

**TEACHING PHONETIC ASPECTS OF ENGLISH IN PRIMARY SCHOOLS IN
UZBEKISTAN**

Husanov Maxsud Islamovich,

A student of English Linguistics at the Information

Technologies Management University, Karshi.

E-mail: m.husanov@bk.ru

*Scientific advisor: **Orif Chamanovich Bozorov,**
Associate Professor of the Department of Philology,
Qarshi University of Information Technology and Management, PhD.*

E-mail: bozorov-orif67@mail.ru

Abstract: The importance of teaching the phonetic components of the English language in Uzbekistan's primary schools is examined in this article. Since phonetics improves speaking, listening, and pronunciation, it is essential to language learning. To assist pupils, pronounce words correctly and become more proficient in the language, English teachers in Uzbekistan should focus especially on phonetics. In addition to discussing successful phonetics teaching strategies, the paper offers suggestions for resolving issues with the Uzbek educational system.

Keywords: phonetics, English language, primary schools, pronunciation, methodology, Uzbekistan, language teaching, language skills, students, phonetic methods

Introduction: In Uzbekistan, English has become one of the most extensively taught foreign languages, and it is often the first foreign language mastered by pupils. Therefore, teaching phonetics in primary schools is of essential importance to guarantee pupils learn perfect pronunciation. The study of speech sounds, including their perception and production, is known as phonetics. Teaching pupils these phonetic elements at a young age helps them prevent mispronunciations and enhance their communicative skills because some English sounds—like the "th" sound—do not exist in the Uzbek language. The teaching of English phonetics in Uzbek elementary schools is covered in this article, along with the difficulties encountered and practical solutions.

The importance of English phonetics

Learning English phonetics include becoming proficient in intonation, stress patterns, and sounds. Accurately understanding and producing English sounds is crucial for learners. The distinctions between the Uzbek and English phonetic systems provide a problem in Uzbekistan. For example, Uzbek learners may have trouble pronouncing certain consonant clusters and sounds in English since they are not present in Uzbek. Therefore, in order to acquire excellent oral communication abilities, early phonetic education is required.

Teaching phonetics in primary schools requires using a variety of engaging and effective methods.

Exposing pupils to the proper pronunciation of words and phrases through the use of real listening resources, such as songs, movies, and recordings of native English speakers.

To assist children in differentiating similar sounds, difficult sounds and minimal pairs—words that differ by only one sound—should be repeated.

Students can better grasp how to generate speech sounds by seeing films, charts, and diagrams that show how they are articulated in the mouth.

Young students can learn phonetics more effectively and enjoyably by using games, rhymes, and tongue twisters.

CHALLENGES IN TEACHING PHONETICS IN UZBEKISTAN

Even though teaching phonetics is essential, there are a number of difficulties in the Uzbek context:

Uzbek learners find it challenging to create certain English sounds, particularly the "th" sound (/θ/ and /ð/), which is absent in Uzbek.

Effective multimedia resources, including language laboratories or online tools, are lacking in many schools.

Pronunciation instruction can be unproductive because many teachers lack the necessary knowledge in phonetics and pronunciation.

Students' pronunciation can be greatly improved by incorporating audio and visual resources, including as phonetic software, instructional films, and recordings of native speakers.

Use entertaining and captivating pronunciation drills, such as role-playing, games, and group activities, to assist students in honing their pronunciation and increasing their fluency.

Teachers will be better equipped to handle the difficulties pupils encounter if they have specific training in phonetics and pronunciation teaching methods.

Correct pronunciation can be reinforced by encouraging students to participate in English-language activities outside of the classroom, such as watching English-language movies or reading easy-to-read novels.

Conclusion:

In Uzbekistan, teaching the phonetic components of English in primary schools is crucial to ensuring that pupils acquire good pronunciation, which is necessary for clear communication. English language instruction in Uzbekistan can be enhanced by utilizing interesting phonetic teaching strategies and tackling the difficulties encountered in regional schools. It's critical to understand that phonetics enhances overall language proficiency in addition to helping with proper pronunciation.

References

1. Rakhmatova, N. (2012). *Practical Phonetics for Teaching English*. Tashkent: Tashkent State University.
2. Turgunova, Z. (2010). *The Role of Phonetics in Teaching English as a Foreign Language*. Tashkent: Sharq Publishing House.
3. Akhrorov, M. (2015). *English Phonetics: Theory and Practice*. Tashkent: University Press.
4. Sirojiddinov, A. (2017). *English Language Teaching Methodology: Phonetics and Beyond*. Tashkent: National Publishing House.
5. Kelly, G. (2000). *How to Teach Pronunciation*. Longman.
6. Underhill, A. (2005). *Sound Foundations: Learning and Teaching Pronunciation*. Macmillan Education.