

## THE DIFFICULTIES IN ENGLISH PRONUNCIATION USUALLY EXPERIENCED BY UZBEK SPEAKERS

**Turakulova Nilufar Amirkulovna**

Department of public education of Kashkadarya region Nishan District  
teacher of general secondary education school №2

**Abstract:** The Difficulties In English Pronunciation Usually Experienced by Uzbek. The sounds of English may be arranged in three groups: vowels, double vowels or diphthongs, and consonants.

**Key words:** language, difficult sounds, diphthongs, consonants, articulation, English pronunciation.

Any language has its specific system. This is true for English as well. The sounds of English are not the same as the sounds of Russian, though there are, of course, some sounds which occur both in English and in Russian.

There are many difficult sounds in English for Russian learners, [w], [ð], [ ], [r] [ə], [ou], [εə] for example. To Russian-speaking pupils the combination of sounds [ ], [ðz] which occurs in English at the end of a word (*month, clothes*) is strange and they find great difficulty in pronouncing a word with this sound combination. The same may be said about [ŋ]. In English it comes in the middle or at the end of many words: *English, think, song, sitting, longer* and present a lot of trouble to pupils to produce it correctly as there is no sound like this in the Russian language.

The sounds of English may be arranged in three groups: vowels, double vowels or diphthongs, and consonants. There are twelve vowel sounds in English: [i], [e], [æ], [o], [u] and may be considered as short, but their actual lengths vary to a limited extent in the same way as those of [i:], [a:], etc. For instance, the vowels of [bit] *bit*, [let] *let*, [fut] *foot* are shorter than those of [bit] *bit*, [led] *led*, [lead] *lead*, [fut] *foot*. There is a modern tendency in South-Eastern English to lengthen some

or all of the traditionally short vowels [i],[e],[æ],[o],[u] in many situations. Words like *fit* and *feet*, *cot* and *caught*, *wood* and *wooded* are, or may be distinguished by vowel quality only, instead of by a complex of duration and quality.

“Some authorities, writes D.Jones, consider the state of tension of the tongue to be an important factor in the production of various vowel qualities, and they distinguish tense vowels from lax vowels; the [i:] of [li:p] *leap* has a tenser articulation than the [i] of [lip], and that the [u:] of [bu:t] *boot* has a tenser articulation than the [u] of [fut] *foot*. This can be tested by placing the finger against the larynx. When pronouncing the vowel [lip] of this part feels loose, but when pronouncing the vowel of [li:p], it becomes tenser and is pushed forward.

Therefore such opposites as [i:] – [i]; [u:]–[u]; are different in quality, not only in length.

Long sounds are fully long only when final- far, sea, saw two, fur; when a voiced consonant follows and the syllable is final in a sentence- feed, spoon, bird, farm, pause, and when they are said by themselves. In other cases the traditionally long vowels are pronounced short. D. Jones says that the length of vowels is determined in most cases by the phonetic context, and in few cases difference of length without accompanying differences of quality distinguish one word from another. Hence in teaching English vowels the quality of sounds should be emphasized and not their duration.

There are double vowels and diphthongs in English. Some of these diphthongs are strange to Russian-speaking pupils because they do not appear in their native language: [ou], [εε], [iə], [juə]. Pupils are tempted to substitute for them English monophthongs or sounds from their own language. The following vowel sounds have been found to be particularly difficult for Russian-speaking pupils: [æ] which is often confused with [e]; [a:] which is substituted by Russian [a]; [ə:] which is replaced by [o:].

English consonants also present some trouble to Russian pupils, first because there are sounds which are quite strange to pupils, for example, [ð], [θ], [w] [h] then because their pronunciation changes depending on the position in the words. In final

position voiceless consonants have strong articulation (white), voiced consonants-weak articulation (wide). Therefore in teaching pupils how to pronounce consonants in final position the teacher should emphasize the strength of articulation and tensivity of voiceless consonants and weakness of voiced consonants . For example, in Did you...? The second [d] differs from the first [d] in the weakness of articulation. The sound is hardly pronounced and heard.

Consonants may vary in length. In this connection D.Jones writes that when final they may be observed to be longer after short vowels than they are after long vowels... The [n] in bent is much shorter than that in bend; the [l] in gulp is shorter than that in bulb. The teacher of English should know this to be able to help his pupils in pronouncing words as close to the pattern as possible.

The pronunciation of words is not only a matter of sounds, but also of stress or accent . Some words have the heavier stress on the first part of the word :sorry evening , morning , answer , and other words have the heavier stress on the second part: begin, mistake, about, reduce , result, occur, effect. Stress is very important to the assimilation of English pronunciation . Foreigners often find it difficult to understand an English –man’s speech and ask him to speak more slowly, because in quick speech the accented syllables are so strong that they almost drown the others.

### USED LITERATURE

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