

DIFICULTIES OF IMPROVING FOREIGN LANGUAGE PRONUNCIATION AND
THEIR SOLUTIONS

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Annotation: *Difficulties of pronunciation is a comprehensive topic studied by many linguists. Based on their scientific and practical opinions, many linguists gave different definitions, taking into account the dependence of other sciences on linguistics, their similarities and differences. Getting to know about difficulties of foreign languages pronunciation play a crucial role in improving foreign languages pronunciation, it is essential to investigate phonetics and its articulatory difficulties and their solutions in this field.*

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If we pay attention to the linguistic didactic principles of teaching English pronunciation, we should also dwell on the concept of the content of teaching pronunciation. What are the difficulties that learners may face in this regard, and what solutions should we find to overcome them? In the science of foreign language methodology, the types of pronunciation difficulties are classified as follows:

1. Articulatory difficulty that occurs in the individual pronunciation of a sound.
2. If two sounds (or combinations of sounds that cause alternative associations with each other) are confused (for example, long and short, voiced and unvoiced), then an oppositional difficulty occurs.
3. When the sounds are at the beginning (anlaut), in the middle (inlaut) and at the end (auslaut) of the word, or when they are adjacent to each other, there is a certain difficulty of pronunciation - positional difficulties. For example, consonants at the end and beginning of words (two or more side by side) are extremely difficult for Uzbek students.
4. Difficulties in differentiating sounds occur during hearing perception, they are called acoustic difficulties (J. Jalolov. 1996, p. 78).

From the above points, it can be concluded that pronunciation difficulties are not considered as a separate problem or a separate year is not spent to eliminate pronunciation difficulties, but it finds its solutions together with the learning stages of vocabulary and grammar.

If we pay attention to the parts of the pronunciation itself, we will see that it is made up of several parts. Pronunciation consists of three parts: hearing (acoustic), speaking (motor) and expressing meaning (semantic). Each language has its own performance



feature. Mastering the phonetic aspect of the language, i.e. mastering the pronunciation skill, is one of the important conditions of speech communication.

The question arises whether it is possible to achieve perfect pronunciation in a foreign language in educational conditions. The Methodist answer is clear: learners learn approximate pronunciation in a foreign language (correct pronunciation can be learned in the mother tongue and in the second language). According to the idea of approximation, on the one hand, it is allowed to limit the volume of phonetic material and, on the other hand, the quality of the pronunciation of some sounds is lower than that of the native speaker. It is known that the sound of a certain foreign language causes a change in meaning, i.e. plays a phonemic role, so it is recommended to achieve a high level of approximate approximation (approximation) in its pronunciation, for example, English the shortness and longness of the vowel sound in the language, it is necessary to strive for high approximation in the voiced-unvoiced consonant sound at the end of the word, otherwise the content will be damaged. secondly, pronunciation is complex compared to lexis and grammar, if it is determined by the artificial environment.

Pronunciation of a foreign language relatively fluently and at a sufficient speed is the main requirement. This, firstly, ensures that the interlocutors understand each other, and secondly, requires mastering the average speed of speech in a skillful way (it is known that the speed of speech in a foreign language is 110-150 words per minute) means to get: scientific experiments have proven that on average 130-150 words are pronounced in English and French, and 110-130 words in German).

In order for the student's speech to be understandable, it is necessary to learn not only the pronunciation of meaningful sounds (phonemes), but also the main tone (stress, weight, pause) of simple and compound sentences that are widely used, melody) should also be mastered. So, the pronunciation skill consists of the operations of articulation (saying) and intonation (use of speech tone). [J. Jalolov. 2012, page 196].

So, if the pronunciation is carried out in harmony with the lexicon and grammar, which sounds are learned at which stages? Considering that speech units exist only in sound symbols and pronunciation is combined with lexicon and grammar skills, it is customary to acquire them as a whole in speech. is in the mood. Pronunciation skill is understood as a complete linguistic action that ensures the realization of a speech unit through the appropriate sounds. The issue of teaching foreign language pronunciation in which classes or educational stages has caused various disputes. Separation of a separate class or stage was contrary to the logic of the methodology. Because mastering pronunciation depends on speech skills and abilities. The content of educational and methodological tools created for a particular school realizes the distribution of the pronunciation minimum in its own way. However, as a general rule for all schools, the following order is accepted: most of the sounds are presented in the initial period of education, in the middle level, new sound combinations, stress and intonation continue to be taught, in the middle or upper level, all development of skills in connection with pronunciation phenomena, therefore, work is carried out from the beginning to the end of foreign language teaching on the formation of pronunciation skills.

Listening-pronunciation skills are formed during the acquisition of lexicon and grammar from language materials. In order to find solutions to the above-mentioned pronunciation difficulties and to correctly form pronunciation skills in students, first of all, from which stage of pronunciation education is fluent or fluent. All the facts that should be taken into account are the linguodidactic aspect of pronunciation formation.

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