

**THE IMPORTANCE OF PRONUNCIATION IN TEACHING ENGLISH  
NOWADAYS AND RECOMMENDATIONS ABOUT HOW TO TEACH  
PRONUNCIATION CLASSES**

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**Abstract:** *This article provides information about how pronouncing correctly and in a true way can affect to the students via teaching. Moreover, by enhancing pronunciation, what successes in the academic way learners can get are enlightened in this article.*

**Keywords:** *Teaching, methods, pronunciation, redeveloped teaching system, pronunciation techniques, the initial love to the language, American pronunciation, British pronunciation, success in learning.*

**ВАЖНОСТЬ ПРОИЗНОШЕНИЯ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ  
ЯЗЫКУ В СОВРЕМЕННЫЕ ДНИ И РЕКОМЕНДАЦИИ О ТОМ, КАК  
ПРЕПОДАВАТЬ ЗАНЯТИЯ ПО ПРОИЗНОШЕНИЮ**

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**Аннотация:** *В этой статье представлена информация о том, как правильное произношение может повлиять на учащихся посредством обучения. Более того, в этой статье рассказывается о том, каких успехов в учебе могут добиться учащиеся, улучшая произношение.*

**Ключевые слова:** *Преподавание, методика, произношение, переработанная система обучения, приемы произношения, первоначальная любовь к языку, Американское произношение, Британское произношение, успехи в обучении.*

Teaching is itself one of the most complicated jobs in the human life being. Teachers try to make students get to know about unknown knowledge for them which means teachers are in the role and in the centre of knowing and not knowing. Teachers have to be in neutral position, even though they know the theme, they have to explain the new unknown topic to students according to how students want and how they can absorb new information. And when it comes teaching English, the discussion gets more debatable, as apart from this

language is already actual all around the world, many people find it hard to pronounce well and correctly maybe because of being taught by unqualified teachers in inappropriate way. So, this circumstances are the signals to us that young teachers need to know about this situation and they are responsible for making fall in love students to the beauty of English pronunciation.

The matter of how to instruct pronunciation has garnered scholarly interest in crafting methodologies and pedagogical approaches. Some language teaching authorities assert that educators should immerse their learners in genuine communicative scenarios by offering prompts from native speakers' speech. This approach assists students in grasping appropriate pronunciation and fosters their auditory acuity, particularly as many EFL learners encounter challenges when comprehending native speakers. Consequently, learners transition from fixating on replicating the precise accent of native speakers—an unattainable goal at their level—to forging their own English. Conversely, other experts advocate for a learner-centric approach. This perspective strives to guide learners in practicing the language they require in real-life situations. Teachers can rely on this approach to refine pedagogical techniques that aid learners in acquiring correct pronunciation. Consequently, they can instill critical thinking in their learners, empowering them to discern strategies for improving their pronunciation. Morley (1991) underscores that the ultimate objective of pronunciation is the ability to effectively communicate in authentic settings and be comprehensible to other interlocutors. Simply put, "with good pronunciation, a speaker is intelligible despite other errors; with poor pronunciation, a speaker can be very difficult to understand, despite accuracy in other areas" (Fraser, 2000, p. 7). Undeniably, pronunciation holds a distinct position in language learning and teaching. According to Wei (2006), pronunciation occupies a significant role in English language acquisition; hence, EFL learners must enhance their pronunciation, given its direct influence on their communicative proficiency. He further emphasizes that any deficiency in speaking skills constrains the learners' communicative abilities, as speech is typically the foremost aspect evaluated. In a similar vein, Tench (1981) asserts, "Pronunciation is not an optional extra for the language learner, any more than grammar, vocabulary or any other aspect of language is. If a learner's general aim is to talk intelligibly to others in another language, reasonable pronunciation is important."

Even though teachers may face up some challenges in their job, there are some helpful guidances that educators can employ to assist students in refining their pronunciation skills. Each method offers a unique approach to help learners engage with and internalize the nuances of pronunciation in the English language:

#### MINIMAL PAIR TECHNIQUE:

This technique involves pairing words that differ by only one sound, known as minimal pairs. The teacher guides students in activities to distinguish between sounds in these word pairs. It's crucial for the activities to include pair work, where students discuss incorrect answers. This enables the teacher to identify if the issue lies in a student's hearing or another's pronunciation. Once identified, the teacher corrects the mistake and has the students repeat as needed.

**USING A MIRROR:**

Students imitate the teacher's pronunciation by looking into a mirror and comparing their lip movements with the teacher's. The teacher instructs learners to maintain their mouth position without altering it while practicing difficult sounds. This method helps in eliminating vowel diphthongs at the end of words.

**TONGUE TWISTERS:**

Tongue twisters provide an engaging way for students to practice and differentiate similar words. They act as an interesting warm-up exercise for individuals or groups and help students enjoy the learning process. Additionally, tongue twisters help improve diction, pronunciation, vocal agility, and can be used to expand vocal range.

**SONGS:**

Teachers can effectively use songs to aid students' pronunciation. Songs offer ample repetition of sounds, helping students remember words and patterns. They also provide practice for pronouncing final consonants, which students may often mispronounce or leave out. These techniques aim to make pronunciation learning engaging and effective, guiding students toward better pronunciation skills.

**READING ALOUD:**

Employing reading as a method to teach pronunciation offers a valuable approach, particularly targeting suprasegmental features. This technique aids students in practicing stress placement, linking, and other phonological processes, which naturally occur in spoken language and contribute to the overall rhythm of the language (Smith, 2005). Reading aloud serves to strengthen the connection between sounds and spellings for students, facilitating oral proofreading and encouraging independent learning as students engage with the content on their own (Manzo, 1995). Furthermore, reading aloud helps nurture communicative competence, enhancing empathy, self-esteem, expressiveness, and fluency. When utilized carefully and sensitively, the reading aloud technique can have a positive impact on student learning and development (Smith, 2005).

In conclusion, in these days conducting lessons devoted to the pronouncing is being a major attentionable topic as many teachers may encounter some difficulties in their career. However, if they realize that how important making students love English pronunciation, teachers and students both try to say correctly English vowels and consonants, words, then the whole next generation will know how beautiful is the world of English. They will begin to feel the real atmosphere of English, starting to know how English nation say words and how famous actors or singers say and pronounce words in their masterpieces. pronunciation is pivotal to successful language learning. It impacts comprehension, communication, cultural integration, and overall language proficiency. Effective pronunciation equips learners with the skills to navigate and effectively engage with diverse linguistic and cultural contexts, contributing to their success in various aspects of life.

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