

PRONUNCIATION PROBLEMS AMONG UZBEK LEARNERS OF ENGLISH

O'zbekiston tuman 2-son texnikumi

ingliz tili fani o'qituvchisi **Xolmatova Zarnigorxon**

Annotatsiya

Ushbu maqolada o'zbek tili ona tili bo'lgan o'quvchilarning ingliz tili talaffuzini o'rganish jarayonida uchraydigan asosiy muammolar tahlil qilinadi. Ingliz va o'zbek tillarining fonetik tizimidagi farqlar, tovushlar, urg'u, intonatsiya hamda ularni bartaraf etish usullari yoritilgan. Shuningdek, ingliz tili o'qituvchilari uchun amaliy tavsiyalar berilgan.

Kalit so'zlar: pronunciation, phonetics, English language, Uzbek learners, stress, intonation, phonemes, language learning.

Abstract

This article examines the major pronunciation difficulties faced by Uzbek learners of English. It discusses the phonetic differences between English and Uzbek, common pronunciation errors, stress and intonation problems, and effective teaching strategies for improving learners' pronunciation. Practical recommendations for English teachers are also provided.

Keywords: pronunciation, phonetics, English language, Uzbek learners, stress, intonation, phonemes.

Introduction

Pronunciation is one of the most essential components of language learning because it directly influences communication. Even when learners possess a rich vocabulary and good grammatical knowledge, incorrect pronunciation may prevent successful interaction.

For Uzbek learners, English pronunciation presents significant challenges due to the considerable phonetic differences between the two languages.

English contains a wider range of vowel sounds, consonants, stress patterns, and intonation features than Uzbek. Therefore, learners often transfer pronunciation habits from their native language into English, resulting in noticeable pronunciation errors.

Main Discussion

Phonetic Differences Between English and Uzbek

The Uzbek language has a relatively simple vowel system and mostly phonetic spelling, where words are generally pronounced as they are written. English, however, has many irregular spelling-pronunciation relationships.

For example:

write /raɪt/

though /ðəʊ/

knowledge /'nɒlɪdʒ/

These inconsistencies often confuse Uzbek learners.

Common Pronunciation Problems

1. Difficulty with /θ/ and /ð/

The sounds /θ/ (think) and /ð/ (this) do not exist in Uzbek.

Learners usually pronounce:

think → sink or tink

this → dis or zis

2. Confusion Between /w/ and /v/

Since Uzbek lacks the English /w/ sound, learners often replace it with /v/.

Examples:

wine → vine

west → vest

3. Long and Short Vowels

English distinguishes between long and short vowels, while Uzbek does not.

Examples:

ship /ʃɪp/

sheep /ʃi:p/

Many learners pronounce both words similarly.

4. Final Consonants

Some learners omit or weaken final consonants.

Examples:

Desk

Helped

Asked

This can reduce intelligibility.

5. Word Stress

Incorrect stress placement is common.

Examples:

PHOtograph

Photography

Photographic

Incorrect stress may make speech difficult to understand.

6. Sentence Stress and Intonation

Uzbek intonation patterns differ from English.

Learners often:

use flat intonation;

fail to raise pitch in yes/no questions;

place equal stress on every word.

This makes speech sound unnatural.

Causes of Pronunciation Problems

Several factors contribute to pronunciation difficulties:

Mother tongue interference;

Limited listening practice;

Lack of exposure to native pronunciation;

Insufficient phonetic instruction;

Anxiety and lack of confidence.

Teaching Strategies

Teachers can improve learners' pronunciation through various classroom techniques.

Minimal Pair Activities

Examples:

ship – sheep

live – leave

bad – bed

full – fool

Listening Practice

Students should regularly listen to:

podcasts;

English news;

audiobooks;

conversations;

educational videos.

IPA (International Phonetic Alphabet)

Introducing IPA symbols helps students understand pronunciation independently.

Shadowing Technique

Students repeat immediately after native speakers, imitating pronunciation, rhythm, and intonation.

Recording Practice

Learners can record their speech and compare it with native pronunciation to identify mistakes.

Tongue Twisters

Examples:

She sells seashells by the seashore.

Thirty-three thieves thought that they thrilled the throne throughout Thursday.

These exercises improve articulation and fluency.

Recommendations

To improve pronunciation, teachers should:

include pronunciation practice in every lesson;

use authentic listening materials;

encourage regular speaking activities;

teach stress and intonation explicitly;

provide constructive corrective feedback;

integrate technology and pronunciation applications into instruction.

Conclusion

Pronunciation is a key factor in effective English communication. Uzbek learners commonly experience difficulties due to differences between the English and Uzbek phonetic systems. However, with systematic instruction, continuous listening practice, and communicative activities, learners can significantly improve their pronunciation. Teachers play a crucial role in helping students develop clear, accurate, and confident speech.

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