to each other. They help listeners to understand how the speaker intends to make connections with what came before (orientation) and what will follow in the conversation.

Efficient listening comprehension, therefore, depends on the ability to “read” melodic cues in order to sort out these aspects of the incoming language. The orientation aspect helps listeners to clue into what must have been assumed, and the prediction aspect helps listeners to find out quickly if they have misunderstood the point of the conversation. In addition, these aspects are similar to the skills needed to be an efficient reader (e.g., to recognize the significance of furthermore or on the other hand which are “road signs” for the reader).

But in spoken English, the “road signs” are prosodic! Consider the following example sentences. Example a. Jane said, “Is that Mister Fogg?” b. Jane said, “Is that mist or fog?” Question: What was Jane talking about? In sentence (a), Jane is asking about a person. In sentence (b), she is asking about something altogether different, the weather. In terms of pronunciation, however, the only difference between the two utterances is a melodic one. The pitch pattern of each sentence distinguishes it from the other and makes the meaning clear for the listener.

The basic unit of English rhythm is the syllable. A syllable is most simply explained as something with a vowel sound at its center. And while the number of syllables in a word is usually obvious to a native speaker of English, learners accustomed to different phonological rules may not hear the syllable divisions in the same way. [1, 211]

Since this seriously affects both intelligibility and listening comprehension, time must be spent training students’ ears to notice the number of syllables in the words they learn. For instance, students should be taught to count syllables and thereby notice the rhythmic difference between

words in pairs, such as ease and easy, or wait and waited. Words like this is/this and late/later the number of syllables is different, so the rhythm is different.

English is the lingua franca of many countries. The knowledge of English language has become an essential asset that facilitates us to attain a special status in the modern world. Because of some historical factors, English had spread all over the world. Even though it is spread, each country developed its own variety of English. Language is basically a systematic means of communication which uses sounds and symbols. Pronunciation refers to the way in which we sound or speak a particular language. If the main purpose of language is communication, it can be achieved mainly through proper pronunciation. [3, 102]

Proper pronunciation increases the intelligibility of our speech as well as its effectiveness. But unfortunately, this pronunciation hasn't received due importance in the language teaching context. Pronunciation deserves strong attention in the English class, especially in classes which focuses on communication. Poor pronunciation can cause problems in oral communication, no matter, how good a speaker has control on English grammar and vocabulary.

The basis of all language skills is the sound structure. It is in these sound sequences that the ideas are contained. Listening is the first experience; the attempt to understand accompanies it. The acquisition of good pronunciation depends to a great extent on the learner's ability of listening with care and discrimination. The phonetic system of English which consists of the following components: speech sounds, the syllabic structure of words, word stress, and intonation (prosody).

These four components constitute what is called pronunciation. So the task is not only to teach correct pronunciation of sounds or sound sequences but also to teach pupils to use the stress in the right place, syllable division and intonation components, combined together. One of the tasks of language teaching consists in developing ways to help learner "and" the unfamiliar sounds. The hearing of a given word calls forth the acoustic image of that from which a pronunciation is obtained.

Teaching pronunciation is of no less importance in the developing of reading and writing habits and skills, since writing (or what is written) is a graphic representation of sound sequences. In reading visual images become acoustic images. These are combined with kinaesthetic images, resulting in inner speech. Wrong pronunciation often leads to misunderstanding. E.g., when a speaker or a reader replaces one phoneme with another he unintentionally uses quite a different word, in this way altering. The sense of what he wanted to say. E.g. White instead of wide; it instead of eat; pot instead of port, etc. Every teacher must understand how important the teaching of correct pronunciation is. [1, 224]

Learners of English often expect to be able to speak that language like a native speaker. However, they encounter many factors to gain their desire. One of the common factors that they find difficult is the pronunciation of another sound system. Learners find that their mother tongue influences their pronunciation of English. And also we can see some problems on consonant sounds. Especially Uzbek learners of English will have some difficulties in the pronunciation of sounds which do not exist in the native language. For instance, /s/ and /z/ is considered confusable in usage. The learners pronounce /s/ instead of /z/, so that a word such as peas is pronounced as peace. Consequently, the meaning will also be changed. And some

consonants are written but not pronounced. This is either because they were once pronounced (knock) or come from a foreign language (psychology). Initial position – kn — knock, knee, knife – ps — psychology, psychiatry End position – mb — lamb, climb, thumb – mn — condemn, autumn, column Besides, we have a lot of pronunciation mistakes in the consonant sounds /θ/ and /ð/. Differing these sounds are very difficult for Uzbek learners too. Speakers often create a heavily voiceless stop /t/ instead of a voiceless fricative /θ/ in a word like thank.

Following each level are a few suggestions for level appropriate activities. Finally, the best way to help students improve their innovative methods in teaching pronunciation. There are three main methods of teaching which can develop correct speech habit in students.

1. Imitation method

2. Phonetic method

3. Subsidiary method

The teachers' pronunciation must be good and correct and it must separately be imitated by his students. This method has four steps:

1. Perception

2. Imitation

3. Feed back

4. Drill Perception:

Teacher writes the words or sentence on the black board and himself gives model pronunciation among the student. Students follow the pronunciation words or sentence. [3, 111]

### **IMITATION**

The training of the ear is an importance means of mental development. The students therefore, carefully attend to the two processes of listening and imitation. The teacher pronounces the words and students try to pronounce the words clearly and exactly like the teacher but the pronunciation of the teacher must be correct.

### **FEED BACK**

The teacher asks the students to pronounce the words and if he finds that the pronunciation is not correct, he tells them correct or exact pronunciation. That is called feedback.

### **DRILL**

It is the last step of imitation method. It had two parts.

1. Individual drill

2. Group Drill

The teacher asks the students to listen to his pronunciation carefully and then ask them to speak the word individually in higher class and collectively in lower class.

### **PHONETIC METHOD**

Phonetic is science of sounds as used in speech. The teacher tells the correct pronunciation to student by giving the knowledge of English phonetics. There are many sounds in English language. So students must receive the knowledge of English phonetic to produce these new

sounds correctly. In this method the teacher tries to tell about 45 sounds presents in the English letters.

In the phonetic method practice of producing correct sounds is very important. The teacher can also take the help of different material aids in teaching pronunciation through this method.

### **SUBSIDIARY METHOD**

In addition to the above there are various other methods also that can be used to teach pronunciation of words. These are as follows:

- 1.Singing songs in chorus as well as individually
- 2.Reciting poems.
- 3.Analyzing long and difficult words.
- 4.Debating.
5. Dramatizing.
- 6.Conversing.

In conclusion we can say that teaching pronunciation is of great importance in the developing of pupils hearing and speaking habits and skills. But just as a pupil reaches school level with an active command of grammar structures and vocabulary so he should arrive with an active command of grammar structures and vocabulary so he should arrive with an active command of pronunciation should be an integral part of an English teaching programm from the early stages, just as the teaching of structures and vocabulary.

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