

INFLUENCE OF UZBEK DIALECT ON DEVELOPING PRONUNCIATION OF FUTURE ENGLISH LANGUAGE TEACHERS AND ITS SOLUTIONS

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Annotation: In this article issues deal with pronunciation, problem of interference and influence of dialects on developing pronunciation of future English language teachers are on the discuss. Recommendation and solutions are researched and worked out as correct treatment for future English language teachers.

Annotatsiya: Ushbu maqolada bo'lajak ingliz tili o'qituvchilarining talaffuzi bilan bog'liq muammolar, shevalarning talaffuz shakllanishiga ta'siri, hamda interferensiya muammolari muhokama qilinadi. Bo'lajak Ingliz tili o'qituvchilari talaffuzi uchun muolaja sifatidagi tavsiyalar ishlab chiqiladi.

Аннотация: В этой статье обсуждаются проблемы произношения будущих учителей английского языка, влияние диалектов на формирование произношения и проблемы помех. Рекомендации будут разработаны в качестве лечения для произношения будущих учителей английского языка.

Key words: Approximation, interference, consonant, vowel, active, passive

Improving pronunciation of future English language teachers, which is under influence of dialects, is one of painful points of teaching foreign language system. As for the main aim of studying this research is finding out solutions for not only future teachers but also their future pupils, too. Theoretical valuability of research is working on the topic leaned other scholars research, literature and solving the problem, finding out relevant factors. Practical importance of the research is using results of observation at the field of teaching foreign languages for mispronounced learners, using analyzed methods at teaching foreign languages. In the research, after Appreciation, Interference conditions are clarified with examples, Observation, Comparative, Focused Interview methods are appealed to research to weak points under impact. As soon as research is provided with founded factors of dialects to pronunciation, system of exercises and essential brochures at phonetics of English are created and used at teaching process.

Since our government has paid attention more to learning foreign languages, especially English, teachers are required to obtain all knowledge and competence on their field. This field is surrounded by not only the knowledge about grammar and vocabulary, but also extra methodological competence and experience to involve the learners and eliminate weakness of them. In this case, some questions are appeared: Do all foreign language teachers obtain main skills of their field? Nowadays if it is wanted to know about the main weak point of both teachers and learners, it is answered that pronunciation is the basic painful point of them. Since speaking skill is a chain to communicate, it demands to work out and practice on it more than other skills. Some years ago, the best candidate at English was the candidate who knew grammar very well at the field of teaching foreign language. However, since

Communicative competence is being increased with the helping of four skills [listening, writing, reading, speaking], one of these days, the best candidate at English is the person who demonstrates her knowledge with fluent and accurate speech. As for pronunciation, it is beauty of language. But are all teachers and learners provided with that beauty of speech? Unfortunately, correct pronunciation is under influence of dialects and it is weakness of both learners and teachers too.

Although there were a plenty of scholars researched this issue with good results, success achieved by them is not enough for accepting correct pronunciation by learners. Approximation is the first good result of accepting rules of foreign language and pronounce a bit more similar as native speaker [J.Jalolov, 2014.p196]. However, after approximation, some kinds of learners are influenced by dialects which are suitable for their region. The Uzbek language is provided with three types of dialects, they are “qarluq”, “qipchoq”, “o’guz” [S.Ashirboyev, 2005.p31]. After approximation, teacher and learner may find weak points of learners pronounce skills and find the solution for them. It is crucial that teacher should involve some methods for finding out essential solution as a treatment.

Methods for achieving success at finding out solution are: Interviewing method for analyzing what factor influence on pronunciation of teacher, Observation method for clarifying which dialect more impact on learner’s pronunciation, Comparative method for comparing how the exercises increase the correct pronunciation of learners. Moreover, the techniques, focused interview to clarify exactly what challenge interrupts learners to pronounce wrong, Comparative interpretation to identify common and distinctive features of dialects, Substitution technique to treat those weaknesses with system of exercises.

Having used those methods which, we have mentioned above, some key aspects of learners pronouncing mistakes were witnessed. When the class was observed by teacher, some extra features of their regions were analyzed. With the helping of comparative method, they were compared with each other. As a consequence of organized focused interview with those learners, these factors were identified: the habitants of Kashkardarya region pronounce VOWEL [i:] as vowel [e], for instance: egg [i:g]-[eg], Kharizem region habitants mispronounced [k] consonant as [g],for example: [cat]-[gat]. According another example, most learners of valley region put stress more on [o:] than enough.

As for the preparing system of exercises for those weakness of learners, we should not forget other learners of the class as well. All the material and exercises are selected according to active aim and passive aim [J.Jalolov, 2014, p203]. In active part, the materials are prepared which must be accepted by most of learners according to course schedule. In passive part, some materials are formed by teacher for those learners, who have got mistakes in pronunciation, to work with them extra.

Pronunciation of future English language teachers is going on being under pressure of dialects until ongoing treatment is done permanently. That process which we have mentioned above must be planned and occurred in first course of learners in foreign language universities, otherwise they will form wrong pronunciation skill and it influences on their future professions too. For achieving good result, it is essential to organize phonetic lessons according to not only the topics in course syllabus, but also weakness and willing of learners too.

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