



Methods of eliminating phonetic interference in teaching English in grades 1-4 through audio exercises

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Annotation: This article explores various methods and strategies that incorporate audio exercises to eliminate phonetic interference and foster a more immersive language learning experience.

Key words: English language science, phonetic interference, audio exercises, innovative methods, speech development, communicative purpose.

Introduction:

Teaching English to young learners in grades 1-4 presents a unique set of challenges, one of which is the interference of native language phonetics. To overcome this hurdle and promote accurate English pronunciation from an early age, educators can leverage the effectiveness of audio exercises.

Literature analysis and methodology:

In the audio-lingual method of teaching English, the need to carefully listen to the information and keep it fully in mind is promoted, while in the communicative approach, the language material should be mastered for the purpose of using it in live communication. For this reason, the student should be taught to pay attention only to the necessary information during the listening process, to distinguish the necessary from the unnecessary, to remember them and to use them for communicative purposes.



Development of speech of elementary school students as a way of expressing thoughts in English is carried out with great difficulties. Because the formation of the opinion takes place internally in the native language, and the expression is carried out externally in English. If in the process of learning English, the student constantly translates the code of the native language into the code of the English language, he learns the tools of the language, not the way of expressing thoughts in English.

Results:

In the development of the student's speech in English, it is necessary to form an alternative way of expressing thoughts, which is comparable to the way of expressing thoughts in English, that is, in the mother tongue. To do this, it is recommended to introduce elementary school students to the ways of expressing thoughts in English by teaching speech samples. Because a rich repertoire of speech samples is important in developing students' pragmatic competence and compensating for unformed grammatical skills. It compares not individual language units, but whole models or devices containing these units.

The scope of speech activity is determined by program topics. The discourse created and performed by another person directly depends on the topics covered by the program. The essence of teaching English is directly related to the objectives of teaching, and it usually determines the content of the objective. If the content is a methodological concept or category to be mastered during education, its product reflects the goal to be achieved.

Discussion:

The essence of teaching includes speech topics, competences and skills, as well as language material. These three components require holistic mastery in learning English. In the curriculum, the topics are given separately by classes in the form taking into account the age and interests of students. The number of important topics distributed by grade in the table does not mean that the textbook should have the same number of sections.



Sub-topics within important topics can also be a separate section depending on the volume of language material. Speech skills mean levels of mastery of speech activities in a foreign language. The qualification is the competence of students to be able to independently use the skills acquired during the study of the English language with a steady step in their practical activities.

Conclusion:

In conclusion, incorporating audio exercises into English language teaching for grades 1-4 is a dynamic and effective approach to eliminate phonetic interference. By combining engaging activities, digital resources, and authentic native speaker input, educators can create a supportive environment that nurtures accurate pronunciation from the early stages of language learning. Through these methods, students not only develop essential language skills but also cultivate a lifelong appreciation for clear and effective communication in English.

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