COMMON PRONUNCIATION MISTAKES AMONG ENGLISH LEARNERS

Tuychiyeva Dinora
Murodullayeva Rayhona
dtuychiyeva777@icloud.com
Samarqand davlat chet tillar instituti 2409guruh
Ibadova Nafisa

ABSTRACT: This article analyzes pronunciation issues that pose challenges for English learners. It also examines the influence of the native language on students' pronunciation errors, the complex structure of the sound system in English, and the insufficient use of stress and intonation. Furthermore, the article provides examples of how vowels and consonants are pronounced with typical pronunciation errors. In addition, it highlights the exercises that should be done regularly to reduce pronunciation errors, including improving listening skills, using modern teaching methods, and pronouncing words according to phonetic rules. The article provides useful methodological recommendations for English language learners, linguists, and teachers.

KEY WORDS: pronunciation errors, pronunciation, phonetics, phonology, vowels, consonants, stress, intonation, native language influence, speech fluency, listening skills, language learning, communicative competence, teaching methods

INTRODUCTION

One of the most important and complex aspects in the process of learning English is pronunciation. Therefore, there are many learners who are excellent at grammar but cannot pronounce words correctly. As a result, they may have some misunderstandings during the conversation, and the speaker's self-confidence may decrease due to a decrease in speech fluency.

Due to the fact that the sounds existing in English differ from the Uzbek language by the absence of some consonants and vowels or their different pronunciation, this situation causes students to make pronunciation errors. In addition, phonetic features such as stress, intonation, and word intonation are important factors in pronunciation, and this neglect leads to words being pronounced meaninglessly and unclearly.This article analyzes the most common pronunciation errors occurring in English learners, and examines their causes and ways to eliminate them.

LITERATURE REVIEW

International linguists have deeply studied the many pronunciation-related problems faced by English learners. In particular, the complexity of the process of learning pronunciation and its important role in language acquisition is assessed by research conducted in the field of phonetics and phonology. Furthermore, the main reasons for pronunciation errors in scientific literature are that the native language does not have a similar pronunciation to the language being studied (interference), phonetic differences, and insufficient practice.

In addition, there are a number of theoretical approaches related to the study of the issue of pronunciation in the process of language learning. For example, according to the theory of contrastive analysis, many learners mispronounce foreign words using sounds reflected in their native language. In particular, there are many differences in pronunciation due to the fact that the sounds /θ/, /ð/, /w/ that exist in English do not have an alternative in Uzbek.At the same time, the error analysis approach can serve to identify the causes of errors by examining pronunciation errors occurring in language learners and working on them.

Moreover, according to many studies, vowels with two different spellings and pronunciations in English cause difficulties in their study and pronunciation.Also, short and long vowels, diphthongs in English are significantly different from the vowel system in Uzbek. As a result, students find it difficult to distinguish between minimal pairs such as "ship" and "sheep," "full" and "fool." Furthermore, consonants in English are not always pronounced the same, for example, in some words, the final consonants are omitted or pronounced incorrectly.Another factor that plays an important role in literature is stress and intonation.Because in English, word stress and sentence tone are also one of the tools that play an important role in meaning differentiation.But language learners do not pay enough attention to these aspects, and as a result, their speech does not become natural and fluent.Researchers also note that sometimes words can have a completely wrong meaning as a result of incorrect stress.

According to modern scientific sources, using constant mutual conversations and technologies to teach pronunciation can be the most correct solution. Also, audio and video materials, pronunciation checking tools based on artificial intelligence, interactive programs, various online websites are the main tools that help students identify and correct their mistakes.Also, methods such as listening and shadowing are used as effective methods.

METHODOLOGY

This article identifies common pronunciation errors among English learners and analyzes their causes, as well as presents effective methods that can solve this problem. The use of a mixed (quantitative and qualitative) methodological approach in the article allowed for a comprehensive study of the problem.

English language learners of various levels (A2–B2) participated in the application of the method. Selected participants from general education schools, academic lyceums, and higher educational institutions participated in it. There were approximately 60-80 of them. The sampling methods were random and purposive sampling. Additionally, several other data collection methods were applied to comprehensively study the topic:

Through the observation method, several pronunciation errors made by students during the lesson were directly observed.In the process of using this method, a number of factors were observed, such as the incorrect use of English sounds in pronunciation, the incorrect use of word stress, the use of intonation as in one's native language, and the level of speech fluency.

This method was able to help identify errors in students' natural speech without artificial influence or means, and to collect important information about their initial state. Furthermore, the Experimental method was used for a deeper study of the topic.

This method is distinguished from others by the fact that it includes special exercises aimed at improving pronunciation. During this method, various phonetic exercises were performed with the participation of students.In particular,

words with small differences in pronunciation (e.g., ship–sheep, pen–pan), shadowing exercises, improvement of pronunciation using various audio and video materials, as well as special exercises on stress and intonation, and their impact were examined.

The method was implemented in two stages: the preliminary and final parts. First, the students' pronunciation level was checked, and then various pronunciation improvement exercises were conducted, after which they were re-checked. Changes in pronunciation were determined by comparing the results of both tests. Through this method, the effectiveness of working on

pronunciation was analyzed.In addition, various data were also studied within the framework of the analytical method. Two main factors were used here:

Phonetic analysis is a comprehensive analysis of the sounds (vowels and consonants) that students pronounce incorrectly, the incorrect use of stress and intonation. It was determined how each error was committed and their nature was studied.

In the comparative analysis, the phonetics of the English and Uzbek languages were compared, and the main reasons for pronunciation errors were explained. In particular, the absence of sounds in the Uzbek language and a different stress system were shown as important factors.

RESULTS AND DISCUSSION

According to the methods used above, it was found that several main factors are related to the prevalence of pronunciation errors among English learners. The data collected during the diagnostic stage showed that the main problem for the majority of participants was the pronunciation of sounds that do not exist in English or are ambiguous in pronunciation and spelling. In particular, the use of /s/, /z/ or /t/, /d/ instead of /θ/ and /ð/ means that the influence of the native language is strong.

Also, differently pronounced vowels also caused various errors in the pronunciation of students. Furthermore, one of the main problems for most participants was distinguishing between short and long vowels.For example, it was found that the main reason for the incorrect pronunciation of words such as "ship" and "sheep," "bit" and "beat" is poor development of auditory skills and lack of pronunciation exercises.

During the article, it was revealed that there are also a number of problems related to consonant sounds. In particular, the omission or incorrect pronunciation of consonants written at the end of a word was considered. In addition, it was found that another problem for some students is the replacement of the sound /w/ with /v/ in English.In addition, another important.Furthermore, in the process of implementing English speaking skills, students' inability to maintain the tone characteristic of their native language caused them to lack fluency and natural speech in English. Also, exercises based on various phonetics (the shadowing method, the use of audio and video materials) were used through the experimental method, and this situation could help to find a positive solution to the problem. The results of the final assessment showed that the accuracy of pronunciation significantly improved in the majority of participants after the above exercises. In particular, through working with pairs of words that are difficult to distinguish in pronunciation and regular listening exercises, students easily learned to distinguish vowels.In addition, it was emphasized that regularly performed practical exercises are more important than theoretical knowledge for learning pronunciation.Another problem is taking less time to practice pronunciation. Because the more language learners practice, the more their language learns to pronounce English words, and the more naturally they pronounce them. Additionally, phonetic exercises, listening skills development, the use of modern technologies, and an individual approach are among the primary tools that can help improve pronunciation.

CONCLUSION

This article analyzes and examines pronunciation problems, which are among the most common mistakes made by English learners, their causes, and ways to overcome them. According to the analysis, the main problems were identified as the phonetic influence of the native language (for example, the pronunciation of words as written), the fact that the pronunciation of some vowels

and consonants in English is different, as well as the pronunciation of words without sufficient attention to the rules of stress and intonation.

At the same time, performing phonetic exercises using experimental methods, including listening repetition (shadowing), using audio and video materials, recording one's own voice and then analyzing the errors in it, could be a sufficient solution to the problems of pronunciation.In conclusion, it is necessary to constantly practice and take an adequate approach to forming correct pronunciation in English. In this case, it is advisable to use not only theoretical knowledge but also practical exercises. The aforementioned exercises help make the process of learning English easier and more effective.

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