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THE IMPORTANCE OF TEACHING PRONOUNCATION TO A1 LEVELS

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Abstract: Our government creates a favourable atmosphere and all conditions for the younger generation for learning foreignlanguages. So, all the state educational centres are provided by the latest innovative technologies, methodological materials and language laboratories as well**.** The Uzbek government during President Shavkat Mirziyoyev's first year in office has taken some positive steps to improve the human rights situation, but should now transform them into institutional change and sustainable improvements, Human Rights Watch said today. The findings are based on Human Rights Watch's first in-country research in seven years, including meetings and interviews with government officials, civil society activists, and ordinary citizens.

Key words: pronunciation, to improve speaking skills, speech sounds, word stress patterns, rhythm.

Introduction

Speaking skills helps to convey the same what he listened in the right manner text. Writing skills is used to express their own thoughts. The students feel interest and try to listen, record, write and practice them through the headphones in the labs and create interest to learn and repeat again and again over the subject. This software helps the student to improve speaking skills, which convert spoken form to machine-readable input. I recognize the accuracy of the learner and provide feedback and encourage the learner to practice again till they get proficiency. This software evaluates and provides scores of English pronunciation is very important to include in language lessons as it is very difficult to learn due to the fact that spelling and pronunciation are different matters and there is very little connection between them. Speech sounds, word stress patterns, rhythm of speech and intonation can be quite different in the mother tongue of the learners and if correct pronunciation is not taught and practiced, the learners assimilate English pronunciation to the patterns of their mother tongue.

Literature Review

Teaching pronunciation the s sound Teaching pronunciation is an area of language teaching that many English teachers avoid. While there are many textbooks and instruction manuals available, there is comparatively little on learning pronunciation. Why? Is it because we don't need to teach pronunciation or because it cannot be taught?

Indeed, we should teach pronunciation because words can have different meanings depending on how you say them. For example, there is a big difference between a pear and a bear, two sounds that are not easy for Spaniards! A teacher's first goal for their students is to achieve basic communication. However, that can fail if their accent is so bad that no one can understand them. In addition, teaching pronunciation is necessary since it's embarrassing to ask someone to repeat themselves three times and still not understand them.

When teachers decide to focus on pronunciation practise, many of them make the mistake of teaching pronunciation along with new vocabulary. This combination can work with students who have a 'good ear' or speak a related language. However, it can be hit and miss with students whose mother tongue has no relation to the target language.

This problem brings us back to whether pronunciation can be taught effectively at all? The answer is yes, of course, it can; it's just that the way many textbooks teach it is one of the least effective. Many books will have you drill pronunciation with repetition of the vocabulary. Some of the better ones will have you work on spelling., Spelling is an important skill, especially in English with its many irregularities and exceptions. But, unfortunately, very few will start you and your students where you need to, at the phoneme level.

Discussion

Firstly, regarding word stress, Kenworthy (1987: 155) declares that one area of difficulty is the stress of compound words and adjective plus noun combinations, such as 'blackbird' (where the stress is on the first element), 'white house' (where the stress can fall both on the first or on the second element, depending on the emphasis given). Also, word stress is very important in English to distinguish verbs from nouns, which can cause intelligibility problems. Secondly, sentence stress plays a very significant role in English. Depending on he emphasis to be put in a particular element, its meaning can change radically. Kenworthy (1987: 155) adds an example of this as in 'I have some books' placing the stress on 'books', which conveys the idea of possession. However, placing the stress on 'some' would refer to the idea of quantity. According to Gómez-González and Sánchez-Roura (2016: 278), intonation is 'the basic unit of speech melody, (…) usually lasting between one or two seconds.'' According to Alcaraz (1999: 180), La entonación inglesa tiene muchas coincidencias con la española, aunque justo es reconocer que éste es el fonema suprasegmental que más se resiste a la sistematización, debido a la gran cantidad de curvas melódicas que hay en inglés y también en las demás lenguas. English intonation has several coincidences with the Spanish one, although it is appropriate to recognise that intonation is the suprasegmental phoneme that most resists systematization, due to the great amount of melody curves that exist in English and in other languages.

CONCLUSIONS

Important role in EFL educational programmes in Galicia. Moreover, it is crucial to notice that the higher the level is, the lower importance is devoted to pronunciation. In the first and second years of Secondary School Education, pronunciation appears in two blocks and is also mentioned in different parts, whereas in the last years of A levels, pronunciation is rather marginal. As mentioned above, all these English competences are approved by the CEFR, which provides ''a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe (…) in order to use a language for communication [providing] with the skills [students] have to develop so as to be able to act effectively'' (Council of Europe, 2001: 1). Therefore, itestablishes different levels that vary from the lowest one (A1) to the highest one (C2) reaching different purposes.

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