

TEACHING ENGLISH PRONUNCIATION USING INTERACTIVE METHODS AT 5TH FORM PUPILS

Doctor of Philology (DSc), Prof.

Solnyshkina Marina Ivanovna

Kazan Federal University

G'aybullayeva Zilola Muzaffar qizi

Jizzakh branch of National University of Uzbekistan

named after Mirzo Ulugbek

An Intern teacher at Department of Foreign Languages

Phone number: +99899 832 28 22

Mail: gaybullayevazilola762@gmail.com

Annotatsiya. Ushbu tadqiqot maktabdagi 5-sinf o'quvchilariga ingliz tilidagi talaffuzni interaktiv usullar yordamida o'qitishni tavsiflashga qaratilgan. Tadqiqot ingliz tilini, xususan, talaffuz darsini o'qitishda guruhli ish orqali interaktiv metod sifatida Loyihaga asoslangan ta'lim (Project Based Learning – PBL) qo'llanishi taklif etildi. Tadqiqot olti asosiy bosqichda olib borildi: dastlabki tayyorgarlik, rejalashtirish, harakat qilish, kuzatish, aks ettirish (refleksiya) va o'qitish-o'rganish jarayonining natijalarini baholash. Talaffuz – bu ingliz tilini chet tili sifatida (EFL) o'rganishda o'quvchilar egallashi lozim bo'lgan asosiy til ko'nikmalaridan biridir. Talaffuzni o'rganish orqali o'quvchilar o'z fikr va g'oyalarini ifodalash qobiliyatini oshirishlari mumkin. Talaffuz og'zaki nutqdagi ijodiy ko'nikma hisoblanadi. Bundan tashqari, talaffuzni o'rganish o'quvchilar uchun foydalidir, chunki talaffuz – bu og'zaki muloqot shakli bo'lib, boshqalar bilan aloqa o'rnatishning eng keng tarqalgan usulidir va talaffuz ko'nikmalarini egallash chet tilini o'rganishda eng muhim jihatlardan biridir.

Kalit so'zlar: Talaffuz, noto'g'ri talaffuz qilish, mos tovush, tebranish, urg'u, ritm, undosh, tovushlarni talaffuz qilmoq, ohang

Annotation. This research was to describe teaching the English pronunciation by using interactive methods for 5th form pupils at school. In this research, the application of the Project Based Learning (PBL) was suggested as an interactive method through group work in teaching English especially for a pronunciation class. The research was done in six major steps: preliminary preparations, planning, acting, observing, reflecting, and evaluating of the results of the teaching-learning pronunciation process. Pronunciation is one of main EFL language skills to be learned by learners at educational establishments. By learning pronunciation learners can improve their ability to give their opinions or ideas. Pronunciation is the productive skill in the oral mode. Besides, learning pronunciation will be useful for learners because pronunciation as a verbal communication is a common way to communicate with

others and mastering pronunciation skills is the most important aspect of learning a foreign language.

Key words: Pronunciation, mispronunciation, appropriate sound, vibration, stress, rhythm, consonant, articulate sounds, intonation

Statement of purpose: The current research is thought to be descriptive. The purpose of this research is to demonstrate the new approaches in development of pronunciation skills by using Project based learning (PBL) to the second year learners of academic lyceum under Uzbekistan State University of World Languages and to find solutions or deals the teachers may come across during the teaching process.

Method: In this period, the researcher utilized audio-lingual method and interactive white board. The researcher made use of audio-lingual method to show the effectiveness of the Integration of skills in one lesson.

The object of the study is the implementation of innovative technologies and modern pedagogical methods in development of pronunciation skills by using Project based learning (PBL) for 5th form learners.

The data of this research is the result from the observation of the implementation of new pedagogical technological devices and innovative methods in development of pronunciation skills by using Project based learning (PBL). The sources of the data in this research are event, informant, and document.

In this research, the writer uses two kinds of method of collecting data. They are as follows observation and interview. In the analyzing data, the researcher uses qualitative research. To analyze the data, the researcher takes these following procedures analyzing the result of the implementation of modern pedagogical technologies and methods in teaching all four skills of English analyzing the teacher's problem faced by the teacher when the teacher teaches the basic skills in an integrated way and illustrating conclusion and proposing suggestion based on the data analysis.

Rebecca (1993) argues that pronunciation is the act of producing speech sounds including vowels, articulation, formation, intonation, and inflection of accents, often with reference to the truth or acceptance of speech sounds. While, Ur (1996) states that pronunciation is pronouncing the correct sound, using words to express the meaning that is in accordance with the context, or adjusting the sentence to an acceptable sound. In the U.S. Oxford Dictionary (2008), pronunciation is defined the way in which a language or a particular word or sound is pronounced. If a person is said to have the correct pronunciation, then in certain dialects it refers to both. Different individuals or groups can pronounce a word in different ways depending on many factors, such as the area where a person lives, the area in which a person grew up if they have a voice disorder, their education, social class, or ethnic group.

Intelligible Pronunciation Rajadurai (2007), The field of pronunciation teaching and learning has never been short of controversies. Largely ignored in the grammar-translation approach, pronunciation made a comeback in the heyday of the direct method and Audiolingualism, and then it was sidelined again with the advent of the communicative approach. Not only has pronunciation as an ESL component waxed and waned in popularity according to the Language Teaching Method of the day, but it has also often been plagued by questions about whether it can and should be taught, and if so, what the goal of pronunciation teaching should be. Moreover, debates have continued over models to be used, the aspects of pronunciation that should be focused on, the techniques that should be employed, and the manner in which pronunciation should be assessed. Surrounded by these dilemmas, ESL teachers have often been tempted to take the path of least resistance, dismissing pronunciation as being unimportant or unteachable, paying it mere lip service as attention is diverted to more ‘essential’ or ‘tidy’ areas, dealing with it in a rather ad-hoc and unprincipled manner or, in the event that it is given sufficient emphasis in the curriculum and classroom, pronunciation is often taught with a rigid adherence to prescribed norms, which usually means native norms. ii. World Englishes The word “World Englishes” refers to the variations in the English language that occurs when it is used in different ways around the globe.

Scarcella and Oxford (1994) pointed out “Vowels are characterized by a free passage of air.” Firth (1992) suggested the following questions: Are the learners substituting one vowel sound for another? Are the learners articulating vowel sounds properly? Does the vowel have the appropriate length? Are stressed vowels longer than unstressed ones? Are vowels reduced in unstressed syllables? Are vowels being properly linked to other vowels across word boundaries? So in a pronunciation class, what we need to cover are intonation, stress (word level stress, sentence level stress, linking), rhythm, consonants (substitution, omission, articulation, clusters and linking) and vowels (substitution, articulation, length, reduction and linking). These are the basic contents of a pronunciation class. You may cover more of course.

Improving learners’ pronunciation skill through project based learning

Pronunciation is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burns & Joyce, 1997 as stated in Florez (1999)). Pronunciation enables learners to receive information from people through their conversation, after which they should understand the information and respond to it or communicate their understanding of the information. Standard of competence for second year learners stipulates that in pronunciation skill learners should be able to express the meaning of simple conversation for interpersonal and transactional purposes, in the formal and informal situation to communicate with the

nearest environment and /or in academic context. It means that the learners must be able to speak to express what they want to show to others.

To investigate language proficiency in spoken English, the researcher conducted a preliminary study of second year learners of academic lyceum under UzSWLU. The researcher found that the learners have several problems in pronunciation, such as reluctance, shyness, fear of committing oral mistakes, besides the learners show poor pronunciation ability and they lack peers or social circles with whom they can explore their pronunciation potentials. The researcher considers the use of Project-Based Learning as an appropriate strategy to help the learners' to improve their pronunciation skill. PBL is an individual or group activity that goes on over a period of time, resulting in a product, presentation, or performance as quoted. PBL is defined as “instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop” (Moss & Van Duzer, 1998, p.1).

Origin, advantages and possible restrictions of PBL

PBL technique can be implemented in any kind of curriculum, field of study and in any class situation. According to Barrows (2011), there are seven features that can be identified as key components of PBL.

First, learner-centered environment. This component is designed to maximize student decision-making and initiative throughout the course of the project from topic selection to design, production, and presentation decisions. Projects should include adequate structure and feedback to help learners make thoughtful decisions and revisions. By documenting learners' decisions, revisions and initiatives, teachers and learners will capture valuable material for assessing student work and growth.

Second, collaboration. This component is intended to give learners opportunities to learn collaborative skills, such as group decision-making, interdependence, integration of peer and mentor feedback, providing thoughtful feedback to peers, and working with others as student researchers.

Third, curriculum content. Successful integration of content requires projects to be based on standards, to have clearly articulated goals, and to support and demonstrate content learning both in process and product.

Fouth, authentic tasks. This element can take on many forms, depending on the goal of the project. PBL may connect to the real world because it addresses real world issues that are relevant to learners' lives or communities. A project may be connected to real professions through the use of authentic methods, practices, and audiences. Communicating with the world outside the classroom, via the internet or collaboration might also make real world connections with community members and mentors.

Conclusion: Learners with low performance in pronunciation could improve their skill through PBL that was proven by the increase in learners' class participation because PBL gave them a chance to interact in small and big groups. Then, the score

of learners’ performance also increased because the learners had prepared in a small group before they performed in a big group. Lastly, the score of learners’ project also increased because they cooperated well in a group. The learners could reach the research criteria of the success of this study; 85% of them could participate in the class discussion. The learners gave positive response toward the implementation of PBL. They enjoyed the discussion and the performance based on what they had made. There was also improvement in learners’ pronunciation skill.

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