

**CORRECT PRONUNCIATION FORMATION IN FOREIGN LANGUAGE LESSONS  
(USING GERMAN AS AN EXAMPLE)*****Dadajonova Sevara Oybek kizi****German Language Teacher of School No. 10 in Oltinko'l District  
Bozorova Gulmira Maxamadaliyevna**Teacher of the Department of German Language Theory and Practice, Faculty of Romance-  
Germanic and Slavic Languages, Andijan State Institute of Foreign Languages*

**Abstract:** This article addresses the issue of developing correct pronunciation skills during foreign language lessons. Recommendations are provided on studying the phonetic features of a new language, effective methods for organizing lessons, and suggestions for overcoming potential difficulties. The article can serve as a practical guide for teachers in planning and conducting engaging and effective lessons.

**Key words:** lesson, foreign language, pronunciation, German language.

Correct pronunciation plays a crucial role in the process of learning a foreign language. Pronunciation is not only a fundamental component of language acquisition but also a factor that boosts learners' confidence. This article explores the stages, methods, and challenges of pronunciation formation.

In today's rapidly developing world, foreign languages are more important than ever. However, what aspects should be considered when learning a foreign language? How can one ensure clear communication? How significant is pronunciation in foreign language learning?

If you are learning a foreign language and wish to use it effectively in spoken communication, pronunciation practice is essential. Pronunciation skills are necessary not only for listening and speaking comprehension but also serve as a bridge between spoken and written communication. Understanding sound-letter relationships is a prerequisite for reading aloud and writing.

**The Importance of Pronunciation in Language Learning**

Pronunciation is one of the key language skills for the following reasons:

- Correct pronunciation turns language into an effective communication tool.
- Incorrect pronunciation may lead to misunderstandings.
- Proper pronunciation helps develop other language skills (listening, speaking).

Students are introduced to the basic sounds of the target language, often comparing them with their native language sounds. Visual and audio materials are used to reinforce pronunciation. Repetition through songs, poems, and dialogues helps strengthen pronunciation skills. Students should apply their acquired pronunciation skills in real-life situations, such as role-playing exercises, group discussions, and presentations.

**Challenges in Learning Pronunciation**

Several challenges arise in teaching pronunciation due to factors such as the absence of certain sounds in the native language, individual differences in auditory perception, and limited resources for pronunciation practice.

**What Is the Best Method for Teaching Pronunciation?**

Unfortunately, there is no single method, as learners' individual needs vary greatly. Factors such as motivation, sensitivity to the phonetic characteristics of a language, listening skills, motor skills for speech movements, and prior experience with other foreign languages play an important role. Language teachers should have a solid understanding of phonetics and pronunciation to address these challenges effectively.

### **Common Difficulties in Learning Foreign Pronunciation**

1. **Articulatory Challenges** – Producing sounds correctly using the tongue, lips, throat, or nasal cavity can be difficult. For example, German vowels "ö" and "ü" require specific exercises to pronounce correctly.
2. **Acoustic Distinction Problems** – Some sounds may be hard to distinguish. For example, Uzbek speakers might struggle with the German "pf" phoneme as it does not exist in their native language.
3. **Influence of the Native Language (Interference)** – Learners often adapt foreign sounds to their native phonetic system. For example, German soft consonants such as "ch" and "sch" require special attention from Uzbek speakers.
4. **Differences Between Orthography and Pronunciation** – Some languages have significant differences between spelling and pronunciation, making learning more difficult. For example, German words containing "ich" and "ach" are pronounced differently.
5. **Lack of Phonetic Reflex Automation** – To pronounce new sounds correctly, learners must train their mouth muscles and breathing system to adapt to the new language, which requires consistent practice.
6. **Prosody and Stress Patterns** – Each language has its own intonation and stress rules. While Uzbek stress is usually on the last syllable, German stress often falls on the first syllable. Misplacing stress can affect comprehension.

To overcome these difficulties, learners benefit from specialized pronunciation exercises, phonetic transcriptions, and listening practice.

### **Key Aspects to Consider in Pronunciation Learning**

Pronunciation learning is not just about acquiring knowledge but also about understanding key phonetic features, sound-letter relationships, and word stress patterns. Training the ear to recognize and differentiate sounds is crucial. Learning correct pronunciation is a step-by-step process, requiring conscious control of speech movements until they become automatic.

### **The Role of Age in Language Learning**

Early language learning has several advantages. Research shows that children up to the age of nine acquire a foreign language as naturally as their native language and continue to learn new languages more easily in adulthood. Learning foreign languages enhances cognitive abilities and increases awareness of different cultures. However, studies also indicate that older learners can achieve better results due to their developed cognitive skills. While age is not the sole determining factor, the ability to learn a second language gradually declines with age. Therefore, learning a foreign language at the primary school level is highly recommended.

### **Learning Pronunciation Like Learning a Musical Instrument or Sport**

Learning pronunciation can be compared to learning a musical instrument or a physical activity like tennis.

- **Musical Instrument (e.g., Flute):** The teacher demonstrates how to hold the flute, how to blow air, and how to shape the lips. The student imitates these actions through repeated practice, gradually producing clear sounds.
- **Tennis:** The coach shows the correct way to hold the racket and hit the ball. The student imitates these movements, improving accuracy through repetition and consistent practice. Similarly, in foreign language learning, students observe how native speakers or teachers pronounce words and attempt to imitate them.

### The Role of Modern Technology

Today, digital tools and mobile applications provide effective support in learning pronunciation. These resources help students refine their pronunciation through interactive exercises, speech recognition, and guided feedback.

### Conclusion

Correct pronunciation formation is essential for effective language acquisition. It requires patience, creativity, and adaptability from both teachers and students. By combining traditional methods with modern technology and continuous practice, learners can significantly improve their pronunciation skills and communicate more confidently in a foreign language.

### References:

1. Krech, Eva-Maria, et al. Deutsches Aussprachewörterbuch. Walter de Gruyter, 2009.
2. Mangold, Max. Duden: Das Aussprachewörterbuch. Dudenverlag, 2015.
3. Wells, John C. German Pronunciation in Teaching and Learning. Cambridge University Press, 1985.
4. Kohler, Klaus J. Introduction to Phonetics and Phonology of German. Cambridge University Press, 1999.
5. Pfeiffer, Wolfgang. Grundzüge der deutschen Phonetik. Niemeyer, 2003.
6. Hall, Tracy Alan. Phonologie: Eine Einführung. Walter de Gruyter, 2000.
7. Urunbayevna I. O. NEMIS VA O 'ZBEK TILLARI TARJIMASHUNOSLIGIDAGI HAMOHANGLIK //Ta'lim innovatsiyasi va integratsiyasi. – 2024. – T. 20. – №. 3. – C. 7-10.2.
8. Isamutdinova, Durdona. "COMPARISONS AS REFLECTIONS OF HUMAN CULTURE AND THOUGHT." Innovations in Technology and Science Education 3.20 (2024): 194-198
9. Maxamadaliyevna, B. G. (2024). VATANGA OID MAQOLLARNING NEMIS VA O'ZBEK TILLARIDA LEKSIK-KOLLEGIK VA QIYOSIY TAHLILI. YANGI O 'ZBEKISTON, YANGI TADQIQOTLAR JURNALI, 1(1), 191-195.
10. Maxamadaliyevna, Bozorova Gulmira. "NEMIS VA O 'ZBEK TILLARIDAGI MAQOL VA MATALLARINING LINGVOKULTUROLOGIK TAHLILIGA DOIR." PEDAGOG 7.9 (2024): 127-130.
11. Isamutdinova, D. (2024). INNOVATION PEDAGOGIK TEXNOLOGIYA ASOSIDA DARSLARNI TASHKIL QILISH. MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS, 1(2), 193-197.
12. Isamutdinova, D. (2024). COMPARISONS AS REFLECTIONS OF HUMAN CULTURE AND THOUGHT. Innovations in Technology and Science Education, 3(20), 194-198.
13. Bozorova, G. (2024). THE IMPORTANCE OF IMPROVING THE PROFESSIONAL SKILLS OF EDUCATORS IN THE TEACHING OF FOREIGN LANGUAGES. Экономика и социум, (4-1 (119)), 99-101.

14. Bozorova, G. M. (2024). NEMISCHA ADABIY TALAFFUZINING O 'ZIGA XOS XUSUSIYATLARI. SOVREMENNOE OBRAZOVANIE I ISSLEDOVANIYA, 1(1), 105-111.
15. Абдулазизова, С. М., & Мадрахимова, З. Ф. (2024). ВАЖНОСТЬ ИСПОЛЬЗОВАНИЯ СОВРЕМЕННЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ. YANGI O 'ZBEKISTON, YANGI TADQIQOTLAR JURNALI, 1(3), 94-96.
16. Мадрахимова, З. Ф. (2023). СОВРЕМЕННЫЕ МЕТОДЫ ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА В ВУЗЕ. MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS, 1(1), 94-97.
17. Мадрахимова, З. Ф. (2024). Литературные Загадки В Детской Поэзии: Описание, История Создания. Journal of Innovation in Education and Social Research, 2(1), 166-171.
18. Nazim, B. (2024). THE USE OF FACT-CHECKING INSTRUMENTS IN ENHANCING MEDIA LITERACY. MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS, 1(2), 440-444.
19. Nazim, B. (2024). ENHANCING INFORMATION SECURITY THROUGH IMPROVED MEDIA LITERACY MODULES. MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS, 1(3), 235-239.
20. Ziyodullayeva, K., & Bo'ronov, N. (2024). FAKE NEWS AND THEIR ROLE IN PROPAGANDA MATERIALS. Развитие и инновации в науке, 3(8), 55-57.
21. Бўронов, Н. (2022). МЕДИАТАЪЛИМ ФЕЙК МАЪЛУМОТЛАРГА ҚАРШИ ҚАРШИ МЕДИСАВОДХОНЛИКНИ ОШИРУВЧИ ВОСИТА СИФАТИДА. RESEARCH AND EDUCATION, 1(6), 241-250.
22. Khumora, Z., & Nazim, B. R. THE ROLE OF THE INTERNET IN THE SPREAD OF FAKE INFORMATION.