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PECULIARITIES OF PRONUNCIATION PROBLEMS IN SPEAKING SKILL

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Annotation. This article is aimed to analyze particular speaking barriers faced during the lesson and identify the types of the students' English pronunciation errors.

Key words: communication, pronunciation, acquisition, natural talents, lack of practice.

Annotatsiya. Ushbu maqola dars davomida duch keladigan ayrim nutqiy to'siqlarni tahlil qilish va talabalarning ingliz tilidagi talaffuz xatolarining turlarini aniqlashga qaratilgan.

Kalit so'zlar: muloqot, talaffuz, egallash, tabiiy iste'dodlar, amaliyotning yetishmasligi.

Аннотация. Целью данной статьи является анализ конкретных речевых барьеров, с которыми сталкиваются во время урока, и выявление типов ошибок английского произношения учащихся.

Ключевые слова: общение, произношение, овладение, природные таланты, отсутствие практики.

Language is a means of communication between individuals. It also brings them into relationship with their environment. Therefore, it is socially learned behavior, a

skill that is acquired as we grow up in society. In language acquisition, there are several phases where the people can acquire the first language, in the early months of birth. Actually, there would not be significant difficulties in acquiring first language acquisition because its characteristics are subconscious, free learning situation, automatic and occur to children.

Along with the increasing of the children's age and knowledge, hence, they could not statically stay only in their first language acquisition. Now, they are ready to acquire the second language acquisition or second language learning. Generally, the second language acquisition refers to foreign language teaching-learning process or second language. In the second language acquisition, the people consciously acquire the language, monitored, structured learning situation, and also controlled. Since Uzbekistan is a developing country, students must learn English if they want to compete in this globalization era. By the time English becomes an international language, much information and technology will be transferred in English. There are many aspects that must be noticed in learning English. One of them is phonology - the study of speech sounds. [3,13]

It is widely believed that pronunciation skills are related to musical skills. However, no link between musical ability and pronunciation ability has been demonstrated, and there are large numbers of people who have one of these 'natural talents' but not both. Second language pronunciation is a cognitive skill for which some people may have more natural aptitude and /or interest and motivation than others, but which everyone can learn to a certain degree if given appropriate opportunities. The main problem that second language learners have with pronunciation has to do with their need to change a conceptual pattern appropriate for their first language that they have internalized in childhood. It is not the case that learners are best helped if they are able to 'see' speech, whether in articulate or acoustic form. Learners need help in categorizing or conceptualizing sounds in a way appropriate to English. Simply seeing a speech-wave or a diagram of the articulation of a sound, however 'animated' and however accurate, will not help them unless they are also helped to understand what features of the sound are significant and given appropriate ways of thinking about the sound so that they can reproduce it. In fact it will be difficult for most learners - indeed for most teachers - to relate a speech wave or articulate diagram to the auditory quality of the sounds - for exactly the same reason that instruction in terms of the detailed physiology of required shoulder movements is unlikely to help an aspiring tennis player perfect stroke. In the case of the tennis player, what helps is instruction in how to think about the actions such as *'think about hitting it beyond the baseline'*, *'keep your eye on the ball'*. [1,133]

Pronunciation is definitely the biggest thing that people notice when the students are speaking English. Good pronunciation should be one of the first things that the

students learn in English. The students can live without advanced vocabulary because they can use simple words to say what they want to say. Besides that, the students can live without advanced grammar because they can use simple grammar structures instead. But, there is no such thing as simple pronunciation. If they do not have good pronunciation, they have bad pronunciation. And the results of bad pronunciation are tragic. Even if they use great vocabulary and grammar, people may simply not understand what they want to say. The good news is that the students can work on their pronunciation until they speak. For example, the students can learn the sounds of English, listen to recordings, watch English-language television, etc. But first the teachers have to realize that there is a problem! Most English learners do not. This problem can be predicted that they have several problems such as transfer negative from their mother tongue, lack of practice in speaking English, and the like. Clearly, the native language will be the most factors which can affect a learner's pronunciation [2, 77].

It is not the case that accent is caused by an inability of speakers of other languages to produce the sounds of English. This is not to say that there are not individual sounds in English, or more especially combinations of sounds, that are difficult for learners from different backgrounds to produce. It is to say that this difficulty is a relatively minor aspect of intelligibility, and certainly not the main cause of the accent. Firstly, individual sounds are not in themselves very important to intelligibility. After all, many native speakers, or fluent non-native speakers, pronounce individual sounds differently from the norm, with no problems for intelligibility. A learner with good stress and intonation and poor pronunciation of, say, *'th'*, is very easy to understand. Secondly, in many of the cases in which a learner seems to have trouble pronouncing a particular sound, it is easy to demonstrate that the learner commonly pronounces a perfectly acceptable version of the sound in another context. For example a German learner of English who has difficulty with the *'v'* sound in *'very'* - and yet the sound of the German *'w'* is virtually identical to English *'v'*. The same goes for the classic case of *'r'* and *'l'*: it is certainly not the case that learners cannot produce these sounds; in almost all cases, they can produce perfectly acceptable versions of both sounds. The problem is that they do not have concepts of them as separate sounds, but rather think of them as indistinguishable variants of a single sound. Another classic case is the English vowel sound of words like *'bird'*, *'term'*, with which Japanese and other learners often have a lot of difficulty: that difficulty is not in producing the sound which they can easily do if thinking about it as a non-speech sound. [4,56] The difficulty is in developing a concept of the sound that they can use as a vowel in words. As a final example, consider the notorious *'final consonant problem'*. Even this is not primarily a problem of articulation. The difficulty such a learner has in imitating an English

pronunciation of this sentence is caused by the cognitive interpretation of the relevant sounds as being 'word final'. The sentence as it is produced is a continuous flow of vowels and consonants. The pronunciation of the last three sounds of this sentence, '...ck up' is highly similar to that of the word 'cup' - and yet such a learner will have great difficulty with the former and little difficulty with the latter.

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FREMDSPRACHEN LERNEN UND BEDEUTUNG VON FREMDSPRACHEN IN DER GESELLSCHAFT

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Anmerkung: Nach der Unabhängigkeit Usbekistans wurde die Notwendigkeit betont, Fremdsprachen auf einem hohen kommunikativen Niveau zu lernen, um die Sicherheit und stabile Entwicklung des Bildungssektors unseres Landes zu gewährleisten.

Schlüsselwörter: 21. Jahrhundert, Fremdsprachen, Bildung, Lehrmethoden und -methoden, moderne Bildungsgesellschaft Usbekistans.

Аннотация: после обретения Узбекистаном независимости была подчеркнута необходимость изучения иностранных языков на высоком коммуникативном уровне в целях обеспечения безопасности и стабильного развития образовательной сферы нашей страны.

Ключевые слова: 21 век, иностранные языки, образование, методы и методы обучения, современное образовательное общество Узбекистана.