

## PEDAGOGICAL AND LINGUISTIC PROBLEMS IN TEACHING SOUNDS IN ENGLISH

**Kazbekova Ainel Kanatkyzy**

[kazbekova\\_aynel@mail.ru](mailto:kazbekova_aynel@mail.ru)

7M01703 Master of Foreign Languages and Intercultural Communication

Kh. Dosmukhamedov Atyrau University, Atyrau, Kazakhstan

Scientific supervisor - **Khairzhanova A.H**

### Introduction

The study of pronunciation in linguistics encompasses both a broad and a narrow perspective. In its narrow sense, pronunciation refers strictly to the articulation of audible speech. However, a broader interpretation includes various components of a language's sound structure, such as its phonetic composition, syllable construction, stress patterns, and intonation elements like phrasal melody, stress modulation, tempo, rhythm, and timbre. Effective communication, a cornerstone of human culture, necessitates proficiency in these aspects, positioning speech as a pivotal element of speech culture.

Language serves as a primary tool for communication, and mastering its sound structure alongside speaking skills is fundamental for engaging in effective interactions. Understanding phonetic phenomena and their operational principles is essential for accurately comprehending and expressing oneself in a foreign language. Teaching pronunciation, therefore, emerges as a crucial aspect of foreign language education. It enables learners to articulate sounds correctly, place sentence stress accurately, and maintain proper intonation, all of which are vital for ensuring that the listener grasps the intended meaning of the speaker's words. This understanding paves the way for recognizing and making sense of sounds and sound combinations at an intelligible level, beginning with the identification of sounds during vocabulary acquisition.

Various teaching methods have been developed to address the nuances of foreign language education, with the communicative approach playing a significant role. This approach integrates lexical, grammatical, and phonetic competencies with speech act development, emphasizing the importance of phonetic skills for clear communication. Initiating pronunciation training from the early stages of language learning and continually refining these skills to align with lexical and grammatical knowledge is crucial for effective communication. Activities focusing on speaking, listening, and reading are instrumental in honing the ability to pronounce sounds and words according to linguistic norms, mastering sentence intonation, and correctly placing phrasal stress.

The methodology incorporates the general theoretical basis of the scientific and pedagogical foundations of pedagogical education (Y.K. Babanskyi, V.V. Ilyin, B.T. Likhachev, V.V. Kraevsky, I.Ya. Lerner), psychological mechanisms of general personality formation (S.L. Rubinstein, N. Leontiev, P.Ya. Halperin, A.V. Petrovskyi), pedagogical technologies that form the creative personality of the teacher (V.P. Bespalko, A.S. Granitskaya, G.K. Selevko), and a methodology for teaching the pronunciation of a foreign language was developed (T.D. Verbitskaya, N.I. Gez, L.V. Shcherba, V.A. Vasiliev, I.V. Rakhmanov, M. In schools and higher education institutions, new methods for developing foreign language proficiency have emerged (Y.G. Lebedeva, O.V. Legostaeva, S.I. Bernshtein, P.S. Vovk, A.V. Vorotnikova, I.A. Zimnya, N.N. Gavrilenko, E.G. Kuryatnikova, etc.).

In high school, the main goal of teaching pronunciation is to prepare students for real-world situations. Because proficiency in pronunciation ensures that the speech act functions normally, the foreign language program establishes the bounds of the phonetic side of speech, which guarantees the use of the language for communication. It also establishes the following educational objectives:

- pronunciation;

- hearing sound and maintaining rhythmic-intonational skills;
- correction and improvement of pronunciation skills.

In general, one of the main reasons for certain deviations in the speech of foreign language learners is cross-linguistic interference, that is, it arises as a result of the imposition of a language system foreign to the mother tongue in the linguistic consciousness and speech of the speaker. Pupils perceive the sound of a foreign word through the prism of the sound system, adapt the perception and reproduction of unusual sounds in the speech of someone in another language to the patterns of their native language, that is, although at the initial stage, the pupils' attention is focused on the phonetic side of speech, they imagine the sounds of the native language instead of foreign sounds. Student's ability to think, speak, listen, understand, speak, etc. directly related to the activities Determining the theoretical foundations of the phenomena related to language communication, determining the ways of their application are among the current topical issues.

In teaching the pronunciation of a foreign language in the pedagogical process, preparing students to use the acquired knowledge in a real situation, the subject teacher should be guided by the following basic principles:

- The principle of communicative orientation.
- The principle of consciousness.
- The principle of visibility.
- The principle of approximation.
- The principle of bilingual education.
- The principle of accessibility.
- The principle of connection between theory and practice.

In today's society, there is a pressing need for the complete development of individuals equipped with comprehensive lexical, grammatical, speaking, and pronunciation skills. This necessity underscores the importance of leveraging an integrated approach that combines comparative, phonological, and phonetic methodologies in foreign language education at the school level. The urgency of this matter extends beyond merely acquiring theoretical knowledge about a foreign language's formal aspects. It aims to cultivate learners who are not only keenly interested in the spoken aspect and sound system of foreign languages but are also shaped into creative individuals.

A significant challenge in this educational endeavor lies in addressing the discrepancies between pronunciation skills as taught in general education schools and the actual norms of speech communication. There is an evident contradiction between the conventional system of teaching pronunciation and the need for tailored approaches to meet the unique needs of each student. Addressing this issue is crucial to our research, which focuses on the problem of pronunciation within both domestic and international foreign language teaching methodologies. Our goal is to identify, theoretically substantiate, and explore methods to enhance students' spoken proficiency in a foreign language through a communicative approach.

Achieving excellence in both oral and written communication is paramount. This objective forms the basis of improving teaching practices among school educators, enabling them to more effectively guide students in acquiring practical foreign language skills. This includes mastering the language in various contexts, from laboratory settings to classroom environments, thereby fostering a practical understanding and application of the foreign language.

### **Discussion**

Comparative analysis of the phonological base of the studied and native languages is very important for solving problems related to teaching pronunciation. Nowadays, it is normal to meet someone who speaks his native language and also knows English. English has become the standard of professional and everyday communication for all mankind.

Pronunciation is an important aspect of language learning. Dmitry Nikolayevich Ushakov in his explanatory dictionary stated: "...pronunciation is the pronunciation or articulation of speech sounds, that is, reproduction of a certain sound using different parts of the oral cavity" [1,63 p ].

Pronunciation plays one of the most important roles in the English language, but

unfortunately, many people do not take into account and do not understand the importance of pronunciation, they prefer the grammar-translation system, which consists of mechanically memorizing words and learning rules. In fact, from the initial stage of learning English, it is important to practice pronunciation in English, to master phonetic speech, to learn to pronounce sounds like native speakers.

Intonation reflects the semantic and emotional-volitional side of speech and is reflected in the continuous change of pitch, rhythm and tempo of speech, as well as the general timbre of sound. Intonation is the basis of the communicative intention of the speaker and an indicator of the communicative types of the sentence [ 2,105 p.].

The realization of thoughts, feelings, will through intonation is directly related to the context and situation, that is, the speaker forms his opinion only based on a certain situation. N. I. Jinkin points out: "... assessment of the situation and intonation is correlated: the situation can be reconstructed from the intonation, and the intonation can be found from the situation" [ 3,99 p.].

Perception of intonation is determined by the attitude of the person who perceives it, his knowledge of a foreign language, life experience, ability to distinguish intonation features of a foreign language, as well as the development of his speaking, hearing, phonemic and speaking skills.

The main goal of mastering the correct pronunciation in English is to know the orthographic norms, to use them in practice, not only to listen, but also to develop the ability to understand speech, to preserve the semantic possibilities of the foreign language and all its articulations during phonetic pronunciation.

There are three ways of forming the pronunciation of a foreign language:

*The first one is articulatory*, which provides in-depth formation of pronunciation skills when pronouncing each sound, students' knowledge of articulatory features of speech organs when pronouncing each sound, separate formation of pronunciation and listening skills related to it. This approach begins with the study of articulation positions. Sounds are isolated from letters and placed according to the degree of proximity to sounds in the native language, phonetic transcription and phonetic models are used.

*The second is acoustic*, sound can be mastered by relying on auditory analyzers.

*The third is differentiated*, this approach uses different methods and their combinations depending on the types of speech activity, learning period, language material and learning conditions. [ 4.58 p ]

It is important to emphasize three main methods of teaching: imitative, analytical, and analytical-imitation methods.

*the first method*, the main teaching tool is phonetic exercises. It promotes repetition and consolidation of lexical and grammatical material. Regular use of phonetic exercises prevents forgetting of articulation skills and improves pronunciation.

*The second - analytical method* of teaching the pronunciation of a foreign language involves describing the articulation of sounds by means of tables and drawings, and using them to demonstrate articulatory movements.

*Analytical-imitation method* includes interpretation of sounds on the basis of articulatory rules. Syllables, words, phrases, sentences imitate the standard. In addition to showing the standard, the rules are explained to the students. After that, active listening to the model in the lesson turns into conscious imitation. Through conscious imitation, students can achieve high-quality reproduction of sounds.

Mastering individual sounds and especially their complexes (important parts of speech) creates conditions for practical mastering of the most important patterns of pronunciation in the studied language. Mastering the articulatory base and speech intonation should be ensured from the very beginning of English language learning, because pronunciation skills include listening, articulation and intonation skills, and work with any means of communication, including pronunciation, is based on the principles of communicative orientation and conscious mastery of the language. For this reason, the following factors should be taken into account when teaching

pronunciation to school children:

- In the lesson, if schoolchildren should learn the verbs of movement to jump, swim, walk, then [w], [d], [u], etc. it is necessary to practice speaking the sounds. Work with phonetic means of communication is determined by speech units used by students for interaction.

- It is important that the conscious mastering of pronunciation is based on the peculiarities of the sound composition of the English language, taking into account the mother tongue:

- a) the same sounds in English and mother tongue, for example, sounds that do not require special training, students learn by transfer;

- b) sounds that are slightly different from similar sounds in the native language need correction, students should be shown how they differ and how to pronounce them;

- c) it is necessary to explain the articulation of sounds that do not occur in the native language.

In order to teach students to speak competently, special attention should be paid to the meaningful role of sounds and the following principles of the material for teaching phonetics:

- Meeting communication needs

- Pronunciation standards

- Students should take into account the features of their mother tongue.

The main goal of teaching phonetics in a general education school is to develop speaking skills as a component of listening, pronunciation, reading, writing skills. Pronunciation skill is defined as the ability to perform a synthesized action that provides adequate sound decoration of a speech unit [5, p. 32].

There are two types of pronunciation skills - auditory pronunciation and rhythmic-intonational pronunciation. The concept of "phoneme" is the basis of listening pronunciation skills. A phoneme is a set of phonetically important signs characteristic of the production of a given sound. The quality of listening skills depends on the development of phonemic hearing. It is based on the following: being able to hear individual sounds in a word, sorting words into sounds, being able to distinguish all the sounds of the language belonging to different phonemes and variants of one phoneme without mixing them up, being able to compare the heard sound with the corresponding meaning.

The main difficulty in teaching pronunciation lies in cross-linguistic interference. By the time they start learning a foreign language, students have stable skills in hearing and pronouncing sounds in their native language, and they also master basic intonations. Interference is caused by the transfer of auditory pronunciation skills of the mother tongue to the foreign language, etc. The sounds of the isolated foreign language are similar to the sounds of the mother tongue [ p. 6,111 ].

The teacher is obliged to predict the occurrence of errors in the pronunciation of a foreign language and, if possible, to prevent them, and should pay attention to the phenomena that make up the articulatory basis of the language.

In the area of pronunciation in English, students should know:

- observing the norms of pronouncing consonants,

- correct placement of stress in a word, logical stress in a phrase;

- isolation of semantic segments in the course of speech and maintaining the correct division of phrases, rhythmic organization of speech and pauses.

In addition, they must have the ability to read transcription symbols and correlate them with known letters and letter combinations [7,45 p.].

The main condition for the successful teaching of pronunciation is the correct identification of areas of difficulty, as well as auditory ability, including possible difficulties based on the comparative analysis of the taught rhythmic speech skills and native languages. However, there is no doubt that the success of teaching pronunciation mainly depends on the teacher, his professional and linguistic training. In order to properly form the articulation base and improve the advanced stages of its teaching, the teacher:

1. to have theoretical knowledge in the field of phonetics of foreign and native languages, that is, to know the differences in the articulatory bases of contact languages in order to correctly explain the phonetic phenomenon;
2. understand the cause of the most typical mistakes of students, predict and eliminate them;
3. mastering the pronunciation teaching methodology, i.e.: correct interpretation and confirmation of sounds, ability to use transcription, facial expressions and gestures, expressive reading;
4. analyze the exercises in the textbook and create additional exercises, taking into account the linguistic readiness of students and the nature of their pronunciation errors;
5. depending on the complexity of the phonetic material and the goals of a certain lesson, he should be able to change the methods of teaching pronunciation, control the learning activity of students in the lesson.

### **Result**

First and foremost, by focusing on the pronunciation requirements, we can stress how crucial it is for students to be able to pronounce the sound correctly. Making corrections to students' errors is an essential component of education. The technique of error correction through analysis has become widely used in foreign language instruction. This approach ought to be effective in developing speaking abilities in a foreign language. To determine how effective this approach is, an experiment was carried out.

Students found it useful when given lists of unfamiliar words to read. Establishing a sound image stereotype is crucial, and it should be reinforced by both technical teaching methods and, most importantly, phonological records. This will help students develop long-term phoneme and infoneme standards in their memory. Phonograms allow you to listen to the same content multiple times in the same audio quality.

In addition, phono recording allows you to:

- provide realistic sound samples;
- Difficulties in learning in the classroom: familiar, unfamiliar voices, slow pace, etc.
- conducting individual, pair and group work for schoolchildren.

Cinema, a specially designed educational film The peculiarity of using other technical means is that with their help, conditions are created to speak a foreign language as a means of communication, fully preserving the naturalness of pronunciation, intonation, rhythm and pace. The most typical form of communication for film characters is dialogue, which is especially important for teaching intonation. Intonation features — melody, stress, rhythm — are perceived visually, ensure the creation of strong informational symbols [p. 8, 77].

A survey was conducted for school students in order to improve pronunciation exercises.

Questions for them:

1. Does the school pay enough attention to pronunciation in foreign language classes?
2. How satisfied are you with the level of pronunciation?
3. How interesting are pronunciation exercises for you?
4. In your opinion, is it possible to develop listening and speaking skills without the help of a teacher?

27% of students believe that pronunciation is not paid enough attention while studying at school. 54% indicated that their pronunciation did not require additional work and met the necessary requirements. Pronunciation exercises in most cases arouse the interest of students, this is confirmed by 75% of students. And 68% agreed with the opinion that it is possible to learn listening and speaking skills without the help of a teacher. However, developing a system of exercises for the development of pronunciation skills requires more attention from the teacher. In the methodological literature, the system of exercises is understood as the organization of interrelated activities arranged in a linguistic or operational order, taking into account the order of development of speaking skills and the nature of actual speech activities.

Exercises should help to notice the special features of the sound system of a foreign

language and get rid of obstacles. During exercises, it is important to organize the phonetic material according to the principle of phonological alternation, for example, to explain long and short English vowels in minimal pairs:

Pick - peak

Cot – caught

Would - wooed

In phono exercises, you can give phrases and sentences in which certain sounds are in minimal pairs, for example:

Could you see the ship there?

Could you see the sheep there?

Small stories and poems recorded on a tape recorder, which students repeat or learn by heart, while observing the correct pronunciation of sounds, correct rhythm and intonation, are of great help.

By following the basic principles in designing exercises for teaching pronunciation, we can achieve the following:

1) increase memory and creative thinking activity of students while forming speech-motor skills and consciously moving away from the mother tongue;

2) after completing the initial or corrective phonetic course, most of the difficulties in question should disappear or at least be recognized by the students [ p. 9,123 ].

**The best of these exercises are:**

\* Listen to the words, highlight the words with similar sound structure in the native language and in the foreign language: Tom, center, task, doctor, tip, motor, door, tour, dept, code, test.

\* Determine the participle form of the following sentences. Show the relationship in the sentence, read with the appropriate intonation. Pay attention to the intonation in the text:

1. A lot of tulips grow in the garden.

2. How beautiful this room is!

3. Mr. Smith likes traveling, he has already visited Kazakhstan, Paris, Berlin, London and Tokyo.

\* To get used to speaking freely, use the method of gradually lengthening sentences:

I 'don't \know. I 'don't 'kno w how. I 'don't 'know 'how \long. I 'don't 'know 'how 'long I 'need to \wait. I 'don't 'know 'how 'long I 'need to 'wait for \John. I 'don't 'know 'how 'long I 'need to 'wait for 'John to come. I 'don't 'know 'how 'long I need to 'wait for 'John to 'come \home.

A prerequisite for the effectiveness of teaching methods is to systematically draw the attention of students to sound phenomena due to the continuously expanding language material in new phrases.

**Conclusion**

In foreign language classes in high school, the main emphasis should be on English pronunciation. That is why it is important to effectively use various exercises and phonetic games that form and develop sound listening skills in teaching pronunciation. After all, the subject teacher needs to be guided by the two main stages of conventional education. They are: at the initial stage, familiarization with new material through the analytical-imitation method, formation of phonetic skills, and use of game methods at the initial stage.

Using a communicative approach to improve speaking skills in English classes is an effective way to develop and maintain phonetic skills while teaching pronunciation and intonation.

**List of sources used**

1. Vereninova Zh.B. Phonetic base of the English language: Sound, syllable, word, phrase. // Moscow. 2017. 117.

2. Vygotsky L.S. Collected Works. T. 2. //M., 1956

3. Galskova N. D., Gez N. I. Theory of teaching foreign languages. // M.: Acadademy, 2004
4. Zhinkin N. I. Teaching a foreign language. // M., 1911.125.
5. Passov E.I. Communicative method of teaching foreign language speaking. //M.: "Prosveshcheniye", 1991.
6. Rakhmanov I. V. The main directions in the methodology of teaching foreign languages in the XIX-XX centuries // M.: Pedagogika, 1972
6. Kostabi L. About the principles of compiling a system of exercises for teaching pronunciation. // Methodica X - Tartu, 1981
7. Shcherba L.V. Teaching sound pronunciation. //Kazan, 2001