

## Some Peculiarities of Teaching English Phonetics

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### ABSTRACT

This article identified the mandatory aspects of teaching English phonetics to Uzbek students. Considering the nature of "Uzbek" errors in the English language, when creating textbooks on phonetics, emphasis should be placed on consolidating the skills of using broad phonological transcription, articulatory and auditory training of phonological oppositions and positional length of vowels and diphthongs.

**KEYWORDS:** *English phonetics, auditory training, phonological oppositions, international communication, oral speech skills, higher education teachers, individual phonemes, speech perception.*

Teaching phonetics of the English language (and other languages as foreign languages, including the Uzbek language) in conditions of intensive international communication requires foreign language teachers to reconsider traditional attitudes and techniques for developing oral speech skills. This is evidenced not only by real situations of intercultural communication, but also by the latest observations and theoretical and practical developments of the younger generation of higher education teachers. More than ever before, the speech activity of society must be rhetorically expressive, phonetically correct and culturally normative. However, the phonetic norm should not become an end in itself and dogmatic fetters for speech activity.

The English language today is multifunctional and multicultural, so teaching phonetics should primarily be based not on developing the quality of individual phonemes, but on developing public speaking skills, understanding multi-accent English speech and correcting typical Uzbek national errors for better speech perception. This is the main thesis of this article, the ideas of which are dictated by the author's many years of experience in teaching English phonetics to Uzbek students.

Phonetics is a category of linguistics that studies the sound structure of the English language. All sounds can be divided into two categories: 1. Vowels - during pronunciation, no barrier is created for the air. At the same time, the pressure is minimal. 2. Consonants - the throat tract narrows, completely or partially blocking the air flow. He overcomes obstacles by changing his direction in one way or another.

In writing, all sounds are displayed using phonetic transcription - a special way of transmitting sounds, in which each of them has its own written symbol. The transcription absolutely accurately conveys all the features of the sound, demonstrating longitude and stress.

It should also be noted that in English words can be in a strong or weak form. When a word is stressed, it is considered to be in the strong form. If the word is not stressed, then it, accordingly, is in a weak form. Often conjunctions, pronouns and prepositions appear in the weak form. For example, in the preposition of, the sound [ɒv] is a strong form, and the sound [əv] is a weak form. In almost all cases, the appearance of the weak form is explained by replacing the stressed vowel in the strong form with an unstressed [ə], but in all other cases the sound is shortened. In the transcriptions of all English textbooks, sounds are displayed in a strong form, because, knowing the strong form of a sound, you can quite easily turn it into a strong form.

One of the most important indicators of a person's culture, thinking and intelligence is his speech. As the primary means of communicating with others, it is the basis of human thinking and the acquisition of new knowledge. The writing that developed during evolution allowed people to accumulate acquired knowledge and, with its help, pass it on to future generations.

People far from science believe that the vocal organs directly produce speech: lips, tongue and vocal cords. Essentially, reading sounds, words and sentences aloud is the final stage of the speech process. Our speech organs only carry out commands from the brain, thus wrapping mental language in sound language.

Speech as the basis of physiological processes is the human nervous system, and the voice is a complex system of interconnected functions that is used by speakers of a certain language, that is, it is the smallest sound unit that forms one syllable, and these syllables are part of the pronunciation of a word. We hear and make sounds, and in written form, letters usually represent speech. Letters are traditional graphic symbols and are used as sound symbols in writing. We look and write. Explore letters, letter styles, and the relationships between letters and sounds through graphics. A set of letters arranged in a specific order is called an alphabet.

Phonetics of the English language as an academic discipline is represented in modern Uzbek higher school by two training courses - practical phonetics of a foreign language and the corresponding section in the course of foreign language theory. This academic distinction is traditional and reflected in textbooks by domestic authors<sup>6</sup>. There are also examples of mixing practical and theoretical principles of presenting material within the same publication, and the theoretical component often turns out to be so difficult to understand that it hinders the development of practical pronunciation skills.

Recommendations such as "when pronouncing this sound, you must ensure that the tongue is flat with a medium

degree of openness, so that the lips are stretched as if smiling, thus the resonator is shortened in front ..." or "this sound is pronounced with a wide exit hole of the lips, tongue lies lower than in the corresponding Uzbek sound."

What can phonetics as a modern science offer to our smart and already phonetically experienced students? The answer to this question can be more or less detailed depending on the amount of study time and specific pedagogical tasks, but it is necessary in all situations to take into account the fundamental features of the English language and typical mistakes made by Uzbek students. The English language is famous for its special relationship between oral and written speech. English pronunciation, taken in its relationship with written speech, is one of the features of the language that pose certain difficulties in mastering it.

The main task of the teacher in general and the phonetician in particular is constant monitoring of the phonological accuracy of articulation. It is not so much phonetic as phonological accuracy to avoid confusion of meanings (live/leave, luck/lark, fit/feet, full/fool, shot/short, etc.). It is clear that context can most often clarify the meaning of a statement, but not always. The fact is that the English language has another important feature. He is famous for the so-called phonetic processes. In coherent speech, especially at a fast pace, the phonemic composition of a word often changes, not only the merging of sounds occurs, but also a change in the quality of sounds (reduction) and even the loss of phoneme bundles from the sound.

Because of reduction in oral speech, entire sentences may completely coincide phonologically: The boys have eaten fish. / The boys of Eaton fish Two books of mine / Two books are mine What is he like? / What does he like? Where does he put it? / Where has he put it? The phonetic quality of sound in the speech of an individual speaker, even his national articulatory errors in pronouncing sounds, are not critical for understanding speech, the main thing is the rhythmic relationship of phonemes in the flow of speech. This is another characteristic of English pronunciation that is practically ignored in the domestic tradition of teaching English phonetics. All vowel sounds and diphthongs are shortened before strong (voiceless) consonants and lengthened before weak (voiced) consonants.

We cannot set phonetists the task of teaching Uzbek students to understand and convey all these and similar connotations, but developing competencies related to the logically understandable and rhetorically expressive design of speech when speaking and the transposition of written speech into oral speech is a completely feasible task. It is necessary to remember and explain to students that any text has its own style. Fiction, scientific, popular science, news and other types of texts have linguistic features and corresponding sound patterns.

In written speech, these patterns have certain markers, semiotic clues to how the text should be voiced<sup>10</sup>. These are, first of all, punctuation marks and graphic features of printed text (capital letters, italics, spaced writing, black font). To correctly voice a text, it is important to highlight dates, numbers, new terms, geographical names and proper names in your voice. This will show respect for the audience, and understanding of the speech will become more complete. It is clear that reading a literary text requires a more detailed analysis of its linguostylistic features and can and should become a separate aspect in the work of a phonetician. This

is a special art, which, however, can and should be taught to a modern student. Thus, this article identified the mandatory aspects of teaching English phonetics to Uzbek students.

Modern features of the development and functioning of the English language in a multicultural environment, as well as the level of language training of modern students, require the creation and use of new educational materials for the development of speaking, reading and listening skills. Considering the nature of "Uzbek" errors in the English language, when creating textbooks on phonetics, emphasis should be placed on consolidating the skills of using broad phonological transcription, articulatory and auditory training of phonological oppositions and positional length of vowels and diphthongs. You should also pay special attention to the tempo of speech, the peculiarities of phrasal and word stress, the punctuation and graphic semiotics of the text and its stylistics.

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