

The background of the cover is white with a light blue geometric pattern of interconnected hexagons and lines. Four large, 3D teal cubes are arranged in a staggered grid. Each cube has a dark teal shadow cast to its right and slightly forward. The title text is centered on the left side, overlapping the cubes and the background pattern.

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PEDAGOGICAL PROBLEMS OF DEVELOPING PHONETIC COMPETENCES OF FUTURE FOREIGN LANGUAGE TEACHERS

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Abstract. The article examines the problems and rules of phonetic competence development of future foreign language teachers, the levels of phonetics in the development of speech skills.

Keywords: future foreign language teaching, phonetic competence, pronunciation, sound, speech activity.

Regarding the goals of teaching the phonetic side of communication in world higher education institutions, innovative activity should be understood as a set of educational activities that ensure the use of innovations in the educational process. The development of pronunciation skills of students directly affects the speed and power of learning the material, and also helps to develop oral speech, reading and writing. Conditions that greatly affect the successful learning of the phonetic aspect of the language include identifying difficulties in repeating and perceiving sounds, identifying positive transmission and mixing zones, teaching the skills of developing speech hearing, and developing them in close contact with speech skills.

In the development strategy of the new Uzbekistan for 2022-2026 of the President of the Republic of Uzbekistan dated January 28, 2022, "Raising the process of training of highly qualified personnel with modern knowledge and high moral and ethical qualities to a new level in terms of quality" is defined as an important task. As a result, future foreign language teachers have practical-phonetic skills and allow to become mature specialists to implement the personal aspect in a certain communication [1].

Traditionally, pronunciation is understood as the features of articulation of speech sounds, as well as a set of orthopedic norms specific to this type of language. The psychological interpretation of pronunciation is somewhat broader, as attention is paid to the correct production of phonemes and intonations of the language being

studied, in addition, pronunciation includes such concepts as oral speech and its various forms, such as monologic, dialogic, artistic, scientific, eloquent and everyday.

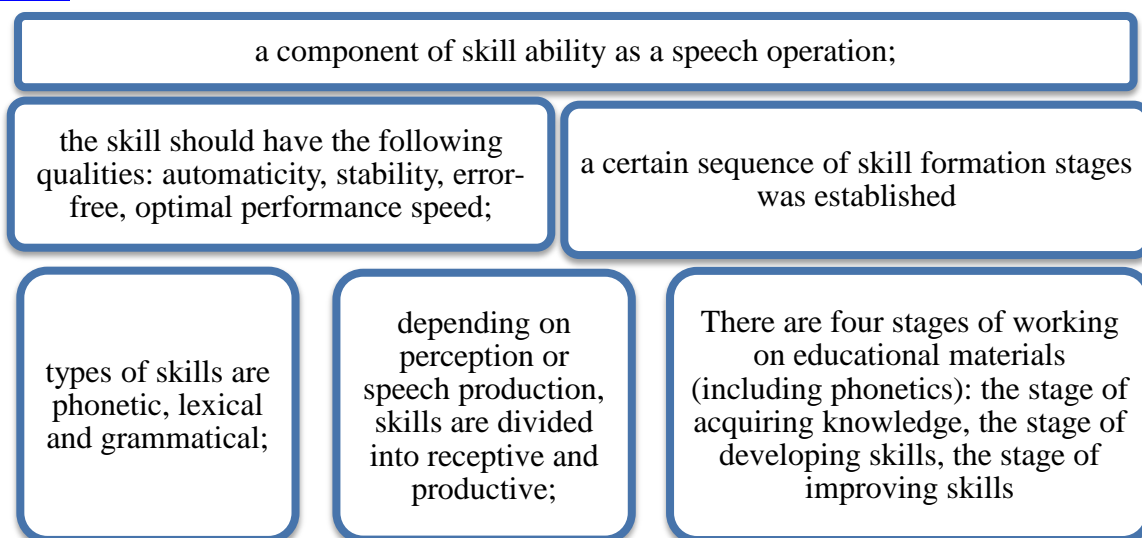
Most methodologists consider phonetic skills to be components of speech skills, along with lexical and grammatical skills [2; p. 257]. At the same time, it is noted that the formation of speech skills begins with the purposeful development of clear hearing [3; p. 8].

The time and success of mastering all types of speech activities and the success of communication in general depends on the level of development of listening-pronunciation skills among students. Therefore, the tasks of developing phonetic skills are solved in the field of practical phonetic skills, and development and improvement should be carried out throughout the entire educational period within the framework of corrective and accompanying courses.

According to M.Celce-Murcia, in the process of teaching phonetics, the teaching of pronunciation is effective when teachers control some of these factors, such as the age of our students, their amount and type of previous language instruction[4].

Dalton, C. [5] state that pronunciation helps teachers to understand and evaluate the material they have and therefore approach the pronunciation teaching process with more confidence.

E. G. Azimov and A. N. Shchukin distinguish pronunciation and articulation skills. Pronunciation skills are the ability to perform operations related to articulating individual sounds and combining them into syllables, words, rhythmic groups [2; p. 228] and articulatory skills are interpreted as an automated operation related to the accurate pronunciation of individual sounds and sounds as part of a word, and speaking in terms of the studied language norms [2; p. 19] is of great importance.



Picture 1. Basic rules of skill theory in foreign language teaching

It follows that the process of developing practical phonetic skills should be purposeful and continuous, and a comprehensive approach to the organization of phonetic courses (corrective, accompanying) should take into account the interdependent teaching of articulation, rhythm, stress, intonation of Uzbek speech in accordance with communicative goals.

Speech communication is impossible without speech perception and understanding, the basis of which, in turn, forms the ability to hear. Examining the psycholinguistic mechanisms of listening comprehension allows us to understand at which stages certain mechanisms need to be developed and which phonetic games help to overcome the difficulties that hinder the development of these mechanisms.

In fact, J. Jalolov put forward the opinion that it is better to "listen and understand speech" [6, 220 b]. Because earlier listening comprehension was seen as an integral part of speaking and it was not given separate exercises before. So, the activity of "listening and understanding" means understanding and comprehending the content of other people's speech live or in mechanical writing.

According to D.K. Kholmurodova, listening is a receptive type of speech activity, which is the perception and understanding of speech through the ear. The main goal of modern foreign language programs is to improve students' abilities:

- understanding of sentences, including in the presence of unfamiliar language tools, in the context of direct communication in various situations;

- understanding of audio texts at different levels and deep into their content (within the requirements of the program): understanding of the main content;

to fully understand the content and identify the most important facts [7; pp. 88-89].

Also, O'Koshimov extra linguistic and linguistic difficulties in listening comprehension [8; p. 132]. S. Saidaliyev distinguishes groups of linguistic difficulties related to individual age characteristics of the listener, listening comprehension conditions[].

The formation of pronunciation skills is an important factor for communication, for example, it can distort the semantic meaning of a statement in a foreign language, and this is unacceptable in professional communication.

Correct pronunciation refers to pronunciation that corresponds to orthopedic norms, that is, the sound design of speech should correspond to the norms of the national language. English teachers are often faced with the question of which one to teach because there are several pronunciation options. British standard pronunciation (Received Pronunciation (RP) is "(generally) received pronunciation", in many sources - normative pronunciation is often taught as a standard of pronunciation to learners of English as a foreign language. Thus, in Uzbekistan, as well as in Europe, British Standard English pronunciation is taught, because it is the most common and it is easy to understand and interpret. .

Traditionally, the school mainly deals with the descriptive properties of sounds, their staging and interaction properties [9]. Thus, when a student arrives at the university, it is assumed that he is already familiar with the concept of phonetics in general and has phonetic competence, even at the elementary level. The same cannot be said for phonology and phonetic competence.

According to G. Kelly, phonemes are different sounds in the language. Although there are slight differences in how people express sound, it is important that we describe exactly how each sound is produced.

Schoolchildren and university students often do not identify phonology and phonetic competence as separate elements of the language system, but define them in accordance with phonology and phonetic competence. Such difficulties in differentiating concepts are quite understandable, because the division and definition of the field of activity of each science and scientific community itself has raised many questions. Already at the stage of formation and branching of these scientific disciplines, many questions arose about the differentiation and expediency of such manipulations. We now know that phonetics is the study of speech sounds and that phonology is the study of language sounds.

In our opinion, phonology deals with the actualization, systematization and transformation of language sounds into a beautiful, correct and effective speech message. D. According to Crystal, phonology is a science that studies the sound system of a language and describes the main features characteristic of this system [10].

Phonological competence (FC) is a sub-competency of the communicative competence of a foreign language, which, along with phonetic competence, plays an important role in its functionality, because language as a means of communication manifests itself in sound, sound behavior that determines productivity and success, or, on the contrary, the influence of directed speech. reflected in ineffectiveness and low efficiency [11]. Lack of clear speech, its disorganization, fragmentation, ignorance of the fundamentals of the sound system of the studied language and inability to use them make successful communication impossible. At the same time, it is clear that the effective interaction of speech is the goal of building a communicative act, so we must do everything to create conditions for its implementation [12.]. One of these conditions is having phonological competences. Let's go to the essence of the concept of phonological competence and try to define

this phenomenon. Analyzing the linguodidactic literature, we came to the conclusion that there is no specific tariff for determining phonological competence. For example, K. Yu, Vartanova reveals the concept of phonological competence as a set of knowledge realized through the sound structure of the language, its phonetic phenomena at the segmental and suprasegmental levels, auditory and rhythmic-intonation skills and abilities [13].

Thus, practical-phonetic skills as a small component of linguistic competence, including the sound system of modern artificial intelligence, relevant perception and articulation skills, the ability to adequately control them in accordance with the language situation, as well as internal instrumental integration motives and beliefs that ensure the high quality of professional intercultural communication and set of values and phonological competence.

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