



Студенттер мен жас ғалымдардың
«ҒЫЛЫМ ЖӘНЕ БІЛІМ - 2018»
XIII Халықаралық ғылыми конференциясы

СБОРНИК МАТЕРИАЛОВ

XIII Международная научная конференция
студентов и молодых ученых
«НАУКА И ОБРАЗОВАНИЕ - 2018»

The XIII International Scientific Conference
for Students and Young Scientists
«SCIENCE AND EDUCATION - 2018»



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The present article concentrates on investigation of methods of teaching English pronunciation in terms of mastering students' pronunciation close to native speakers. The aim is to establish the importance of correct pronunciation.

It is known that English is one of the most widespread languages in the world despite the fact that there are hundreds of them. Millions of people are English native speakers, whereas millions are studying it to travel, study abroad and communicate.

However, issue of correct pronunciation is still unsolved according to the recent situation. There are a lot of learners, who cannot acquire native-like pronunciation in spite of decades of practice. We suppose the reason is in usage of unsuitable methods in Teaching English Pronunciation.

We are aware of the methods used in secondary schools where English is not official language, as well as when it is rarely or never used to communicate in society.

Firstly, we are going to review the background relevant to teaching pronunciation. It serves as a basis of practical part of this investigation. Practical part is based on the investigation that deals with the hypothesis, whether it is important to teach correct pronunciation to learners or not.

We deal with the context of phonetics and phonology. Phonetics studies sounds, phonology deals with the intonation, stress and accent of the language. That is, linguist Catford describes phonetics as the study of the physiological, aerodynamic, and acoustic characteristics of speech-sounds. Whereas phonology studies how sounds are organized into systems and utilized in languages [1;187]

Pronunciation has two main features, they are segmental and suprasegmental. Segmental features are sounds that show what the language is. We can differentiate languages according to their sounds; despite we cannot understand the speech. The suprasegmental features are related to intonation; stress and change of sounds in connected speech [2].

The well-known phonetician O'Connor [3] notes that the errors of pronunciation made by the English learner is influenced systematically by the language background, as well as the same problem exists among Kazakhstan university students. Thus mispronunciation or shifting sounds can be the result of wrong acquisition of sounds by the learner or unsuitable methods used in teaching it.

The background of teaching pronunciation is full of changes, as it has gone different changes through years. Time passing the main role of acquiring foreign language through learning grammar and lexis changed. Previously, it was important to learn grammar and vocabulary, to read literatures and translate them. Nowadays, people have opportunity to travel, communicate. This changes lead to overlooking methods of teaching Pronunciation.

We know there are many questions requiring detailed research on it. Our analysis based on evidence of results of survey and observation. We can see teachers neglecting the importance of teaching correct pronunciation. G.Kelly states the reason might be the little practice of the teacher, as well as teachers can teach it within teaching grammar and lexis. However, more attention is paid to grammar structures [2;11]

Here are some factors relevant in creating good results in teaching pronunciation. While teaching good pronunciation it is better to pay attention to words and sentences, thus big chunks help acquire it appropriately. Words individually never give complete meaning; also words can

differ according to the sentences and order of the word. Some words can have the same spelling in both noun and verb that have different transcription.

This activity offers a clear way to implement correct acquisition of word and sentence pronunciation. They should follow the steps they should never neglect:

1. Say the sound alone
2. Say this sound in words
3. Contrast it with other sounds
4. Write the word in a board
5. Get acquainted with the rules how to pronounce the sound
6. Repeat the sounds in chorus (teaching pronunciation of the sound in groups)
7. Repeat the sound individually

Generally, focus on teaching articulation of isolated sounds is important. Individual sounds and syllables help students sound close to native speaker. However, mostly teacher should pay more attention to teaching larger units.

Pronunciation methods are implied in lessons. They are effective if students are active. The students should be involved in actually speaking, rather than in just learning facts or rules of pronunciation. Many students of course feel more comfortable learning the rules of the language, because it is less threatening than actually speaking.

In our investigation we proceed from the notion of the transfer of explicit knowledge of rules into pronunciation practice is very limited. This interpretation can be generalized to apply to use of imitative and analytical approaches.

From the above it should be clear that teaching pronunciation is difficult, as well as learning is not easier than it. Sometimes we can face students, who cannot repeat heard sounds and words. Imitation of speech is not a simple exercise, in which the ear takes the sounds and the tongue reproduces them back. It is important to emphasize that people subconsciously think about the sounds they should produce, deconstruct them and reconstruct them according to their phonological concepts.

In rest of this investigation we reflect on results of conducted research work.

Firstly, we have considered some drilling exercises to practise and check their pronunciation of sounds. It is known to all that sound of two consonant combinations “th” are /ð/ and /θ/, as well as there is no similar sounds in the Kazakh language.

This drilling activity focuses on attention of the learners to correct production of above-mentioned sounds. Isolation of these sounds and practise separately help them control their production. Observing students we have found out that learners often replace these sounds with /d/ or /f/. According to the investigation we have found that Russian group students pronounce the word ‘there [ðeə]’ as /dea/ or /fea/, whereas kazakh group students ‘there [ðeə]’ as /zeə/ or /feə/.

To deal with this problem we have presented some examples of these sounds. For example, I have a first/ thirst, I have a fin/thin soup, I have a tree/three, etc.

Another task is reading tongue twisters or special sentences with ‘th’ consonant sounds. For instance, ‘The thirty-three thieves thought that they thrilled the throne throughout Thursday’. Or ‘I thought, I thought of thinking of thanking you.’, etc.

We must now inquire into usage of drilling tasks in classes help students to concentrate on correct pronunciation of sounds instead of replacing them similar sounds. However, teach them pronounce new sounds, rather than they used to, is difficult for both teacher and learner.

Turning to the data under consideration in this article we must mention that teachers should regard features of pronunciation as integral to language analysis and lesson planning. A lesson, which focuses on particular language structures or lexis, needs to include features of pronunciation in order to give students the full picture, and hence a better chance of being able to communicate successfully.

Gerald Kelly (2000) gives three types of lessons, which are integrated, remedial and practice lessons.

- Integrated lessons, in which pronunciation forms an essential part of the language analysis

and the planning process, and the language presentation and practice within the lesson.

- Remedial or reactive lessons, where a pronunciation difficulty which arises in class is dealt with there and then, in order to facilitate the successful achievement of classroom tasks.

- Practice lessons, in which a particular feature of pronunciation is isolated and practised for its own sake, forming the main focus of a lesson period. [2;p.14]

In accordance to above-mentioned three types of lessons we have tested them in classes. Firstly, as we have already mentioned, giving correct instruction how to pronounce sounds is important. As Einstein wisely said "There is nothing so practical as a good theory!". For example, tasks given in books are more than the learners' ability to do all in one lesson that usually leads to neglecting the drilling exercises. That is, teacher explains rules of grammar and key words of the lesson, but the theory given in special boxes under each new lesson are neglected.

Another one that can be used in classes is involving dialogues, conversation, clue cards. For younger students it is easier to give dialogues and ask them to act out, whereas learners of 9-10th grades can be offered to choose a cue card to compile a dialogue according to the concept and idea given in the task. The sentence is drilled both chronically and individually, using one of the items of vocabulary.

In our study, here, we have adopted communicative approach. Much more it is important to present four main points of this approach. It is communicative if it is:

1. Materials are really useful for communication outside the classroom;
2. The teaching order is based on learner's needs;
3. Teach students to take speech as communication and pay attention to listener's need.
4. Communication between teacher and learner.

The last is a practice lesson. Students deal with the errors and mistakes they make speaking in target language. Teacher can make notes about mistakes and prepare tasks according to them. Finally, everything planned to master students' pronunciation should be considered and thoroughly scrutinized before training.

Observation and using previously mentioned methods and approaches help improve learners' pronunciation. In comparison with the previous results they have much more better pronunciation. However, we need to continue drilling exercises and tasks.

To conclude this article with a few notes on teaching English pronunciation we can state that practice and conceptualization help sound better and pronounce words and sentences appropriately. We want to present our methodological guide and developed program to master good pronunciation of the learners.

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