

FEATURES OF TEACHING ENGLISH PHONETICS TO PRESCHOOL CHILDREN

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MAKTABGACHA TA'LIM BOLALARIGA INGLIZ TILI FONETIKASINI O'RGATISHNING XUSUSIYATLARI

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Abstract. This article examines teaching English pronunciation to learners at the beginning of their learning process because the development objectives linked to the creation of positive motivation are given priority. The development of foundational communication abilities in a foreign language is the primary goal at this point from realizing that one might convey the same idea in a different language with accuracy and beauty.

Key words: phonetic, productive, cognitive process, language acquisition.

Аннотация. В этой статье рассматривается обучение английскому произношению учащихся в начале процесса обучения, поскольку приоритетными являются задачи развития, связанные с созданием положительной мотивации. Развитие базовых коммуникативных способностей на иностранном языке является основной целью на данном этапе от осознания того, что одну и ту же идею можно точно и красиво передать на другом языке.

Ключевые слова: фонетический, продуктивный, когнитивный процесс, овладение языком.

Annotatsiya. Ushbu maqola o‘quv jarayonining dastlabki bosqichida talabalarga ingliz tilini talaffuz qilishni o‘rgatishga qaratilgan, chunki ijobiy motivatsiya yaratish bilan bog‘liq rivojlanish maqsadlari ustuvor hisoblanadi. Chet tilida asosiy muloqot qobiliyatlarini rivojlantirish bu bosqichda asosiy maqsaddir. Xuddi shu fikrni boshqa tilda to‘g‘ri va chiroyli tarzda yetkazish mumkinligi haqida fikrlar keltirilgan.

Kalit so‘zlar: fonetik, samarali, kognitiv jarayon, til o‘zlashtirish.

INTRODUCTION (KIRISH). Uzbekistan has seen a recent rise in interest in other languages, particularly English. The relevance and significance of the English language in the modern world are explained by the growth of trade and commercial ties with English-speaking nations, the creation of the Internet, a worldwide computer network, and the ability to travel, work, and unwind elsewhere. The

development of pronunciation abilities throughout the early stages of learning is crucial since the initial contact with the language occurs at the phonetic, sound level. The way a person pronounces their words is like their “business card” because it's the first thing we look at when we communicate with them. This goes double for pronunciation in other languages as well as English.



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Failure to properly attend to pronunciation can lead to pupils' articulation apparatus being accustomed to inaccurate pronunciation, making it harder for them to retrain later on and resulting in non-English speech. Additionally, the meaning of the phrase is impacted by how correctly English is spoken. For instance, there is significance to the length, shortness, and sonority of vowels, as well as the deafening quality of consonants: *ship – sheep, send – sent, bed – bet*, etc. Since it is difficult to master all speech activities in a foreign language, including speaking and reading aloud, pronunciation training is a programming prerequisite. For a teacher, the first part of a foreign language student's first year is the most important as it sets the tone for the rest of their study [1].

Younger students typically begin studying English with considerable enthusiasm since it is a brand new topic to them and piques their curiosity. Maintaining this interest is the teacher's job.

One of the most significant issues with the English teaching style is the difficulty of acquiring pronunciation at the beginning of the language. Acquiring the accurate pronunciation of English sounds quite hard. The expression of the language's communication function is impossible without accurate pronunciation. Teaching kids to pronounce sounds the way native English speakers do is essential in the beginning. Knowing the speech apparatus's structure is a difficult methodological task that is necessary for teaching phonetics as a productive process. At this point, students find this information to be the most challenging, and it takes a lot of time and effort from both the teacher and the students. But if pupils succeed in this ability at the beginning with carefully planned minimum content, the time and effort invested will pay off. This level of motivation will also serve as a solid foundation for the development of other speaking activities [2].

MATERIALS AND METHODS / (ADABIYOTLAR TAHLILI VA METOD). Learning a new language from preschool age is special. This is made possible by the child's mental attributes, which include the natural mechanism of speech assimilation's plasticity, quick language memory, intensive cognitive process formation, the capacity to analyze and synthesize speech flows in various languages without confusing those languages and their modes of expression, a unique

imitation ability, and the lack of a language barrier. According to such scientists as I. N. Vereshchagina, I.A. Zimnaya, A.K. Markova, E.I. Passov, A.R. Luriya, V.A. Kan-Kalik and etc., a child's ability to speak, broaden his/hers perspective, and generally improve his/hers cerebral development are all enhanced by studying a foreign language.

DISCUSSION AND RESULTS (MUHOKAMA VA NATIJALAR). The major goal of teaching a kid a foreign language is to help him grow personally by exposing him to a new language and setting up the conditions necessary for him to better adjust to the multilingual and multicultural environment of today's world. Preschoolers' psychophysical makeup should be taken into consideration while teaching them a foreign language [3].

Each stage's training objectives and material were spelled out in detail. The primary goal of the first year of study is to progressively familiarize oneself with the phonetics and customs of Great Britain as well as the English language. Little songs, rhymes, counting books, and activities are taught in the school to help with this. The major goal of the second year of education is to get students ready for elementary school. Contact with the children's literature of the nation where the studied language is spoken expands one's understanding of the location, refreshes one's passive lexical stock, and deepens one's acquaintance with the phonetics of the English language.

The reasons behind children's successful acquisition of foreign language speech include: their younger age, which makes them more receptive to learning; their lack of a "language barrier", or fear of inhibition that keeps them from using their language skills even when they do; and their relative lack of experience speaking in their mother tongue. It also enables you to make practically every language lesson beneficial for communication, as it is a preschooler's primary activity [4].

The desire to learn and say a lot and limited language and speech experience (not knowing how much can be expressed with a small vocabulary) are two major contradictions that frequently arise at a later start of learning this subject. All of this allows for the optimal blending of the communicative needs and the possibilities of their expression in a

foreign language by children of a given age at an early age.

Children's development in preschool is viewed as a separate component of the contemporary educational paradigm and is implied to be a lifelong process. The curriculum that parents select for their child's further education should provide the foundation for the development of certain language skills and talents, in their opinion. Teachers lack consistent standards and learning models when it comes to the creation and application of pedagogical tools in the classroom. In this sense, it is evident that new initiatives and approaches to supplementary education are required if early language learning is to be successful.

“The topic of teaching foreign languages to kids starting at age six or seven has once again piqued the interest of philologists, educators, and parents. The beginning of the process of learning a foreign language should be moved to preschool education or grade 1 of secondary school, which is traditionally thought to be the most favorable periods for mastering a second language. This is because the society is not satisfied with the level of language training that secondary school students receive.” [5]

It is important to keep in mind that the idea of a child's language acquisition, which was prevalent until recently, served as the foundation for the psychological and pedagogical concepts that underpinned foreign language instruction in many nations. The hypothesis posits that a kid acquires a language by imitation of adult speech, occurring in an unintentional manner. To put it another way, no one breaks down a child's speech into digestible chunks, gives them speech samples, arranges them in a certain order, or explains grammar rules. Despite this, a normally developing child is able to master even the most complex grammar by the age of five or six, at which point they are able to construct independent statements and solve communicative tasks. By the time they are seven or eight years old, complex sentences and texts of significant length are included in their speech”. [6]

Furthermore, this idea holds that a child's remarkable capacity to imitate—which fades with time—allows them to acquire a second language in the same way that they learned their first: spontaneously and without understanding the rules.

The growth of the kid in a multilingual setting serves as evidence. However, imitation is not the primary method by which children learn languages in their early years. Rather, the ability to independently construct an utterance is the result of a child's extensive (unconscious) analytical work, which entails not so much imitation as it is breaking down and generalizing everything the child sees and hears in order to arrive at a set of rules that govern how the child expresses his unique ideas and intentions. All children go through the so-called supergeneralization period, irrespective of the particulars of their mother tongue. Words like “children”, “turned on the light”, “fish have no teeth”, and “comed”, “gone”, and “footies” in the speech of young native English speakers all imply that the child has learned a general rule (“this is how you should do when there are a lot”) and wants to follow it. The brilliant psychologist A.R. Luria argued in his study “Speech and intelligence in child development” that while a youngster may operate by analogy, every comparison involves generalization. [7]

The kid only recognizes phonemic, meaning-distinguishing oppositions of the native language system as relevant out of all the sounds he hears around him. When English fulfills the same social roles in a child's life as the first language—for example, the need to play with a foreign-speaking partner or communicate with an English-speaking grandmother—young children quickly learn hundreds of words by heart. This is because these similar psychological situations arise.

A youngster may really learn to speak English more quickly and effectively in these kinds of situations than an adult, and it's commonly believed that knowledge acquired throughout infancy is retained for life. However, if you focus only on one area of foreign language communication, you'll see that a kid's proficiency in that language disappears. After a prolonged period of time, this area disappears completely, leaving the youngster with virtually no proficiency in that language.

Adequate psychological and pedagogical planning of the teacher-student activities—or more accurately, their interactions—is necessary for the execution of these needs.

Language should be first and foremost seen at an early learning stage as a tool for shaping a child's personality, taking into consideration motivations, interests, and skills. The kid develops, grows, learns about the world and him, and masters all the spiritual treasure that the process of learning a foreign language may bestow upon them through conversation and language-related activities. Since early development is a requirement for future effective learning, it is just as practical as language proficiency itself. [8]

Therefore, developmental (priority), educational, cognitive, and educational should be incorporated into the curriculum of foreign language communication instruction from an early age. One way to formulate the goal of training in all areas is as follows:

The benefits of learning a foreign language include: - the child's mental development through the process; - the child's cognitive needs being met; - the child being motivated to learn the language further; - the child becoming an educated citizen of the world as well as his own country; - increasing the efficiency of language acquisition.

CONCLUSION (XULOSA). Preschoolers' learning contains a lot of unique characteristics. A child's understanding of what language "brings" is important, so learning should focus on the substantive aspects of learning—what to say, hear, and do—while also taking into account preschoolers' interests and meeting their communication and cognitive needs.

As a result, students' rejection of intentional memory of statements, dialogues, texts, and other materials is conditioned; they also develop their speech output, heuristics, and productivity; and their interest in educational, cognitive, and other activities is piqued.

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