EFFECTIVE METHODS FOR DEVELOPING STUDENTS' PRONUNCIATION SKILLS

Tojiddinova Mukharram

Tashkent State Pedagogical University

Faculty of Philology

3rd year student of the English language and literature department

Xatira Gaybullayeva Muratdjanovna

Tashkent State Pedagogical University

Faculty of Philology

Department of Theory and Methodology of the English Language

Associate Professor, PhD

Abstract. This article analyzes effective methods used to develop students' pronunciation skills from a scientific and pedagogical point of view. In the process of teaching English, pronunciation formation is considered an integral part of communicative competence, along with grammatical and lexical knowledge. The study studied the impact of phonetic exercises, work with minimal pairs, audio-visual technologies, the development of phonemic hearing, shadowing, drilling, intonation modeling and rhythm-melody-based methods on students' speech fluency. Also, effective mechanisms for identifying and correcting pronunciation errors, the exemplary role of the teacher's speech, and strategies for increasing student motivation are covered. The results of the article show that a multimodal approach, innovative technologies, and the harmonious use of individual and paired exercises in the development of pronunciation are highly effective. This study is of practical importance for foreign language teachers, language learners, and methodologists.

Keywords: pronunciation, phonetics, minimal pairs, shadowing, drilling, intonation, phonemic hearing, communicative competence.

Pronunciation is a key component of communicative competence in the

process of teaching a foreign language. Without correct pronunciation, grammatical and lexical knowledge will not be enough, because the student's speech must be fluent, clear, and understandable. Numerous studies have shown that developing pronunciation from an early stage increases students' sensitivity to hearing, speech production, rhythm and intonation. Despite this, many teachers do not pay enough attention to pronunciation or see it only as an additional activity. However, modern methodology requires considering pronunciation as an independent competency, an independent educational unit. This article will discuss in detail effective methods used to develop students' pronunciation.[1]

Pronunciation skills include phonology, phonetics, intonation, stress (accent) and rhythm systems. Correct pronunciation of sounds in a language depends on two main factors:

1. Articulatory skills - how to produce sounds.

2. Phonemic hearing - the ability to distinguish between sounds by hearing.

When teaching pronunciation, the teacher should organize these two processes in parallel, since articulation and hearing are inextricably linked.

Minimal Pairs. One of the most common and effective methods for teaching pronunciation is working with minimal pairs. For example:

ship – sheep

bit – beat

cat – cut[2]

These exercises help the student to notice phonemic differences. Minimal pairs are useful for:

differentiating phonemes,

clearly seeing pronunciation errors,

increasing auditory sensitivity.

Articulation exercises. Exercises that correctly direct the movements of the tongue, lips, and jaw significantly improve the quality of pronunciation. For example, exercises to bring the tip of the tongue between the teeth for the sounds /θ/, /ð/ help students.

Drilling (repetition). In this method, automated pronunciation skills are formed by frequent repetition of sounds or words. There are two types of drilling:

Mechanical drilling

Meaningful drilling[3]

Meaningful drilling is more effective because students pronounce with attention to the meaning.

The musical aspects of language — melody, stress, rhythm, pauses — are half of the quality of pronunciation. English is a stress-timed language, that is, stressed syllables set the rhythm. Often, it is precisely when students break the rhythm that incomprehensible speech occurs.

The teacher shows the intonation of the sentence, and the students repeat it. This process includes:

rising intonation,

falling intonation,

mixed intonation.

Rhythm exercises. Using poetry, dialogue, rap or short phrases, the correct distribution of stressed syllables is learned. Such exercises make the lesson interesting.

Shadowing is one of the most effective methods for teaching pronunciation, in which the student instantly repeats the audio text. This method:

naturalizes rhythm,

teaches intonation,

increases vocabulary,

develops listening skills.

It is recommended to start shadowing with 2-3 minute texts.

In modern education, teaching pronunciation using technology gives high results. For example:

mobile applications (Elsa Speak, Forvo, YouGlish)

video lessons

audio podcasts

interactive platforms (BBC Learning English, Cambridge apps)

Technologies allow students to practice independently.[4]

Developing pronunciation Motivation plays a key role in teaching. When students understand the importance of pronunciation in communication:

interest in the lesson increases,

independent exercises increase,

results are visible quickly.

The teacher should strengthen motivation through positive encouragement and constructive feedback.

Error correction is carried out in two ways:

1. Immediate correction - in cases where pronunciation is very impaired.

2. Delayed correction - when the student speaks freely.

The most correct approach is to correct errors with a gentle and clear explanation, not with criticism.

The teacher's pronunciation is a living example for students. Students often directly repeat the teacher's pronunciation, therefore the teacher's speech should be:

clear,

standard,

without excessive accent,

melodious.[5]

In conclusion, the development of students' pronunciation skills is a long-term, complex process in which phonemic awareness, articulation exercises, intonation, shadowing, drilling, multimodal technologies and motivation all work together. The analysis of this article shows that it is not enough to rely on only one method in the development of pronunciation - an integrated approach gives the highest results.

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