

The Effect of the Accurate Pronunciation to Speak Fluently

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Abstract: Recent research shows that, it is crucial one to pronounce words correctly. Because accurate pronounce means that understanding correctly. Sometimes it is too hard to perceive someone's sentences. But when speaker utilize pronunciation listeners can easily understand. There are given some hints to evaluate pronunciation skill.

Keywords: pronunciation, perceive, speaker, listener, sound, native, nonnative.

Introduction

A more realistic goal, and one that more and more teachers and researchers recommend, is intelligible pronunciation— speaking in a way that most listeners, both native and nonnative speak-ers, can understand without too much effort or confusion. It's not a bad thing if you can still tell that the speaker comes from a particular country or region, as long as the speaker can be easily understood by others (Celce-Murcia, Brinton, & Goodwin, 2010).

English pronunciation teaching has undergone a change in focus from what is called a narrow approach – concentrating on segmentals – to a broader one that emphasises suprasegmentals and regards pronunciation as an integral part of oral language use (e.g. Morley 1991). This expanded concept of pronunciation operates top-down, and includes more focus on longer stretches of speech, the effects of voice-setting, stress and intonation, as well as coarticulation phenomena such as shortenings, weakening, and assimilation (Pennington & Richards 1986).

Positive effects of pronunciation instruction have been reported in numerous studies. These studies suggest that instruction at both segmental and suprasegmental levels can result in improved pronunciation skills, and that teaching methods such as discrimination practice (e.g. Neufeld 1977, 1978 quoted in Neufeld & Schneiderman 1980; Derwing et al. 1998), concrete rules, giving immediate feedback (e.g. Elliott 1995, 1997), and imitation (e.g. Macdonald, Yule & Powers 1994) have had positive effects on the learning of pronunciation. In a comparison of narrow/segmental and broad/suprasegmental approaches, Derwing et al. (1998) conclude that the suprasegmental approach is more effective in terms of comprehensibility, accentedness and fluency.

Teachers sometimes assume that more outgoing learners will be able to learn pronunciation better than shy students, and there may be some truth to this.

Confident students might speak more and be more willing to try new sounds, and this extra practice could help them improve their pronunciation. However, this improvement is certainly not guaranteed. Some outgoing students may be producing a lot of language, but they may

also be jumping ahead without paying attention to the accuracy of their pronunciation. If listeners are impressed by their fluency and accept their imperfect pronunciation, they have no way to know that they need to improve. Some more introverted students might actually be thinking carefully about sounds and practicing “within themselves,” even if they don't speak much in class. Don't underestimate the quiet students. Appreciate the strengths and possibilities of all your students, and encourage everyone. All students can learn and improve in their own way.

In general, children have a great immediate need to be motivated by the teacher or the materials in order to learn effectively. Prizes and similar extrinsic rewards can help, but it is more effective on the whole are elements that contribute towards intrinsic motivation: interest in doing the learning activity itself. Such elements are most likely to be effective if they are based on an appeal to these senses or activate the children in speech or movement. The three very important sources of interest for children in the classroom are pictures, stories and games; the first being obviously mainly visual stimulus; the second both visual and aural; and the third using both visual and aural channels as well as activating language production and sometimes physical movement.

There are no shortcuts to perfect pronunciation, however there are some ways you can practise more effectively and improve your skills faster. Follow our ten top tips, start improving your pronunciation today and take a step closer towards your goal of perfect English pronunciation.

Listen to yourself

Slow down!

Picture it...

Get physical!

Watch yourself

Copy the experts

Practice English alone

Find a language buddy

Pay attention to intonation and stress

Sing a song!

1.Listen to yourself

It's often difficult to hear pronunciation errors in your own speech because you are concentrating actually communicating rather than the sound you are making. If you can't hear your pronunciation problems, it's tough to correct them. Try recording your speech with your smartphone or PC and making a note of specific areas you need to improve on.

2.Slow down!

Many English learners think that speaking fluently means they need to speak fast. This is wrong. Speaking too fast reinforces bad habits and makes the speaker sound nervous and indecisive. Speaking slowly will give you time to breathe properly and think about what you want to say next. Because it gives you time to think while you are speaking, you'll feel more relaxed and be able to concentrate on making your English sound fantastic.

3.Picture it...

Close your eyes and think about how to make a sound before saying it. Visualize the positioning of your mouth and face. If you have studied with the phonemic chart, think about the sound you are making and how it relates to other English phonemes. If you have used diagrams of the mouth and tongue, think about the shape you need to make inside your mouth if you want to make the sound correctly.

4.Get physical!

Pronunciation is a physical skill. You're teaching your mouth a new way to move and using different muscles. Focus on difficult sounds each day. Having trouble with 'th'? Put your tongue between your teeth (don't bite down) and blow air out of your mouth. Feel the air move over the top of your tongue.

5.Watch yourself

Stand in front of a mirror to see the placement of your tongue, lips, and shape of your mouth when you make certain sounds. Compare what you see with a video of a native-speaker saying the same thing. Watch yourself in a mirror

6.Copy the experts

There's no replacement for learning pronunciation from the experts – native-speakers. So listen! Listen to English radio programs and watch television and movies in English. Imitate what you're hearing – even if you're not sure what they're saying yet.

7.Practice English alone

Pronunciation problems persist because we're afraid to make mistakes. Create scenarios – meeting someone for the first time, ordering at a restaurant, asking for directions – then act out the dialogue by yourself. Don't be shy.

8.Find a language buddy

Getting feedback from an outside observer is crucial. Find a friend who's also interested in improving their English. Try exchanging recorded messages so you can listen closely to each other's pronunciation.

9.Pay attention to intonation and stress

Good pronunciation is more than just mastering individual sounds. It's also understanding intonation (the rise and fall of the voice) and stress (some sounds in words and some words in sentences are louder or clearer than others). Read poems, speeches and songs aloud, concentrating on the word stress and intonation.

10.Sing a song!

Learn the words to popular English songs and sing along. Singing helps you relax and just get those words out, as well as helping your rhythm and intonation. Because you don't need to concentrate on constructing sentences for yourself, you can concentrate on making your pronunciation sound great!

Conclusion: Based on the result of the research, after implementing in two cycles, the researcher has recorded both some strength and some weaknesses in terms of conducting more various games, applying various interesting activities, arranging interesting tasks, and using media. The research was successful to improve the students' English pronunciation ability. They were some changes as the result of the actions. The changes were either in the way of thinking or in the behavior of the involved-members. The changes were related to the following. During the implementation of the actions, the students became interested and active in learning English. They actively involved in improving their English pronunciation ability.

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