

high performance, it is necessary to combine innovative technologies with gaming materials.

Therefore, with the use of the latest technologies, the effect can be achieved by applying a humanistic approach to teaching by the teacher.

Methods with a humanistic approach help the teacher to reveal the creative potential of the student, contribute to their development and improvement in the educational process.

Learning a foreign language requires intensive mental work of the child and his own active participation in the process. This result can only be achieved with the active use of innovative technologies.

REFERENCES

1. Normatovna, N. N. (2022). Problems in enhancement Oral Speech Skills of English as a Foreign Language and Chances to Eliminate Them. *International Journal on Integrated Education*, 5(12), 96-99. Retrieved from <https://journals.researchparks.org/index.php/IJIE/article/view/3762>

2. Pometun A., Pirozhenko L. modern lesson. Interactive educational technologies. - K., 2004 - - 192 p.

3. Cherney S. innovative educational tools as an object of design and methodological work in pedagogy // pedagogical innovations: ideas, reality, prospects: a set of scientific works / ed. Danilenko et al. - K.: Logos, 2000. - Pp. 195-199.

4. Shevchenko E. B. The use of interactive technologies to promote cognitive interest in English lessons. \\ Magazine "English language and literature". – 2005 – № 24.

SEVERAL FACTORS AND DEFICIENCIES IN LEARNING PRONUNCIATION SKILL OF ENGLISH AND OTHER FOREIGN LANGUAGES.

Akhmedova Nigina Ikhtiyarovna,
Assistant-teacher of the Department of
Teaching Languages at SamIES
[e-mail: akhmedovanigina0@gmail.com](mailto:akhmedovanigina0@gmail.com)

Annotation. The main purpose of the article is to analyze several factors that occur with pronunciation in language learners studying English and other foreign languages and to determine the problems of speaking skill.

Key words: pronunciation, accent, stress, intonation, rhythm, motivation, attitudes.

Annotatsiya. Maqolaning asosiy maqsadi ingliz va boshqa xorijiy tillarni o'rganayotgan til o'rganuvchilarda talaffuz bilan bog'liq bir qancha omillarni tahlil qilish va nutq mahorati muammolarini aniqlashdir.

Kalit so'zlar: talaffuz, urg'u, urg'u, intonatsiya, ritm, motivatsiya, munosabat

Аннотация. Основная цель статьи – проанализировать ряд факторов, возникающих с произношением у изучающих английский и другие иностранные языки, и определить проблемы с навыками разговорной речи.

Ключевые слова: произношение, акцент, ударение, интонация, ритм, мотивация, установки.

As we know inhibition, being shy to speak, being afraid of making mistakes, not having enough vocabulary can be considered to be frequent challenges of learners. In addition, there is also another vital problem which cannot be neglected by listeners. This is called pronunciation challenge. Fluent and accurate speech is able to show the ability of language user. For this case, all of the students struggle to speak like native speakers and learn all phonetic structures by heart. The most visible hardship for learners in the English language is the variation of sounds in different places. [1,13] Below we will consider several factors that may occur in the pronunciation of foreign words.

Accent. An accent is “the cumulative auditory effect of those features of pronunciation that identify where a person is from, regionally or socially”. Many adult learners of English have foreign accents that identify them as nonnative speakers. Some linguists support the idea, known as the Critical Period Hypothesis, that a learner needs to begin learning the language before age 7 to develop native-like pronunciation.

Stress, intonation and rhythm. Speech is sometimes intelligible and that prosodic errors appear to affect intelligibility more than do phonetic errors. For this reason, pronunciation research and teaching focus both on the sounds of language (vowels and consonants) and on supra-segmental features—that is, vocal effects that extend over more than one sound—such as stress, sentence and word intonation, and speech rhythm. Languages have been classified as either stress timed or syllable timed. In stress-timed languages such as British and American English, German, Dutch, Thai, “stressed syllables fall at regular intervals throughout an utterance” rhythm is organized according to regularity in the timing of the stressed syllables. That is, the time between stressed syllables is equal because unstressed syllables are spoken more quickly and vowel reduction occurs. For example, the sentence “Tom runs fast” is made up of three stressed syllables, as indicated by the letters in boldface. The sentence “Meredith can run fast” is made up of six syllables, but only three of them are stressed. The unstressed syllables *-e-*, *-dith*, and *can* be spoken

quickly and vowel reduction occurs, so the time between the stressed syllables tends to be equal, and both sentences take approximately the same amount of time to say. In syllable-timed languages syllables are said to be equal in timing. All syllables are nearly equally stressed, vowel reduction does not occur, and all syllables appear to take the same amount of time to utter.

Motivation and exposure. Along with age at the acquisition of a language, the learner's motivation for learning the language and the cultural group that the learner identifies and spends time determine whether the learner will develop native-like pronunciation. Research has found that having a personal or professional goal for learning English can influence the need and desire for native-like pronunciation [3,154].

Adults can become highly proficient, even native-like speakers of second languages, especially if motivated to do so. Accuracy in the production of Uzbek is significantly related to age at first exposure to the language, amount of formal instruction in Uzbek, amount of out-of-class contact with Uzbek, and focus on pronunciation in class. Therefore, in addition to focusing on pronunciation and accent in class, teachers should encourage learners to speak English outside the classroom and provide them with assignments that structure those interactions.

Attitude. It seems as though some learners are more adept at acquiring good pronunciation. Even within one homogenous classroom, there is often a large discrepancy among the pronunciation ability of the students. This phenomenon has lead many researchers to study the personal characteristics of the learners that contribute to their success in foreign language acquisition.

The group's amount of contact with the target culture has an effect on the amount of English acquired and used. Sparks' work on personality found similar results. They state that students with motivation to learn with positive attitudes towards the target language and its speakers were more successful than were students with less positive attitudes. They refer to Gardner and Lambert's research on motivation wherein two types are highlighted. The first type of motivation is instrumental, which is motivation to learn the L2 for the value of linguistic achievement. Second is integrative motivation, which describes the desire to continue learning about the second language culture. According to Gardner and Lambert students with integrative motivation would be expected to work harder to develop communication skills in the second language because they are more likely than their less interested counterparts to seek out native speakers of the language.

Instruction. Foreign language instruction generally focuses on four main areas of development: listening, speaking reading and writing. Foreign language curricula emphasize pronunciation in the first year of study as it introduces the target language's alphabet and sound system, but rarely continues this focus past the

introductory level. Lack of emphasis on pronunciation development may be due to a general lack of fervor on the part of the second language acquisition researchers, second language teachers and students that pronunciation of a second language is not very important [2,37].

Age. The influence of age on language acquisition and specifically pronunciation may make adults find pronunciation more difficult than children do and that they probably will not achieve native-like pronunciation. There is a biological or neurological period which ends around the age of 12; after this period it becomes extremely difficult to attain the complete mastery of a second language especially pronunciation. Adult learners are capable of achieving native-like in an L2. However, the degree of pronunciation accuracy varies considerably from one individual to another. This discrepancy in pronunciation among adult learners means that ESL classroom time can profitably be devoted to improving students' pronunciation.

Mother tongue influence. The sound pattern of the learner's first language is transferred into the second language and is likely to cause foreign accents. The mispronunciations of words by nonnative speakers reflect the influence of the sounds, rules, stress, and intonation of their native language. [4,56] For example, nonnative speakers' production of English rhythm was investigated in several studies. The native language can influence the learners' pronunciation of a target language in at least three ways. First, when there is a sound in the target language which is absent from the learners' native sound inventory, or vice versa, learners may not be able to produce or even perceive the sound(s). Second, when the rules of combining sounds into words (phonetic constraints/rules) are different in the learners' mother tongue from those of the target language, they cause problems for learners because these rules are language specific as they vary from one language to another. Thirdly, since the rhythm and melody of a language determine its patterns of stress and intonation, learners may transfer these patterns into the target language.

REFERENCES:

1. Chaney, A.L., and T.L. Burk. Teaching Oral Communication in Grades K8 Boston: Allyn, Bacon. 2004. – P. 13.
2. Crystal, D. A dictionary of linguistics and phonetics. Oxford: Blackwell. 2003. – P. 37.
3. Derwing, T. M., Munro, M. J. Accent, intelligibility and comprehensibility: Evidence from four L1s. Studies in Second Language Acquisition. 2013. – P.154.
4. Ellis. The Study of Second Language Acquisition, USA: oxford University Press. 2004. – P. 56.