

16+



ISSN 2410-700X
10-2/2023

МЕЖДУНАРОДНЫЙ НАУЧНЫЙ ЖУРНАЛ
СИМВОЛ НАУКИ

More than half of the world's population is bilingual or multilingual: "56% of Europeans are bilingual, while 38% of the population in Great Britain, 35% in Canada, and 17% in the United States are bilingual," per statistics referenced in "Multicultural America: A Multimedia Encyclopedia."

Bilingualism is a natural state of the human brain, and due to its demands on self-monitoring and control – after all, the language not needed at any particular moment has to be inhibited – it keeps us mentally agile and appears to delay cognitive aging. Nevertheless, the long-term coexistence of more than one linguistic system within a single head hardly remains without consequences.

At the result, multilingualism is a great wealth. Multilingualism is the highest degree of development of linguistic consciousness. Numerous studies show that multilinguals outperform monolinguals on intelligence tests, mainly in solving problems for the manifestation of originality of thinking, mental flexibility, and better focus on performing several tasks as the same time. In general, multilingualism has a positive effect on the development of memory, intelligence, mathematical skills and logic. Multilinguals have a higher level of intellectual development and spatial imagination compared to a monolingual peer. Thus, multilingualism opens the door for faster and easier communication.

References:

1. Baker K. 'Base of bilingualism and multilingualism, Issues of multilingualism.' US, 2011.
2. Brainraih U. 'Monolingualism and multilingualism'. Moscow, 1972.
3. Dr. Lid King. 'The impact of Multilingualism on Global Education and Language Learning'. Cambridge Assessment English, 2018.
4. www.thoughtco.com

© Gurbanmyradova G., Gurbanmyradov M., Muhammedova E., 2023

УДК 37

Hemzayev O.H.,

Senior lecturer of the Institute of International Relations of the Ministry of Foreign Affairs of Turkmenistan, Ashgabat, Turkmenistan.

METHODS OF TEACHING THE PHONETICS OF A FOREIGN LANGUAGE

Annotation

Creating and developing students' phonetic skills is based on several didactic principles. Implementation of the Consciousness Principle does not mean the theorization of the entire learning process. One of the most necessary situations is to explain the pronunciation of hard-to-pronounce sounds. This makes it easier to pronounce sounds. Pronunciation takes on an auxiliary character and ceases to be used after the formation of the appropriate phonetic skills and habits. Implementation of the activity principle means that students are encouraged to say the sounds on their own according to the patterns.

Key words:

foreign language, grammar, phonetics, discourse, phonetic phenomena, teacher, listener, skills, students.

Аннотация

Создание и развитие фонетических навыков учащихся базируется на нескольких дидактических принципах. Реализация Принципа Сознания не означает теоретизирования всего процесса обучения. Одна из самых необходимых ситуаций – объяснение произношения труднопроизносимых звуков. Это облегчает произношение звуков. Произношение приобретает вспомогательный характер и перестает

использоваться после формирования соответствующих фонетических навыков и навыков. Реализация принципа активности означает, что учащимся предлагается самостоятельно произносить звуки по образцам.

Ключевые слова:

иностраный язык, грамматика, фонетика, дискурс, фонетические явления, преподаватель, слушатель, навыки, учащиеся.

Creating and developing students' phonetic skills is based on several didactic principles. Implementation of the Consciousness Principle does not mean the theorization of the entire learning process. One of the most necessary situations is to explain the pronunciation of hard-to-pronounce sounds. This makes it easier to pronounce sounds. Pronunciation takes on an auxiliary character and ceases to be used after the formation of the appropriate phonetic skills and habits. Implementation of the activity principle means that students are encouraged to say the sounds on their own according to the patterns. Students should not only be able to pronounce the sounds, but also be able to compare them to their counterparts. Control from the teacher is then transferred to the students themselves. Students' ability to find their own mistakes and self-control also depends on his activity. Adherence to the principle of teaching by demonstration means the active participation of the senses, sight and hearing of the students. When explaining the pronunciation of sounds, students' attention should be drawn to the movements of the tip of the tongue, lips, and lower jaw. It means relying on the principle of teaching words and phrases by showing the teacher to perform directed actions. Dividing and stressing sentences written in books or on the blackboard is considered as a teaching tool. This principle also applies to the teacher's presentation. Accordingly, the teacher should always play cleanly and at a regular pace. Just as it is considered wrong to pray too fast, it is also unhelpful to pray too slowly. Because both of these situations make it difficult to understand what is being said. The technical means can also be interpreted as a means of teaching the principle of listening to recorded conversations by announcers. In the teaching of phonetics, along with the above, it is necessary to take into account the principles such as consistency and gradually increasing difficulty of the learning material. Do-it-yourself exercises play an important role in improving students' phonetic skills and abilities. In this exercise, the following phonetic units can be considered: sound, sound connection, syllable, word, word connection, phrase, and text. Regular training of hearing and speech organs takes place on the basis of comparing the sounds and other phonetic phenomena of students' mother tongue and the studied foreign language. The introduction of phonetic material and its assimilation takes place in the following sequence:

- a) pronunciation of a new sound in words or speech samples;
- b) hearing the studied voice separately, its transcription is written on the classroom board or displayed on the table; where necessary, the pronunciation of that sound is shown and compared with the corresponding sound of the mother tongue;
- c) learning the new voice by students individually and in public before moving on to reading the text;
- d) listening to a recording in order to recognize the new learned tone or intonation;
- e) repeated repetition of phonetic activities to further improve listening skills.

References:

1. Stronin M.F. Educational games in the English lesson. M. Education, 1984.
2. Kashapov M.M. Non-imitating active teaching methods: Guidelines / Comp. MM. Kashapov Yaroslav. State University, Yaroslavl, 2001
3. Kurbatova O.V., Krasnoperova L.B., Soldatenko S.A. Active teaching methods: recommendations for development and application: textbook.-method. Allowance p. Metaploshchadka, 2017.
4. Kuryanov M.A., Polovtsev V.S. Active teaching methods Tambov: Publishing house of FGBOU VPO "TSTU", 2011.

© Hemzayev O.H., 2023