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LINGUODIDACTIC FEATURES OF FOREIGN LANGUAGE PRONUNCIATION FORMATION

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Language learning and using it independently has gained the interest of many people these days. One of the main problems in learning how to speak a foreign language is the specific features of the pronunciation of the language being studied. As we know, scientific observations revealed that to learn a foreign language perfectly, the phonetic and phonological features of this language should be 100 percent, and the grammatical features should be 50-90 percent [3: 6]. Therefore, in the formation of the pronunciation of a foreign language, it is crucial to study the mistakes of language learners in the process of speaking and learning a foreign language and the reasons that cause mistakes. R.A. Alimardonov gave the following information in this way: to be able to speak a language, it is enough to know the phonetics of that language 100% and 1% vocabulary [1: 3]. This idea also shows that pronunciation and language phonetics are very important in learning a foreign language.

Even if we have a richer vocabulary base than a language, if we cannot pronounce it correctly, it will be difficult for the listener to understand our ideas. This shows that it is necessary to know the pronunciation, tone, accent and position of each syllable. The reason is that the teacher's ability to express English pronunciation correctly, clearly and fluently, read fluently and expressively, and be able to speak can serve as a role model for the formation of English pronunciation. However, teachers are required to have deep knowledge, and the ability to teach, that is, to increase students' interest in science, to satisfy their interest in learning. In the process of teaching a foreign language, the teacher should acquire such kind of requirements.

Learning different situations in our pronunciation, the aspects described above, and their analysis, are studied using the aspects of phonetics and phonology.

We aimed to study the opinions and views of scientists who contributed to the development of science.

A lot of work has been done and is being done to ensure that language learners learn a foreign language easily and quickly. Learning and mastering the pronunciation of a foreign language (being able to pronounce foreign words and phrases correctly) is also important in the language learning process. Compared to other language subskills, pronunciation may cause some problems for language learners. For this reason, pronunciation is not given enough attention during language learning. But we think this is a wrong idea. Pronunciation is a sign of the aliveness of any language in oral speech.

Let's look at the history of work on the formation and development of foreign language pronunciation.

Looking through many works of English scholars who lived in the 18th-20th century on pronunciation difficulties and their analysis, we studied the following.

English scientist J. Greenwood "Pronunciation is something that cannot be learned by writing or drawing. He said that it is possible to know and learn only by hearing and telling [17: 232]. His ideas are correct, showing the main difficulty in teaching pronunciation. After some time, a solution was found for this too. This is how transcription (representing sounds using letters and symbols) came about. The issue of teaching pronunciation with the help of transcription has become easier than learning by writing or taking notes.

As a result of work on transcription, the International Phonetic Alphabet was formed. This led to the foundation of the International Phonetic Association, which aims to develop phonetic symbols and how work on methods of teaching them. In 1886, the Phonetic Association, specializing in teaching the phonetics of existing languages, began its activity in Paris [20].

One of the English scientists, J.D., professor of phonetics at the University of London O'Conner (J.D. O'Conner) did a lot of work on the development of English pronunciation. In his book "Better English Pronunciation" [19: 3], he was the first in

his time to mention the elimination of pronunciation difficulties with the help of hearing.

J. Joanne Kenworth has written a manual for English language teachers on the development of pronunciation. In this J. Kenworth has studied the integrated pronunciation teaching and the distortion of English pronunciation due to the influence of other languages (such as Arabic, Chinese, French, German, Spanish and other languages). We can quote his following ideas: "The task of the teacher is to create the atmosphere for the students to be able to hear the sounds correctly. Students tend to hear sounds in English as if they were in their native language. For example, if you have never tasted lime before, it will taste like a lemon to you. You won't notice the difference until you eat it, or someone tells you about it. Sounds are not like fruits (they differ in the sound image, and visual means), but in the process of creating categories, each language has its category. The teacher should make the students hear the sounds so that they can pronounce each sound correctly. [18:1]. Students hearing (diseases related to hearing or students with disabilities) learn the differences and similarities of sounds in two languages.

Another scientist, A.I. Thomson gave a physiological classification of vowel sounds. The main thing reflected in his work is that, instead of formation, middle and high back vowels are formed in the case of labialization (labialization, that is, pronunciation of sounds with the parting of the lips) [15: 448].

We also looked through the research of Russian scientists on the teaching of foreign language pronunciation of 18-20 centuries.

There are many works by Russian scientists who conducted scientific research on pronunciation. Among them B.Ya Lebedinskaya [11], E.L. Zemskaya [9], R.F. Kasatkina [10], K.V. Gorshkova [7], L.A. Reformatskogo [13] and others.

M.V. Panova worked on the pronunciation of the Russian language. She mainly studied the position of consonants in words and sentences. She mentioned that in Russian, vowels are not independent, but disappear under the

influence of consonants [12: 352]. V.L. Bogoroditsky analyzed the place of formation of vowels and consonants during pronunciation and their differences [6: 16]. L.V. Shcherba conducted his research on the classification of closed vowels (in Russian). He is also a scientist who founded the Leningrad School of Phonology. Shcherba emphasized that the creation of a single transcription system in the study of oral speech is one of the important issues of comparative phonetics [16: 119].

V. L. Skalkin emphasized that in the development of foreign language speech, it is necessary to distinguish topics and words related to the situation, to encourage students to speak more fluently. He cited the use of pictures showing different situations in his book (Conversational English in Exercises, 1972.) [14: 239]. In addition, it can be said that in teaching oral speech and pronunciation, it is important not only to describe reality but also to increase the student's desire to speak a foreign language (motivation) [8: 134].

B.Ya Lebedinskaya determined as a result of her experiments that one sound has two phases. She approved both cases of pronunciation and was not considered a mistake in pronunciation. As an example, she mentioned that Russian students pronounce the long vowel [i:] like the sound [i] in Russian [11: 175]. In her opinion, it can be understood that B.Ya Lebedinskaya means that it is possible to use sounds close to each language in pronunciation. E.L. Zemskaya does not consider such a situation correct. In her book, teaching oral speech, she states that she is a supporter of the formation of oral speech, following clear and correct rules. It emphasizes the preservation of the pronunciation norms of each language in oral speech, and the need to work on the students' pronunciation [9: 237]. We approve of Zemsky's views. The reason is that each language should preserve its uniqueness and pronunciation. Neglecting the pronunciation of languages creates the atmosphere for languages can gradually fall out of communication.

We got acquainted with the scientific research and experiences of Uzbek scientists as well as English and Russian scientists in the field of foreign language pronunciation teaching.

Pronunciation and its problems have been and are being studied by scientists in Uzbekistan. One of them is A.A. Abduazizov, he did a lot of work on the phonetics of the English language. He analyzed the place of formation of English speech sounds and the state of speech organs in the formation of sounds. In several books of his authorship, he cited his opinions on the formation of pronunciation [2: 192].

R.A. Alimardonov expressed such an opinion about the changes that occurred in pronunciation, according to him, society, education and upbringing also affect the change in pronunciation. As a result, language variants arise. These language variants have common similarities and, in turn, differ from each other in some aspects [1: 30]. Alimardonov's comments prove that our above opinion is correct.

Doctor of Philology, Professor G.Kh. Bakieva conducted scientific work on the pronunciation of the Russian language. She studied the difficulties of Uzbek students in mastering Russian pronunciation [4].

As a result of her research, M.M. Mirtojiev defines the sound of speech as follows: Sound has its advantages in the process of exchange of ideas compared to writing. The tempo, height, accent, and strength of the sound, as well as additional means of speech such as intonation, facial expressions, and presentation, serve as very important points as well. They fill the places where a person is unable to use sound in the transmission of ideas and act as an additional tool for expressing subtle aspects of thought, strengthening expression, emphasising, and increasing the power of impact. Writing is different from all such possibilities [5: 6]. It is always difficult to express exactly what we want to say in writing. The reason depends on how the person reads the text. Reading in different tones of anger makes the written text have a negative meaning or vice versa. Because of the pronunciation, sounds and words formed from them, the special pronunciation of a small sound in it can change the meaning of the sentence. Knowing how important pronunciation is in teaching a foreign language can help to maintain the purity of each language. This can once

again prove our point: "Pronunciation is a sign of the aliveness of every language in oral speech."

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