



**THE AGE FEATURES OF TEACHING ENGLISH PRONUNCIATION IN
PRIMARY CLASSES**

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ANNOTATION

Many students' attempts to learn English may be unsuccessful due to various complex factors directly related to their native language and the specific features of the English language. This article discusses the difficulties that students face when learning English and how to overcome them. The English language is full of sounds that are unfamiliar to many non-native speakers, so some words may be difficult to pronounce correctly because they have never had to pronounce that phonetic sound before. After all, the presence of monophthongs and diphthongs in the English language naturally makes it difficult for primary school students to master pronunciation standards.

Key words

English language, sound, letters, primary, school learners, ability, intellect, age, ways of teaching

INTRODUCTION

The XXI century is the century of the intellectual generation. Today's children are distinguished by their abilities, intelligence, and hard work. That is, children from a very early age strive to fully use their intellectual potential and require increased attention to themselves, trying to understand the world around them as quickly as possible. Today's (indigo) children of primary school age differ from their peers of the last century in their hyperactivity and extreme impressionability. As a result of such hyperactivity, children become kinesthetic, get tired easily, and cannot concentrate for a long time and hold a certain point[3].

Modern children are born with sharp minds and are very hungry for information. If their urgent need for information is not met promptly, they become moody and angry. The thirst for information is formed as a result of sitting in front of the TV and computer. Advertisements, in particular, attract the attention of children due to the dynamism and richness of the information presented[8].



Today's children have long-term memory that is stronger than short-term memory. This ability is given to children so that they can keep up with the flow of high-speed information in the age of computer technology and can quickly process large amounts of information. In modern methodological literature, it is recommended to focus on what primary school students can do, rather than on what they cannot do. The main advantage of primary school students when learning English is that they are not embarrassed to study this subject, that is, they have high courage and are not afraid of being discredited in existing social speech situations. They have well-developed instincts, language experience, and character traits that allow them to successfully learn English.

MAIN PART

Teaching English pronunciation in primary school is an essential component of language learning. It lays the foundation for effective communication and comprehension skills. When it comes to teaching pronunciation to primary school students, there are certain age-related characteristics that teachers should consider.

Firstly, it is important to acknowledge that children at the primary school level are still developing their speech and language skills. They might not have fully mastered their first language, let alone a second language like English. Therefore, teachers should be patient and understanding of their students' language abilities.

At the younger end of the primary school spectrum, students might still struggle with producing certain sounds accurately. This is because their articulatory muscles are not fully developed, and they are still learning to coordinate these movements. Teachers should be aware of this and provide ample practice opportunities for students to refine their pronunciation skills.

Additionally, at this age, children are highly receptive to mimicking and imitating sounds they hear. Teachers can leverage this by providing models of native-like pronunciation in English. For example, using songs, chants, or rhymes can be an effective way to help young students internalize accurate pronunciation patterns. It is also important to consider the cognitive abilities of primary school students. Younger students might find it challenging to grasp abstract concepts related to sound production, such as phonemes and phonetic symbols. Therefore, teachers should focus on providing concrete examples and using visual aids to support their teaching. For instance, using pictures or gestures to represent specific sounds can help students connect the sound with its corresponding visual representation.

As learners progress through primary school, their cognitive abilities develop, allowing them to understand more abstract concepts. They can start grasping the relationship between sounds and letters, which is crucial for accurate pronunciation in English. Teachers can introduce phonics instruction, teaching students the



phonetic rules and patterns that govern English pronunciation. This can help students decode and produce words more accurately.

Furthermore, as students advance in their language skills, instruction can shift from repetitive drills to more interactive and communicative activities. This can include role-playing, storytelling, or conversations that provide opportunities for students to practice their pronunciation in meaningful contexts. Encouraging group work and pair work can also foster peer interaction and collaboration, enhancing students' motivation and engagement in learning pronunciation.

At the upper end of the primary school level, students might still face challenges with certain aspects of English pronunciation. For instance, they might struggle with stress and intonation patterns, as well as with the subtle differences between similar sounds in English. Teachers should address these particular challenges by providing explicit instruction and practice in these areas.

It is important for teachers to create a positive and supportive learning environment for teaching pronunciation. Encouraging students to take risks and provide constructive feedback can help them build confidence in their pronunciation skills. Providing regular opportunities for students to practice pronunciation and giving them individualized feedback can also help them monitor their progress and identify areas for improvement.

By incorporating engaging and interactive activities, providing visual aids, and offering constructive feedback, teachers can help primary school students develop accurate and effective English pronunciation skills.

Absolutely! There are plenty of fun and effective activities you can incorporate into your English pronunciation lessons. Here are a few ideas:

1. Tongue Twisters: Tongue twisters are a great way to help learners practice specific sounds and improve pronunciation. Start with simple ones and gradually increase the difficulty level.

2. Minimal Pairs: Use minimal pairs to help learners differentiate between similar sounds. For example, you can practice distinguishing between "ship" and "sheep" or "bit" and "beat."

3. Pronunciation Drills: Create short drills where learners repeat specific sounds or words. Focus on problem areas or sounds that are commonly mispronounced.

4. Listening and Mimicking: Play audio clips of native speakers pronouncing words or phrases. Encourage learners to listen and mimic the pronunciation.

5. Singing: Choose songs with clear and distinct pronunciation and have learners sing along. This can help with rhythm, stress, and intonation.



6. Role-Playing: Engage learners in role-playing scenarios where they need to use proper pronunciation. This can be an interactive and fun way for them to practice real-life communication skills[4].

Remember to provide constructive feedback and encouragement throughout the activities. Regular practice and repetition are key to improving pronunciation.

Sure, here are some common minimal pairs for practicing pronunciation:

1. Ship / Sheep: These words have the same vowel sound but different initial consonant sounds.

2. Bit / Beat: These words have the same consonant sound but different vowel sounds.

3. Cat / Cot: These words have the same vowel sound but different final consonant sounds.

4. Pin / Pen: These words have the same final consonant sound but different initial consonant sounds.

5. Sit / Seat: These words have the same initial consonant sound but different vowel sounds.

6. Back / Bag: These words have the same final consonant sound but different vowel sounds.

7. Bat / Bet: These words have the same initial consonant sound but different final consonant sounds.

8. Top / Tap: These words have the same final consonant sound but different initial consonant sounds.

9. Fun / Fan: These words have the same final consonant sound but different vowel sounds.

10. Hill / Heal: These words have the same final consonant sound but different vowel sounds[2].

By practicing these minimal pairs, learners can focus on specific sounds and improve their ability to distinguish between similar words. Remember to provide clear and targeted feedback to help learners identify and correct pronunciation errors.

CONCLUSION

In conclusion, teaching English pronunciation in primary school involves understanding the age-related characteristics of students. From the early years when students are still developing their articulatory skills to the later years when they can grasp more abstract concepts, teachers need to tailor their instruction to meet the specific needs of their students. Demonstrations are widely used in teaching English to primary school students. These activities, firstly, increase the activity of children, and secondly, they interfere with the logical assimilation of the material, its analysis, abstraction and generalization. Excessive loss of visuality



creates the risk of developing dynamic stereotypes based on it. As a result of an obsession with visibility, the student moves away from the main goal and gets used to paying attention to external, rather than internal, important signs. It is known that the retention of information in memory also depends on the analyzers involved in its reception. For example, information obtained through listening is retained in memory more firmly than information obtained through vision. Because in the process of listening to information, the student spends more effort on concentration. That is, the activity of the organs of hearing requires 16 times more movement of nerve fibers than the activity of the organs of vision. In the process of listening comprehension, the fatigue factor increases by 176 percent[3]. By spending a lot of energy on listening comprehension, a strong and ideal assimilation of language material is ensured.

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