



COMPONENTS OF THE CONTENT TEACHING PRACTICAL PHONETICS TO STUDENTS

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Article history:	Abstract:
Received: February 8 th 2023 Accepted: March 7 th 2023 Published: March 10 th 2023	This article is devoted to the study of the components of the content of teaching practical phonetics to students, in which we have developed a number of principles that are the basis of three approaches: analytical-imitative (imitation) approach, acoustic approach and articulatory approach.
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Increasing the effectiveness of teaching foreign languages in the world is considered as a condition for successful socialization of the individual and important aspects of the modernization of the world community, and the transition from the paradigm of knowledge to the paradigm based on competence sets new tasks for professional pedagogy. Vocational and speech competence plays a special role in ensuring the professional success of the subject of professional activity, and systematic work is being carried out on the development of the harmony of educational programs, modules, and the implementation of large-scale practical and innovative projects. "The concept of international education until 2030, adopted by UNESCO, considers the "formation of reading culture in students, strengthening of communication skills and interests" as an urgent task"[1].

The analysis of foreign speech of modern students, the study of the sociolinguistic approach in teaching practical phonetics of the English language today, the study of the attitude of a Russian-speaking student to the accents of foreign speech in this dissertation research is justified by the need to comprehensively consider the existing conditions in the field of teaching practical phonetics (traditional approaches to teaching phonetics, existing teaching aids, formats of tasks for the development of phonetic reading skills, a prepared answer, the essence of the sociolinguistic approach). And also to determine their relevance in the context of rapid changes in the social, political and international nature, reflected in the requirements of educational standards for the possession of general professional, general cultural and universal competencies.

According to O.S. Akhmanova's dictionary of acoustic terms, the term "phonetics" has the following definition: "Phonetics is a branch of linguistics that studies the methods of forming speech sounds and their acoustic properties, that is, the physiology and acoustics of speech sounds"[2]. A.N. Shamov gives a broader definition of phonetics in his "Methodology of Teaching Foreign Languages": "Phonetics as an aspect of learning is the sound structure of the language, regardless of their meaningful functions, which make up its material side (sounds, sound combinations, accent. It is a sum of all sound devices, such as rhythm, tone, intonation, pauses)[3].

Another by E.A. Anisimova definition of phonetics: "Phonetics is a science that studies the sound side of the language. It is a science not only of sounds, but also of stress, intonation, pauses in words"[4; p. 43] In order to carry out successful intercultural communication, it is necessary to master the sound structure of the language. Thus, the main goal of teaching a foreign language at a higher educational institution is to fully master the language norms of a foreign language in written and oral form. To achieve this goal, it is necessary to develop phonetic skills in students. - "phonetic skills" such as pronunciation skills (TTK) and rhythmic-intonation skills (RIK) according to A.N. Shamov's concept, the initial "phonemically correct pronunciation of all studied sounds in the speech flow, the ability to understand these sounds in the speech of others", and defines rhythmic-intonation as "the skills to correctly structure and understand the speech of others in terms of intonation and rhythm" [3; p. 47].

The formation of pronunciation skills is an important factor for communication, for example, it can distort the semantic meaning of a statement in a foreign language, and this is unacceptable in professional communication.

Correct pronunciation refers to pronunciation that conforms to orthoepic norms, that is, the sound design of speech should correspond to the norms of the national language. English teachers are often faced with the question of which one to teach because there are several pronunciation options. British standard pronunciation (Received Pronunciation (RP) is "(generally) received pronunciation", in Russian-language sources - standard pronunciation is often taught as a standard of pronunciation to learners of English as a foreign language. Thus, Russia, Uzbekistan also in Europe, British standard English pronunciation is taught, because it is the most common and easy to

understand and interpret. The problem of teaching foreign language pronunciation was considered by scientists such as Galskova N.D., Vasilyeva V.A. Rogova G.A., Shcherba L.V. Traditionally, it is understood as a category of pedagogical interpretation of the content of foreign language teaching and the purpose of foreign language teaching.

According to A.N. Shamov, the content of teaching the phonetic aspect of speech is the basis of learning the skills of auditory pronunciation and rhythmic intonation. He distinguishes three components of the content of teaching the phonetic aspect of speech: linguistic, psychological, methodological[3].

The linguistic component includes three aspects:

First, phonetic minima and sound combinations containing phonemes are intonation models of the most common types of simple and complex sentences. When deciding on the phonetic minimum, A.A. Mirolyubov says that the following principles should be taken into account: "the principle of meeting the needs of communication, the stylistic principle, the normative nature of pronunciation and the specific features of the pronunciation of the native language are taken into account." According to the first principle, the phonetic minimum includes sounds and intonations that perform a meaningful function. According to the second principle, the complete style of exemplary literary pronunciation is an object of education. Based on the third principle, phonetic phenomena corresponding to standard pronunciation are minimized. The fourth principle includes the inclusion of phonetic minimums for practicing different phenomena that represent certain difficulties for students, depending on their mother tongue [5; p. 57].

According to A.D. Klimentenko, all linguistic minimums are selected in close connection with each other, therefore, the phonetic minimum should be sufficient lexical minimum to master the pronunciation of words, as well as the intonation of phrases built on the basis of the lexical and grammatical minimum.

In different textbooks, the sequence of studying phonetic material is determined differently depending on the tasks.

Secondly, the specific characteristics of the vowels and consonants studied in the language compared to the mother tongue;

Thirdly, the rules of phonetics.

The psychological component includes:

- taking students' interests into account and forming a motive for mastering the phonetic aspect of speech;
- development of phonemic and intonation hearing, i.e., analysis and synthesis of speech sounds based on language phonemes, and the ability to distinguish different intonation models;

- listening-pronunciation and rhythmic-intonation skills;
- the nature of interaction of phonetic skills with others;

Methodological principles of teaching include:

- development of independent work skills in phonetics, for example, in the laboratory;
- formation of skills in using textbooks and references on phonetics;
- skills of using various schemes (for example, articulatory devices), other possible aids and using samples of foreign speech;

Thus, all the above-mentioned principles should be implemented in a text-language resource to help students learn English phonetics.

E.N. Solovova says that the articular approach is noteworthy due to the system of phonetic exercises that take into account interference. Despite the advantages, this approach has disadvantages that cannot be ignored[6; p. 34]. Professor R.K. Minyar-Beloruhev sets large time costs that do not justify the results. Deautomation of the skill occurs when moving from sound to sound. Today, it is considered ineffective to teach phonetics separately from listening skills, because the main goal of teaching is the formation of various components of communicative competence.

Acoustic approach

The use of the acoustic approach in language teaching methodology is widespread. Proponents of this approach believe that poor perception is the main cause of phonetic errors. In the imitative (imitation) approach, the main focus is not on consciously learning the features of articulation, as in the first approach, but on listening and imitating speech. Sounds are learned in the flow of speech, not separately from it. At the heart of the exercises is imitation, the purity of phonetic skills is not so important. This practice is suitable for those who want to learn the spoken language in the shortest time, but based on the many mistakes students make in the acoustic approach, using it in its pure form does not guarantee a good result.

A differentiated or analytical-imitative (imitation) approach based on two approaches at the same time is widespread in educational institutions. This approach combines listening exercises, as in the acoustic approach, and does not exclude the possibility of explaining articulation methods in understandable words for students, does not neglect the use of transcription and the formation of grapheme-phoneme correspondence [6].

I.L. Bim and S.K. Folomkin developed a number of principles that are the basis of the analytical-simulation approach[7]:

- comparative;
- functionally structured;
- communicative;
- simultaneous creation of auditory and speech-motor images;
- a combination of conscious and unconscious learning;

- exhibitions;
- individualization.

Such a comparative analysis helps to anticipate difficulties arising from the intervention, as well as to identify sounds that may not be practiced.

The functional-systemic principle assumes the situational-thematic conditionality of teaching phonetics and the need to continuously teach pronunciation throughout the entire course of teaching a foreign language.

When planning a lesson, the teacher independently determines what phonetic material is needed.

The principle of simultaneous creation of auditory and speech-motor images was developed by S.K. Folomkina. This principle implies that skills formed in speech act in unity [8].

The principle of combining the conscious and the unconscious implies the combination of imitation with the description of articulation, intonation, and accent in the formation of phonetic skills. Understanding the execution of actions helps to build skills. However, since pronunciation cannot use all available descriptions of articulation, imitation is given an important role.

The use of imitation (simulation) is also limited, as auditory perception can be disturbed. This phenomenon is related to the specific features of speech perception, N.I. Jinkin highlighted them in his research[9]. Perceiving sounds, we consciously compare them with phonemes. When learning a foreign language, students often misperceive new sounds by comparing them with sounds in their native language. Therefore, it is recommended to combine conscious and unconscious learning in order to avoid distortion of sounds. With the help of imitation, sounds and intonations are often developed that do not cause any difficulties for students. Complex phonetic phenomena require explanation, that is, they should be approached consciously. Self-control is possible both on the basis of knowledge of the rules and on the basis of imitation.

The essence of the visual principle in teaching phonetics is the use of visual and auditory tools. It means that when teaching sound articulation, you need to use visual aids - diagrams, pictures, tables, gestures. An auditory visualization tool provides a multiple presentation of a sound sample.

The principle of individualization is related to an individual approach to students, taking into account their characteristics. It provides timely assistance to students in need.

Thus, it is safe to say that as independent methods of teaching pronunciation, acoustic and articulatory approaches are significantly inferior to the differentiated approach, because they give better results when combined with each other. It is not without reason that the differential approach is widely used in educational institutions, as it combines the best principles of simulation and articulate approaches. Despite our conclusion, it should be noted that each approach has its own weight and may vary depending on the stage of learning, the nature of the phonetic phenomenon, and the language readiness of the students.

As we have identified the most effective differentiated approach, text as a language resource will be developed with the principles of this approach in mind.

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