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## **SOME ASPECTS OF TEACHING ENGLISH PRONUNCIATION**

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The formation of phonetic and background skills in the conditions of dialogic and monological speaking in English is one of main tasks of a teacher. A.N. Leontiev defines the skills as "fixed operations" in the process of performing actions [1]. Automation of skills occurs in practice within the framework of speech actions, such as monologue or dialogic speaking. In the process of oral speech activity (monologue, dialogue, listening), the formation of phonetic skills allows us to transmit and perceive information adequately, since these skills are the means of external design of an internally formed thought, voiced verbally and emotionally. We determine phonetic and background skills as the individual's ability to perform in an optimal way a relatively independent phonetic and background speech action at the operational level, which becomes a condition for performing a complex speech action due to the combination of all its qualities, [2].

Phonetic skills (phoneme pronunciation, intonation, etc.) are associated with the outwardly expressed work of the speech apparatus. In the process of repeated speech operations with phonetic material and phonation means in terms of speech actions, such as sound recognition, playing it separately and in the speech flow, dividing sentences into syntagms and phonetic marking, and so on, phonetic skills should acquire certain qualities: automation, flexibility, stability, awareness, productivity. The number of repetitions required to form a skill is individual for each. It is necessary to repeat sounds immediately after the speaker or teacher, imitating an authentic pronunciation. Chorus repetition in class contributes to eliminating of the language barrier, reading aloud allows you to hear yourself. During the course of practical phonetics, hundreds of hours of listening are necessary for the development of phonemic hearing. The content of speech activity is determined by the presence of the subject, product, result, means and methods of its implementation.

The subject of speaking is the thought, which determines the nature of the activity of speaking and the goal - the formulation of thoughts [3]. In this connection, contextual essence is necessary for the formation of flexibility and automation of skills. The substantive content of the lessons of phonetics coincides with the themes of the lessons on lexical and grammatical basis, oral speech practice and listening, and this is reflected in the newly developed program on phonetics and voice culture for undergraduates. When forming phonetic skills, articulation plays a special role. The articulation program of oral utterance implies the organization of breathing, rhythmic and melody and pause imposing, specific to each language. The articulation is a complex system of organizing an arbitrary speech action. The organization of a speaker's articulation is determined by organization of his or her breathing. When the respiratory muscles work, trace reflexes are characteristic of the human nervous system. Repeated sounds, for example, of singing exercises deepens these traces, which ultimately has a positive effect on the stabilization of the respiratory system [4, p. 25]. As mentioned above, the phonetic side of speech determines the quality of all other parameters of speech, it implements vocabulary and grammar. A.A.Leontyev and S.I. Bernstein point to the interrelation of grammatical, lexical and phonetic plans for the design of thought in the formation of

speech skill [5, p.10]. In this connection, the question of the background and leading levels of the language system, which are in a certain hierarchical subordination becomes very important. At the beginning, the leading perceived level of speech management controls all aspects of oral utterance - articulation, vocabulary selection, grammatical design, syntax, and prosody. They are the first to automate and stop their pronunciation skills to be consciously controlled, then the lexical-grammatical skills. As the automatism of English speech accumulates, the speaker moves to the semantic level of control, which remains the leading level of full-fledged speech activity, while the lexical and grammatical design of thought and articulation become background levels of speech activity. Based on the foregoing, we can conclude that the faster and more effective students will be formed phonetic and lexical-grammatical skills, the sooner they will come to sense the level of control of English speech. That is why we attach great importance to the formation of vocabulary skills and voice culture in the first place. What criteria can serve as indicators of the formation of pronunciation skills? According to S.F. Shatilov [5], an indicator of the level of formation of phonetic skills is the authentic pronunciation and rhythm-intonation style of an utterance. At the same time, the pronunciation skills of individual sounds can be attributed to the pronunciation language skills based on the rules of their pronunciation. In this regard, the knowledge component of the skill plays an important role. Methodologists define the following as objective indicators of a developed skill: – external criteria: 1) the correctness and quality of design skills (no errors) and 2) the speed of individual operations or their sequence in the process of use; – in addition to objective indicators of the development of skills as external criteria, according to I.A. Zimnyaya, there are also internal criteria, which include: lack of consciousness of the form of performing the action of a monologue or dialogue, lack of tension and quick fatigue, loss of intermediate actions [3]. The formation of any speech skill, including phonetic ones, can be considered complete if the optimal level of perfection of the speech action of the operational aspect of activity is reached. The study of phonetic norms and requirements for the pronunciation and culture of the voice of students allowed us to define two groups of indicators of the formation of phonetic skills:

1) the first group: correctly pronounced sounds in the speech flow; clear English articulation; intonationally shaped oral communication according to communicative types; melody; correctly performed phrasal and word stress; fluent speaking at a normal pace for perception (4–5 syllables per second).

2) the second group: pronouncing the phrase with good diction; giving the expression of emotionally expressive coloring in accordance with the situation and communicative task; logical selection of words, phrases in the phrase; varying voice strength to achieve expressiveness of speech, its dynamics; proper and rational use of respiration [2].

It is known that the formation of any skill is phased, so as E.A. Aristova considers, we distinguish five stages of phonetic and background skills formation: introductory, standardizing, varying, developing, improving and system-synthesizing [7, p. 43-44]. The first stage - introductory and preparatory - includes a series of exercises to create an indicative basis for speech actions. The first step is to familiarize students with a sound or rhythmic-intonation pattern. At this stage, students identify signs of articulation, rhythm and intonation of English and native languages based on a comparison, as well as retaining their distinctive features in the auditory memory. Next, students reproduce sound and rhythm-intonation patterns after the speaker. Here the role of speech hearing is important, the development of which is facilitated by the performance of receptive and then reproductive language exercises. At this stage, conditions are created for the formation of a phonetic or phonetic skill in the presence of external supports (visual and auditory, verbal and non-verbal) - signs of phonetic transcription, phonetic intonation markup patterns, pronunciation and syntagm. At the first stage such quality of the skill as consciousness is formed. At the second stage - standardizing - the development and improvement of the skill takes place with or without external supports, but in similar situations and contexts, repeated repetitions of speech actions are carried out. The phonetic skill is stabilized due to repeated operations with phonetic material and language means, for example, sound recognition, its reproduction separately and in a speech stream, phrase intonation marking, etc. The skill acquires stability and resistance to the interfering effects of the native

language. The third - varying - stage, skills are improved under varying conditions, that is, skill flexibility develops in different speech contexts. One skill is trained and improved in different contexts and gains flexibility and resilience. At the fourth - developmental and advanced - stage, not only the formation of skills takes place, but also the first stage of the formation of skills within the framework of simple speech actions of dialogue in different contexts and situations when the skill is really improved, especially its qualities such as automation, stability and flexibility. At this stage, listening, dialogical and monologue speaking are performed as a condition. At the fifth, system-synthesizing, stage the training of the systemic use of the combined group of phonetic and background skills continues. The complex speech action of conducting a dialogue or monologue to achieve mutual understanding is carried out through correct and unconscious performance of phonetic operations that underlie the skill. This can be facilitated by such techniques as the stylistic variation of the situation depending on the style of speech: neutral, colloquial, official. It is necessary to show the differentiation of various emotional shades; to give tasks for an independent prosodic solution of communicative tasks, for example, for communication in a role-playing game, thus using interactive forms of learning. Thus, each skill, both independently and in connection with others, is developed and improved throughout the five stages using various exercises determined by the context of dialogic or monologue speech involving song materials and poetic works.

Considering all the above, we can conclude that the formation of phonetic skills and culture of the voice of a student is aimed at developing speech hearing, improving diction and voice qualities such as tone, timbre, flight, strength, rhythm, development of emotionally expressive coloring of speech, pauses, logical stress, that are aspects of oral speech which play an important role in speech interaction.

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