

TEACHING METHODS OF ASSIMILATION AMONG THE STUDENTS IN ORDER TO PRONOUNCE THE WORDS CORRECTLY

Yusupova Sevinch Shuxrat qizi

Student of Uzbek State World Languages University, philology faculty

Mukhlisa Djuraeva

Scientific adviser; teacher of UzSWLU

***Abstract:** This article includes teaching English pronunciation with simple ways according to Assimilation rules for student in order to realize how to pronounce the English words like a native speaker. This type of education determines how students absorb new instructions and put them into the existing one. It is a form of adapting to the latest education without losing what students already know.*

***Key words:** absorbing, disappearing, pronunciation, fluency, changing, making words similar.*

The assimilation theory of learning is a cognitive learning theory developed by David Ausubel (Ausubel's learning theory) in the early 1960s and widely applied to the area of meaningful verbal learning. It is based on Piaget's genetic epistemology and focuses on the assimilation hypothesis, which assumes that new learning experiences are always integrated into preexisting knowledge structures. Accordingly, the assimilation theory of learning states that new information is subsumed or incorporated into an anchoring structure already present in the student.

Assimilation in phonetics is the process in which a sound is **influenced** by and becomes similar to a **surrounding** sound. This means that the pronunciation can vary depending on the order of certain letters in different words. This is usually done to ease pronunciation, especially when words are said quickly.

Nowadays, in order to pronounce the words correctly, it should be taught to students assimilation deeply. Because, if we will observe their speech, we can get an information about that main cause of incorrect way of pronunciation is depends on some rules of assimilation. Take as an example native speaker's speech, they can speak very quick and smoothly, yet most of us with pause and pronounce some words how we can see like white paper (wait peipe) instead of (waippeipe), did you (didiyu) instead of (diju) and gold medal (golb medal). Here, I wrote about that assimilation has own rules. Actually, assimilation is a very big theme but I try to show and advise it through the some rules. Assimilation in phonetics can be described as having a certain set of rules.

First rule is an urgent one which I also started learning with them:

t+j=tf get you (getf ju:)

d+j=dʒ should you (ʃudʒ ju:)

s+j=ʃ makes you (meikf ju:)

If *j* comes after t,d and s then it becomes an assimilation.

Second rule for acquiring this theme is also easy and understandable:

/t/ changes to /p/ before /m/ /b/ or /p/ - hot poatato, felt more, start by

/t/ changes to /k/ before /k/ or /g/ - unemployment keeps, eight girls

/d/ changes to /g/ before /k/ or /g/- associated goal, motivated gym

/d/ changes to /b/ before /m/ /b/ or /p/ - exited before, golb medal, blood pressure.

Assimilation (English phonetic book 2007) may be of three degrees: **complete, partial and intermediate.**

Assimilation is said to be **complete** when the articulation of the assimilated consonant fully coincides with that of the assimilating one. For example, in the word horse–shoe [hɔ:su:] which is a compound of the words horse [hɔ:s] and [su:], [s] in the word [hɔ:s] was changed to [ʃ] under the influence of [ʃ] in the word [su:]. In rapid speech does she is pronounced [ˈdʌʃi]. Here [z] in does [dʌz] is completely assimilated to [ʃ] in the word she [ʃi:]

Assimilation is said to be **partial** when the assimilated consonant retains its main phonemic features and becomes only partly similar in some feature of its articulation to the assimilating sound. In twice [twais], please [plɪ:z], try [traɪ], the principal variants of the phonemes [w], [l], [r] are replaced by their partly devoiced variants, while their main phonemic features are retained.

The degree of assimilation is said to be **intermediate** between complete and partial when the assimilated consonant changes into a different sound, but does not coincide with the assimilating consonant. Examples of intermediate assimilation are: gooseberry ['guzbəri], where [s] in goose [gu:s] is replaced by [z] under the influence of [b] in berry.

The term "assimilation" comes from the Latin meaning «make similar to». Exactly as in this information I am also demonstrating you making sounds similar in order to you always pronounce them like this. Aforementioned above is just some rules but I can recommend you to check all words in your any texts according to these rules anytime and it can help you to improve your fluency and pronunciation of speech. A main point which I very wanted to understand you is a person who pronounce words knowing the rules of assimilation can feel free in front of native speakers and it encourages you to be more active on this way.

There are many different techniques and activities which can be used for teaching and practicing pronunciation. But, here I tried to demonstrate only some of them for the beginning. These rules may be used by any age groups over eight years old.

References:

English Phonetics: M.T.Iriskulov, A.S. Shatunova, A.A. Muzikina Tashkent 2007

Ausubel's learning theory,

<https://www.studysmarter.co.uk/explanations/english/phonetics/phonetic-assimilation/>