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# Technology of Cultivation of Pronunciation of Primary School Students

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**ANNOTATION:** The study was conducted in an EFL setting. To gain an in-depth understanding of the topic, a mixed methods design was used. Research materials were collected from four different sources, and four methods of data gathering and analysis were employed. The data included EFL textbooks and teacher's guides, a teacher survey, classroom observations, and learner interviews. Combining quantitative and qualitative research methods and using such a wide range of data enables an in-depth analysis and a comprehensive cross-section of the topic. In this paper, I shall describe the characteristics (what is taught and how) of English pronunciation teaching in the light of the present data, and focus on the differences between the teaching received by the different learner groups.

**KEYWORDS:** survey, classroom observations, and learner interviews, of English pronunciation teaching, depth analysis and a comprehensive

- Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- Provide the vocabulary beforehand that students need in speaking activities.
- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

I think the next will be by stories, stories provide children with a context for speaking English. This is especially valuable if they aren't able to experience an immersive language-learning environment. Experiencing a story together in English places children in a small world where English is a given. The teacher as a storyteller reads a line and pauses. If the child is familiar with the story after having heard it a few times, she will be able to assume the role of storyteller.

Songs and rhymes are also effective teaching ways of teaching speaking for improving children's speech and they give children the chance to play with spoken English in a stress-free way. By listening to songs and singing them, children begin to hear the sounds of the language and experiment with the way the mouth works to produce those new sounds. They notice relationships between words that sound similar through the rhymes at the end of the lines, and how words in combination create rhythm.

Effective methods of teaching speaking in primary schools

As we know, nowadays good teachers need to change some ways of teaching English language under school conditions as the old-approaches and longer meet the requirements of the last year. The historic changes took place in Kazakhstan, since there have been obtained.

In analyzing the views and different approaches of foreign linguists involved in the study of teaching speaking I've tried to give the clearer explanation to teaching speaking and learning speaking, identify key species to analyses the ways of teaching speaking and how to teach speaking in primary schools.

As Byron supports it, in chronological order, it is impossible to obtain results in speaking terms (output) if the learner does not receive comprehensible information (input) in the target language first. Ellis, who is the famous methodological scientist, states in one of his book that the learners need to understand input in order to learn from it.



When we ask teachers of primary schools about their aspirations for their pupils' English language abilities, 'speaking English with confidence' is almost always at the top of their wish list. They want their pupils to read well, have a wide vocabulary and a firm understanding of English grammar, but mostly they want to hear them speak and speak with confidence and enjoyment.

Spoken English teaching techniques stress real-world communication and English conversation versus rote memorization. Because our communicative method is a student-centered approach, the teacher must work as a facilitator in an effort to help students develop English speaking skills for a range of purposes. Our teaching techniques are focused on increasing speaking English in classroom, as well as the pronunciation of words, and utilizing new vocabulary as much as possible. The ELC classroom maximizes dialogue through a variety of techniques, including class discussions, presentations, small group discussions, pair work, group work, special projects, and task-oriented assignments.

English-only policy so that students are encouraged to speak English throughout the day. Because of the importance of spoken English in real-world situations, it is important that English learners feel comfortable speaking English. Our conversation lessons have elements of all English skills, but our main goal is for the student to learn to express him/her self in spoken English with proper grammar, an accurate vocabulary and superior pronunciation. A good lesson uses teaching techniques that provide many opportunities for classroom dialogue.

The key to teaching groups speaking skills is to maximize speaking time in the classroom, as well as making use of extracurricular practice time (e.g., homework). In-class techniques, depending on the classroom configuration, can include pair discussions, dialogues or small group assignments, choral repetition (guided from the front), etc. You can also make use of social media for additional extracurricular practice to have students post short video or audio clips (of themselves doing a designated speaking task), which the teacher can then assess in their own time.

#### **MAKE SHORT STORIES A PART OF THE CLASS**

Young students usually find narrating and listening to stories interesting. Use this as a teaching tool. Make short stories a part of your class by encouraging your students to narrate stories in English. This helps them improve their communication skills. This also helps you to assess your students' interactive skills and helps them improve. This helps the students improve their thinking ability.

With the advancement in technology, many interesting tools for teaching have also been developed. Explore the use of technology in the classroom and find new ways of teaching English to your students.

#### **CHILDREN PERFORMING A PLAY**

Dramas and plays are another method to engage students in interactive learning. Ask your students to perform a play based on any story from their prescribed text-book. Let this be a group task where students get to decide their characters in the play and prepare dialogues suitable to the scenes in the play. Students learn how to make a script, how to act it out and how to organize the play. This also helps them improve their language skills.

#### **USE ENGLISH AS THE MEDIUM FOR COMMUNICATION**

Students learn English best when they use it in their daily communication, ask your students to use English as the medium for communication. Use new words in your conversation with the students so that they know the words and their usage. Allow students to make mistakes but ask them to continue with English language as the medium for communication. Observe and correct your students' usage of words and help them improve their language usage skills. I believe that task-based language learning, integrating with inquiry-based group work is one of the effective ways to enhance students' speaking skills. If the condition permits, students can be effectively engaged and motivated in authentic language learning environments using social media

In our country the given textbooks for the forms of 1<sup>st</sup> till 4<sup>th</sup> of primary schools was published several times. The analyzed textbook "Kid's English" compiled by S.S. Xan, L.H. Jo'rayev, O.N. Maxsudova and other authors contains fewer exercises, which is dedicated to develop speaking and vocabulary skills of learners.

Kid's English of form 1, 2 there are such lessons which belong to only oral tasks and activities, Kid's English of form 3, 4 there are such lessons which belong to all language skills and other contain different exercises, reviewing tasks and questions to analyze and confirm understanding are very important in determining the speaking skill comprehension.



In order to develop an efficient pedagogical proposal it was necessary to identify the most meaningful deficiencies that teachers present or face in the classrooms when teaching the English language. We acknowledge the different and vast variety of teaching realities in primary schools, as well as a great variety of weak points that these teachers have to deal with every day.

### CONCLUSION

By analyzing I came into conclusion teaching speaking in primary schools are still something of a mystery but one thing we can be sure of is that words are not instantaneously acquired at least not for adult foreign language learners. As I have come to the conclusion, pupils of primary schools must be taught by effective ways of teaching speaking teacher should be:

- friendly
- give explanations and instructions clearly
- as a parent
- feel self-confidence
- intelligent.

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

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