

## AUDIO COMPLEX AS ONE OF THE MOST IMPORTANT REQUIREMENTS OF A COMMUNICATIVE TECHNIQUE

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**Abstract:** The use of audio materials contributes to the implementation of the most important requirements of a communicative technique - to show the process of mastering the language as an understanding of a living foreign language culture; individualization of learning and the formation of motivation of speech activity of students.

**Key words:** audio material, phonetic, vocabulary, communication, scientific, learning, process.

Despite technological progress (using the Internet, various programs, etc.), one of the difficulties of teaching a foreign language is the very limited ability to communicate with native speakers and use speaking skills. Therefore, the main task of a teacher is to develop phonetic skills in a foreign language lesson using modern techniques of working with various audio systems.

From the point of view of the methodology, the educational audio complex is an audiovisual training tool specially prepared in terms of methodology, which is designed to create natural situations of verbal communication and has great emotional impact on students through the synthesis of the main types of visualization (auditory, motor, figurative, extralinguistic and etc.).

It can be noted that the introduction of the audio complex of phonetic exercises in the learning process changes the nature of the traditional lesson, makes it more lively and interesting. Also, the use of this complex in the lessons contributes to the expansion of the general horizons of students, enrichment of their language reserve and regional knowledge. In addition to the content side of

speech, the audio text carries the musical information of what you hear, you can find out about whom or what is said.

Using audio gives the ability to develop not only phonetic skills, but also various aspects of the mental activity of schoolchildren, and above all, attention and auditory memory [Panfilova, 2010: 26]. While listening to the phonetic charge in the classroom, an atmosphere of joint cognitive activity appears. Under these conditions, even an inattentive student becomes attentive, because to understand the contents of the phonetic charge, students need to make some efforts.

Available at all stages of teaching English are considered educational audio systems. They consist of small texts and have additional didactic material. According to B. Tomalin, there are 2 types of educational audio recordings:

- directly teaching the language (direct teaching video);
- acting as an additional source for training language (resource video).

The teaching material of the first type is characterized by learning directly with each topic of instruction, where students listen to the audio recording on their own, and the role of the teacher is assigned in order to help form the learners' skills with the help of a book for the teacher and assistive devices.

Audio recordings of the second type contain a lot of informative information showing how the language is used at various levels. These are usually episodes unrelated in content that take into account the degree of complexity and speech functions, this includes phonetic charging.

Practice shows that a student remembers what he hears five times better than what he only reads. In order for the process of teaching foreign languages with the help of audio recordings to be effective, a systematic and reasonable use of audio systems in the lessons is necessary. You should also determine the place of audio recordings in the training system and the frequency of presentation. Preference is given to short-duration audio recordings (phonetic charging): from 30 seconds to 5-10 minutes, while it is believed that 4-5 minutes, listening to audio recordings

can be used at each lesson. Due to this feature, it is advisable to use a short passage for intensive study, rather than a longer one for extensive study.

Audio helps shape and improve your listening and speaking skills. While listening to audio recordings, phonetic norms are memorized at a subconscious level, and attention is also focused on differences in pronunciation norms of English and American language variants, regional accents and dialects.

The presentation of speech functions and their means of expression are carried out in an understandable context, in various communication situations and are accompanied by the following exercises:

- repetition of different speech patterns, allowing to realize this function in pauses for the speaker;
- selection of the proposed list of those language means of expressing functions that are found in audio recordings.

Activation of grammar material will occur in speaking after listening to audio recordings. This can be commenting on audio recordings, complementing situations (text recovery), voicing replicas, drawing up questions of various kinds to the content of audio recordings.

When familiarizing yourself with phonetic phenomena, the explanation must necessarily be accompanied by a demonstration of sound standards that students hear from the teacher or in the phonorecording, and use an analytical-imitative approach in which the sounds to be specially processed are singled out from a connected whole and explained on the basis of the articulation rule; this is the analytical part of the work. Then these sounds are again included in the whole, which is organized gradually: syllables, words, phrases, phrases, and are spoken by the students after the sample, imitated.

Active listening is guaranteed by pre-assignments that help draw attention to the right sound quality. This is followed by intensive training of students in pronunciation. Training includes two types of exercises: active listening to the sample and deliberate imitation of the word flow of a specific sound to be

learned. By raising his hand or a signal card, the student shows the teacher how he heard the sound.

At the initial stage of training, exercises aimed at the formation of auditory-pronunciation skills are used.

1. Exercises for active listening and recognition of sounds and inonemes, aimed at the development of phonetic hearing and the establishment of differential signs of the studied phonemes and intones. These exercises can be performed by ear and using graphic support, with the voice of a teacher or with a tape recorder. For instance:

- listen to a number of sounds / words, raise your hand / signal card or clap your hands when you hear a sound;
- listen to sentences, raise your hand when you hear a question (narrative) sentence;
- listen to the sentence and mark the stressed words / number of syntagmas, etc.

2. Exercises for reproduction aimed at actively speaking (imitation) of sounds, syllables, phrases, sentences following the pattern - teacher or announcer - choir and individually.

It is very effective to pronounce syllables complex from the phonetic point of view in syllables, starting with the last word. Besides the fact that a word uttered from the end psychologically ceases to seem complex, the desired intonation effect is achieved: when pronouncing a word or phrase from the end to the beginning, the correct intonation pattern is preserved.

It is also useful to use poem reading with the use of various intonational shades to form strong pronunciation skills. As experience shows, the pronunciation skill cannot be preserved without changes, therefore it is important not only to maintain the formed skills, but also to continue to improve them at the middle and senior stages of training.

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