

**MINISTRY OF HIGHER AND SECONDARY SPECIAL
EDUCATION OF THE REPUBLIC OF UZBEKISTAN**

GULISTAN STATE UNIVERSITY

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Theoretical Phonetics of English

**(Teaching Methodological Package for the students of 5120100 Philology and
teaching languages Baccalaureate specialty)**

GULISTAN – 2013

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ANNOTATION

ЎМКнинг 01. 02. 2013 йил ўтказилган 1-йиғилиш баённомаси билан тасдиқланиб, чоп этишга тавсия қилинган

Аннотация

Ушбу ўқув-услубий мажмуа замонавий педагогик технологиялар асосида, олий таълим муассасалари филология факультетлари чет тиллар (мутахассислик) кафедрасининг 2-босқич Назарий фонетика фани ўқув дастури асосида тайёрланган. Қуйида тақдим этилаётган ўқув-услубий мажмуа фаннинг мақсади ва вазифалари, фанни ўзлаштиришга қўйиладиган талаблар асосида ишлаб чиқилган.

Масъул мухаррир: Филология фанлари номзоди, дотцент. Х. Тожиев

Такризчи: Инглиз тили ва адабиёти кафедраси мудири Х. И. Ўразбаев

АННОТАЦИЯ

Учебно-методическое пособие по дисциплине «Теоретическая фонетика» предназначено для преподавания одноименного курса студентам факультетов и отделений английского языка педагогических вузов. Основная цель УМК – ознакомление студентов с общими положениями фонетики как науки, с различными теориями и школами, с общими правилами фонетики английского языка, теоретическими методами исследования, общепринятыми положениями в современной фонетике.

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ANNOTATON

The present manual in phonetic theory of English is worked out for students of Foreign Language Faculties who are being trained to become teachers of English. The training of highly skilled teachers of English comprises the study and mastery the theoretical problems of pronunciation on phonetics and phonology. The course book includes two aspects of pronunciation in phonetics: practical and theoretical. The aims of the practical course are predominantly the following: The students must master the norms, or pronunciation standards, of the English language, i.e. speech sounds, syllable structure, word-stress and intonation in the broadest sense of the word.

Managing editor: Kh. Tadjiev candidate of philological sciences, assistant professor

Reviewer: The chief of a department. Kh. I. Urazbaev

Нормаматова Дилфуза Турдикуловна

1997 йил Хўжанд давлат университетининг Филология факультети Инглиз тили йўналишини тамомлаган. Маълумоти олий, 1997 – 2008 йилларда Сирдарё вилояти Гулистон шаҳридаги 16- ўрта мактабда ўқитувчи, 2008 йилдан буён Гулистон давлат университетининг Филология Факультети Инглиз тили ва адабиёти йўналишида ўқитувчи лавозимида фаолият юритиб келади. Республика миқёсида илмий мақолалар, халқаро миқёсида бир неча тезислар муаллифи. 1 босқич талабалари учун Инглиз тили фанидан Диктантлар тўплами, 1 ва 2 босқич талабалари учун Амалий фонетика фанидан Услубий кўрсатма, Назарий фонетика фандан Тестлар тўплами, Академик лицей ўқувчилари учун лицей ўқитувчилари билан ҳамкорликда Инглиз тили фанидан Амалий услубий кўрсатмалар муаллифи.

Маҳкамова Муножат Хакимовна

2001 йилда Гулистон Давлат университетининг “Чет тиллари” факултетини, 2003 йилда Ўзбекистон Давлат Жаҳон тиллар Университетининг магистратура бўлимини тамомлаган. 2003 йилда Гулистон Давлат университетининг “Чет тиллари” факультетида инглиз тили ўқитувчиси сифатида иш бошлади.

Инглиз тили фанидан Амалий услубий кўрсатмалар ва 3 босқич талабалари учун бадиий матнлар тўплами муаллифи.

RECOMMENDATIONS AND SUGGESTIONS

In this methodological complex the teacher and student will find the fundamentals of the phonetic theory and of the main problems associated with English phonetic system, its characteristics and subdivisions. Each chapter contains both theory and questions for seminar and independent work.

The book is intended for English language students at Pedagogical Universities taking the course of English phonetics theory and fully meets the requirements of the programme in the subject. It may also be of interest to all readers, whose command of English is sufficient to enable them to read texts of average difficulty and who would like to gain some information about the phonetic resources of Modern English (for example, about the systems of vowel and consonant phonemes or about different types of pronunciation), about the phonetic peculiarities of the English language, about the complex nature of the phoneme and the modern methods of its investigation, about English RP, about those changes that English phonetics underwent in its historical development and about some other aspects of English phonetics. One can hardly acquire a perfect command of English without having knowledge of all these things, for a perfect command of a language implies the conscious approach to the language's resources and at least a partial understanding of the "inner mechanism" which makes the huge language system work.

This book is the attempt to embrace both the theory and set of tasks for independent work in the one volume, the two parts being integrated. The author also tried to establish links between the theory of phonetics and the reality of living speech, on the one hand, and the language-learning and language-teaching process, on the other, never losing sight of the fact that the majority of intended readers of the book are teachers and students of Pedagogical Universities.

The author tried to present the material in an easy and comprehensible style and, at the same time, to meet the reader on the level of a half-informal talk. With the view of making the book more vivid and interesting, we have introduced extracts from humorous authors, numerous jokes and anecdotes and extracts from books by out-standing writers, aiming to show how different phonetic phenomena are used for specific purposes.

REGULATORY DOCUMENTS

Олий таълим муассасаларида талабалар билимини назорат қилиш ва баҳолашнинг рейтинг тизими тўғрисида Н И З О М

(Ушбу Низом Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2009 йил 11 июндаги 204-сон буйруғи билан тасдиқланган ва Ўзбекистон Республикаси Адлия вазирлигида 2009 йил 10 июлда 1981-сон билан давлат рўйхатидан ўтказилган.

- Топшириққа мувофиқ Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2010 йил 25 августдаги буйруғи билан Низомга ўзгартириш ва қўшимчалар киритилган ҳамда Ўзбекистон Республикаси Адлия вазирлигида 2010 йил 26 августда 1981-1-сон билан давлат рўйхатидан қайта ўтказилган.)
- Мазкур Низом Ўзбекистон Республикасининг [“Таълим тўғрисида”](#)ги ва [“Кадрлар тайёрлаш миллий дастури тўғрисида”](#)ги қонунларига ҳамда Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2001 йил 16 августдаги 343-сон “Олий таълимнинг давлат таълим стандартларини тасдиқлаш тўғрисида” қарорига мувофиқ олий таълим муассасаларида талабалар билимини назорат қилиш ва баҳолашнинг рейтинг тизимини тартибга солади.

Ушбу низом қуйидаги 6 та бўлимдан иборат:

- **I. Умумий қоидалар**
- **II. Назорат турлари ва уни амалга ошириш тартиби**
- **Баҳолаш тартиби ва мезонлари**
- **IV. Назорат турларини ўтказиш муддати**
- **V. Рейтинг натижаларини қайд қилиш ва таҳлил этиш тартиби**
- **VI. Якуний қоидалар**

I. Умумий қоидаларга киритилган ўзгартиришлар

- 2-банд:
- д) талабалар билимини ҳолис ва адолатли баҳолаш ҳамда унинг натижаларини вақтида маълум қилиш;
- ж) ўқув жараёнининг ташкилий ишларини компьютерлаштиришга шароит яратиш.
- 3. Фанлар бўйича талабалар билимини семестрда баҳолаб бориш рейтинг назорати жадваллари ва баҳолаш мезонлари асосида амалга оширилади.
-

II. Назорат турлари ва уни амалга ошириш тартиби

- 4. Назорат турлари, *уни ўтказиш тартиби ва мезонлари* кафедра мудири тавсияси билан олий таълим муассасасининг (факультет) ўқув-услубий кенгашида муҳокама қилинади ва тасдиқланади ҳамда *ҳар бир фаннинг ишчи ўқув дастурида* машғулот турлари билан биргаликда кўрсатилади.
- 5. *Рейтинг назорати жадваллари, назорат тури, шакли, сони ҳамда ҳар бир назоратга ажратилган максимал балл, шунингдек жорий ва оралиқ назоратларнинг саралаш баллари ҳақидаги маълумотлар фан бўйича биринчи машғулотда талабаларга эълон қилинади.*
- 6. Талабаларнинг билим савияси ва ўзлаштириш даражасининг Давлат таълим [стандартларига](#) мувофиқлигини таъминлаш учун қуйидаги назорат турларини ўтказиш назарда тутилади:
- – талабанинг фан мавзулари бўйича билим ва амалий кўникма даражасини аниқлаш ва баҳолаш усули. ЖН фаннинг хусусиятидан келиб чиққан ҳолда, семинар,

лаборатория ва амалий машғулотларда **оғзаки сўров, тест ўтказиш, суҳбат, назорат иши, коллоквиум**, текшириш ва шу каби бошқа шаклларда ўтказилиши мумкин;

Оралиқ назорат

- семестр давомида ўқув дастурининг тегишли (фаннинг бир неча мавзуларини ўз ичига олган) бўлими тугаллангандан кейин талабанинг билим ва амалий кўникма даражасини аниқлаш ва баҳолаш усули. Оралиқ назоратнинг сони (**бир семестрда мартадан кўп ўтказилмаслиги лозим**) ва шакли (**ёзма, оғзаки, тест ва ҳоказо**) ўқув фанига ажратилган умумий соатлар ҳажмидан келиб чиққан ҳолда белгиланади;

Якуний назорат

– семестр якунида муайян фан бўйича назарий билим ва амалий кўникмаларни талабалар томонидан ўзлаштириш даражасини баҳолаш усули. **Якуний назорат асосан таянч тушунча ва ибораларга асосланган “Ёзма иш” шаклида ўтказилади.**

- Таълим йўналиши ва мутахассисликлари айрим фанларининг хусусиятларидан келиб чиққан ҳолда **факультет Илмий кенгаши қарори асосида кўпи билан фанлардан якуний назоратлар бошқа шаклларда (оғзаки, тест ва ҳоказо) ўтказилиши мумкин.**
- 7. Оралиқ назоратни ўтказиш жараёни кафедра мудири томонидан тузилган комиссия иштирокида даврий равишда ўрганиб борилади ва уни **ўтказиш тартиблари бузилган ҳолларда, оралиқ назорат натижалари бекор қилинади** ҳамда оралиқ назорат **қайта** ўтказилади.

8. Олий таълим муассасаси раҳбарининг буйруғи билан **ички назорат ва мониторинг бўлими раҳбарлигида** тузилган комиссия иштирокида якуний назоратни ўтказиш жараёни даврий равишда ўрганиб борилади ва уни ўтказиш тартиблари бузилган ҳолларда, якуний назорат натижалари **бекор қилинади** ҳамда якуний назорат **қайта** ўтказилади.

III. Баҳолаш тартиби ва мезонлари

10. Талабаларнинг билим савияси, кўникма ва малакаларини назорат қилишнинг **рейтинг тизими асосида** талабанинг ҳар бир фан бўйича **ўзлаштириш даражаси баллар** орқали ифодаланади.

- 11. Ҳар бир фан бўйича талабанинг семестр давомидаги **ўзлаштириш кўрсаткичи 100 баллик** тизимда **бутун сонлар** билан баҳоланади.
- Ушбу 100 балл назорат турлари бўйича қуйидагича тақсимланади:
- якуний назоратга – балл;**
- жорий ва оралиқ назоратларга –балл** (фаннинг хусусиятидан келиб чиққан ҳолда 70 балл кафедра томонидан жорий ва оралиқ назоратларга тақсимланади).
- 13. Талабанинг рейтинг дафтарчасига алоҳида қайд қилинадиган **курс иши** (лойиҳаси, ҳисоб-график ишлари), **малакавий амалиёт**, фан (фанлараро) бўйича **якуний давлат аттестацияси, битирув малакавий иши** ва магистратура талабаларининг илмий-тадқиқот ва илмий-педагогик ишлари, магистрлик диссертацияси бўйича ўзлаштириш даражаси – 100 баллик тизимда баҳоланади
- 14. Талабанинг фан бўйича ўзлаштириш кўрсаткичини назорат қилишда қуйидаги намунавий мезонлар тавсия этилади:
- а) учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим:
- хулоса ва қарор қабул қилиш;**
- ижодий фикрлай олиш;**
- мустақил мушоҳада юрита олиш;**
- олган билимларини амалда қўллай олиш;**
- моҳиятини тушуниш;**
- билиш, айтиб бериш;**
- тасаввурга эга бўлиш.**
- б) учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим:

- *мустақил мушоҳада юрита олиш;*
- *олган билимларини амалда қўлай олиш;*
- *моҳиятини тушуниш;*
- *билиш, айтиб бериш;*
- *тасаввурга эга бўлиш.*
- в) учун талабанинг билим даражаси қуйидагиларга жавоб бериши лозим:
- *моҳиятини тушуниш;*
- *билиш, айтиб бериш;*
- *тасаввурга эга бўлиш.*
- г) қуйидаги ҳолларда талабанинг билим даражаси билан баҳоланиши мумкин:
- *аниқ тасаввурга эга бўлмаслик;*
- *билмаслик.*
- 15. Намунавий мезонлар асосида муайян фандан жорий ва оралиқ назоратлар бўйича *аниқ мезонлар* ишлаб чиқилиб, кафедра мудирини томонидан *тасдиқланади* ва талабаларга эълон қилинади.
- 16. *Намунавий мезонларга мувофиқ* мутахассислик фанлар бўйича таянч олий таълим муассасалари томонидан *якуний назорат учун баҳолаш мезонлари* ишлаб чиқилиб, олий таълим муассасаси *Илмий-услубий кенгаши томонидан тасдиқланади* ва турдош олий таълим муассасаларига етказилади.
- 17. Талабаларнинг ўқув фани бўйича *мустақил иши* жорий, оралиқ ва якуний назоратлар жараёнида тегишли топшириқларни бажариши ва унга ажратилган баллардан келиб чиққан ҳолда баҳоланади.
- 18. Талабанинг фан бўйича бир семестрдаги рейтинги қуйидагича аниқланади:

$$R_f =$$

- бу ерда:
 - V – семестрда фанга ажратилган умумий ўқув юкларини (соатларда);
 - –фан бўйича ўзлаштириш даражаси (балларда).
 - 19. Фан бўйича жорий ва оралиқ назоратларга ажратилган умумий балларнинг *саралаш балли* ҳисобланиб, ушбу фоиздан кам балл тўплаган талабалар якуний назоратга *киритилмайди*.
 - *Жорий ва оралиқ* назорат турлари бўйича *55 ва ундан юқори балли* тўплаган талаба фани ўзлаштирган деб ҳисобланади ва *ушбу фан бўйича* якуний назоратга *кирсизлигига* йўл қўйилади.
20. Талабанинг семестр давомида фан бўйича тўплаган *умумий балли* ҳар бир назорат туридан белгиланган қоидаларга мувофиқ *тўплаган баллари йиғиндисига* тенг.

IV. Назорат турларини ўтказиш муддати

- 21. Оралиқ ва якуний назорат турлари календарь тематик режага мувофиқ *деканат* томонидан тузилган *рейтинг назорат жадваллари* асосида ўтказилади. Якуний назорат семестрнинг охириги мобайнида ўтказилади.
- 22. Талаба фан бўйича *курс лойиҳаси (иши)ни* ушбу фан бўйича тўплаган баллари *умумлаштирилишига қадар* топшириши шарт.
- 23. Жорий ва оралиқ назоратларда саралаш баллидан *кам балл тўплаган* ва *узрли* сабабларга кўра назоратларда қатнаша олмаган талабага *қайта топшириш* учун, *навбатдаги шу назорат турига*, сўнгги жорий ва оралиқ назоратлар учун *якуний назоратга* бўлган муддат берилади.
- *Касаллиги* сабабли дарсларга қатнашмаган ҳамда белгиланган муддатларда *жорий, оралиқ ва якуний* назоратларни топшира олмаган талабаларга *факультет декани фармойиши* асосида, ўқишни бошлаганидан сўнг муддатда топширишга рухсат берилади.

- 24. Талабанинг семестрда жорий ва оралиқ назорат турлари бўйича тўпланган баллари ушбу назорат турлари **умумий балининг 55 фоизидан** кам бўлса ёки семестр якунида **жорий, оралиқ ва якуний** назорат турлари бўйича тўпланган баллари йиғиндиси **55 балдан** кам бўлса, у ҳисобланади.
- Академик қарздор талабаларга **семестр тугаганидан кейин** қайта ўзлаштириш учун муддат берилади. Шу муддат давомида **фанни ўзлаштира олмаган** талаба, факультет **декани** тавсиясига кўра белгиланган тартибда **ректорнинг буйруғи** билан талабалар сафидан **четлаштирилади**.
- 25. Талаба назорат натижаларидан **норози** бўлса, фан бўйича назорат тури натижалари эълон қилинган вақтдан бошлаб мобайнида факультет **деканига** ариза билан мурожаат этиши мумкин. Бундай ҳолда факультет деканининг **тақдимномасига** кўра **ректор буйруғи** билан 3 (уч) аъзодан кам бўлмаган таркибда **апелляция** комиссияси ташкил этилади.
- Апелляция комиссияси талабаларнинг аризаларини кўриб чиқиб, **шу куннинг** ўзида ҳулосасини билдиради.
- 26. Баҳолашнинг ўрнатилган талаблар асосида **белгиланган муддатларда** ўтказилиши ҳамда расмийлаштирилиши **факультет декани, кафедра мудири, ўқув бўлими** ҳамда **ички назорат ва мониторинг бўлими** томонидан назорат қилинади.

V. Рейтинг натижаларини қайд қилиш ва таҳлил этиш тартиби

- 27. Талабанинг фан бўйича назорат турларида тўплаган баллари **семестр якунида** рейтинг қайдномасига **бутун** сонлар билан қайд қилинади. Рейтинг дафтарчасининг “Ўқув режасида ажратилган соат” устунига семестр учун фанга ажратилган **умумий ўқув** юклама соатлари, “Фандан олинган баҳо” устунига эса **100 баллик** тизимдаги **ўзлаштирилиши** қўйилади.
- Талабанинг саралаш балидан **наст** бўлган ўзлаштирилиши рейтинг дафтарчасига қайд **этилмайди**.
- 28. Ҳар бир фан бўйича ўтказиладиган назорат турларининг натижалари **гуруҳ журнали** ҳамда **қайдномада** қайд этилади ва **шу куннинг** ўзида (назорат тури **ёзма** шаклида ўтказилган бўлса, муддат ичида) талабалар эътиборига етказилади.
- 29. Якуний назорат натижаларига кўра **фан ўқитувчиси** талабаларнинг фан бўйича рейтингини аниқлайди ҳамда рейтинг дафтарча ва қайдноманинг тегишли қисмини тўлдиради.
- 30. Талабанинг рейтинг унинг билими, кўникмаси ва малакалари даражасини белгилайди. Талабанинг семестр (курс) бўйича **умумий рейтинги** барча фанлардан тўпланган рейтинг баллари **йиғиндиси** орқали аниқланади.
- 31. Талабалар умумий рейтинги ҳар бир семестр ва ўқув йили якунлангандан сўнг эълон қилинади.
- 32. Диплом иловаси ёки академик маълумотномани **деканат** томонидан расмийлаштиришда фан **бир неча семестр** давом этган бўлса, **рейтинглар йиғиндиси** олинади.
- **Талабага имтиёзли диплом белгилашда унинг ҳар бир семестр якунидаги фанлар бўйича ўзлаштирилиш кўрсаткичи ҳисобга олинади.**
- 33. Талабаларнинг назорат турлари бўйича эришган **натижалари кафедралар, деканатлар ва ўқув-методик бўлинмаларида компьютер хотирасига киритилиб**, мунтазам равишда таҳлил қилиб борилади.
- 34. Жорий, оралиқ ва якуний назорат натижалари **кафедра йиғилишлари, факультет ва олий таълим муассасаси Илмий кенгашларида** мунтазам равишда муҳокама этиб борилади ва тегишли **қарорлар** қабул қилинади.

VI. Якуний қоидалар

- 35. Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги ҳамда Ўзбекистон Республикаси Вазирлар Маҳкамаси ҳузуридаги Давлат тест маркази тест баҳолари ва рейтинг балларининг ҳолислигини текширишни ташкил этади ва назорат қилади.
- 36. Ушбу Низомда белгиланган масалалар бўйича келиб чиққан низолар қонун ҳужжатлари асосида ҳал қилинади.

37. Ушбу Низом Ўзбекистон Республикаси Вазирлар Маҳкамаси ҳузуридаги Давлат тест маркази, Халқ таълими вазирлиги, Соғлиқни сақлаш вазирлиги, Қишлоқ ва сув хўжалиги вазирлиги, Маданият ва спорт ишлари вазирлиги, Ўзбекистон Бадий академияси, Ташқи ишлар вазирлиги, Ўзбекистон алоқа ва ахборотлаштириш агентлиги, “Ўзбекистон темир йўллари” давлат-акциядорлик компанияси, Давлат солиқ қўмитаси ва Навоий кон-металлургия комбинати билан келишилган.

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлиги

Гулистон Давлат университети



**Талабаларнинг фанлардан мустақил
ишларини ташкил этиш, назорат қилиш
ва баҳолаш тартиби тўғрисида
Низом**

Гулистон-2013 йил

Гулистон давлат университетида талабалар мустақил ишларини ташкил этиш, назорат қилиш ва баҳолаш тартиби тўғрисида Низом

I. Умумий қоидалар

1.1. Мазкур Низом Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2001-йил 16-августдаги "Олий таълимнинг давлат таълим стандартларини тасдиқлаш тўғрисида"ги 343-сон қарори, Олий ва ўрта махсус таълим вазирлигининг 2005-йил 21-февралдаги "Талабалар мустақил ишини ташкил этиш, назорат қилиш ва баҳолаш тартиби тўғрисидаги намунавий низом тўғрисида"ги 34-сонли буйруғи, 2009 йил 14 августдаги 286-сонли буйруғи билан тасдиқланган "Талабалар мустақил ишини ташкил этиш ва назорат қилиш бўйича йўриқнома" асосида талабалар томонидан фанларни ўзлаштириш сифатини яхшилаш ҳамда талабаларда мустақил фикрлаш, ахборот манбаларидан олинган маълумотларни таҳлил этиш, ҳулосалаш, татбиқ этишга йўналтирилган кўникма ва малакаларни ривожлантириш мақсадида ишлаб чиқилган бўлиб, талабаларнинг мустақил ишларини ташкил этиш, назорат қилиш ва баҳолаш тартибини белгилайди.

1.2. Фанлардан мустақил ишлар намунавий ва ишчи ўқув режалари асосида муайян фанни тўла ўзлаштириш учун белгиланган ўқув ишлари ҳажмининг бир қисми сифатида, ўқитувчи назорати остида талабанинг фан учун тутган умумий дафтарига (маъруза, амалий, семинар, лаборатория) фанлар кесимида келтирилган мустақил таълим мавзулари мустақил тарзда бажарилади. Мустақил иш мавзуларини бажаришда асосан фаннинг ишчи дастурида келтирилган асосий, қўшимча адабиётлардан, университет АРМи манбаларидан ҳамда Интернет тармоғида мавжуд материаллардан, кафедра профессор-ўқитувчилари томонидан яратилган ЎУМ, ўқув-услубий қўлланма ва кўрсатма, маъруза матнлари, шунингдек бошқа манбалардан фойдаланилади.

1.3. Талабаларнинг мустақил ишларни бажариш бўйича тўплаган рейтинг баллари ўқув семестри давомида ҳар бир фан бўйича аудитория ўқув ишларига берилган рейтинг баллари билан биргаликда академик гуруҳларнинг рейтинг қайдномасида қайд этилади.

II. Талабалар мустақил ишининг мақсад ва вазифалари

2.1. Талаба мустақил ишининг асосий мақсади - талабаларда, фан ўқитувчисининг раҳбарлиги ва назорати остида, муайян фан бўйича маъруза, амалий (семинар) ва лаборатория машғулотларидан берилган ўқув топшириқларини мустақил равишда бажариш жараёнида зарур билим, кўникма ва малакаларни шакллантириш ҳамда ривожлантиришдан иборат.

2.2. Талаба мустақил ишининг вазифалари:

- фанлардан маъруза (амалий лаборатория) машғулотларида берилган билимларни мустақил тарзда пухта, мукаммал ўзлаштириш кўникмаларига эга бўлиш;
- тавсия этилган адабиётларни университет АРМида ва интернет сайтларидан топиш, мавзуларни ўрганиш жараёнида керакли маълумотларни излаб йиғиш, қулай усуллари ва воситаларини аниқлаш;
- ўқув ва илмий адабиётлар, илмий, илмий-методик журналлар ҳамда меъёрий ҳужжатлар билан ишлаш, электрон ўқув адабиётлар ва маълумотлар банкидан фойдалана олиш ва зарур маълумотларни тўплаш ҳамда таҳлил қилиш;
- интернет тармоғининг тавсия этилган сайтларидан мақсадли фойдаланишга ўргатиш;
- ўқув машғулотларида берилган топшириқларнинг рационал ечимини топиш ва таҳлил этиш;
- фанлардан мустақил иш топшириқларни, ҳисоб чизма ишларини, курс иши ва курс лойиҳаларини бажаришда тизимли ва ижодий ёндошишга ўргатиш;
- мустақил иш топшириқларини бажариш жараёнида ишлаб чиқилган ечим, лойиҳа ёки ғояларни асослаш ва мутахассислар жамоасида ҳимоя қилиш;
- фан бўйича талабанинг мустақил фикрлаш, билим, кўникма ва тасаввур оламини ҳамда муаммоларни мустақил ҳал қила олиш қобилиятини шакллантиришдан иборат.

III. Талаба мустақил ишининг ташкилий шакллари

3.1. Талаба мустақил ишини ташкил этишда муайян фан(курс)нинг хусусиятларини, шунингдек, ҳар бир талабанинг академик ўзлаштириш даражаси ва қобилиятини ҳисобга олган ҳолда қуйидаги шакллардан фойдаланилади:

- Ўқув-услубий мажмуалар асосида маъруза мавзулари материалларини мустақил ўзлаштириш;
- семинар ва амалий машғулотлар бўйича уйга берилган топшириқларни бажариш;
- лаборатория ишларини бажаришга тайёргарлик кўриш ҳамда ҳисоботлар тайёрлаш;
- Техникавий, табиий фанлар бўйича ҳисоб-график ишларни бажариш;
- курс иши (лойиҳаси)ни мустақил бажариш;
- илмий мақола, Республика ва халқаро миқёсидаги анжуманларга маъруза тезисларини тайёрлаш.

Фаннинг хусусиятларидан келиб чиққан ҳолда, кафедра йиғилиши қарорига кўра фанлардан талаба мустақил ишларини ташкил этишда бошқа шакллардан ҳам фойдаланилиши мумкин.

3.2. Ўқув фанлари бўйича намунавий ва ишчи дастурларда талаба мустақил ишининг шакли, мазмуни ва ҳажми ҳамда баҳолаш мезони кўрсатилади;

3.3. Кафедралар томонидан талаба мустақил иши учун ажратилган вақт бюджетига мос равишда ҳар бир фан бўйича мустақил ишнинг ташкилий шакллари, топшириқлар ишлаб чиқилади ва кафедра йиғилишида муҳокама этилиб, факультет ўқув-услубий кенгашида тасдиқланади. Кафедранинг рейтинг ойнасида ҳар бир фан бўйича мустақил таълим мавзулари таништириш учун эълон қилинади.

3.4. Кафедра томонидан мустақил ишларни бажариш бўйича фанлардан талабаларга зарурий методик қўлланма, кўрсатма ва тавсиялар ишлаб чиқилади.

IV. Фанлардан ўқув машғулотлари бўйича топшириқлари

4.1. Фанлар бўйича маъруза (амалий, семинар, лаборатория) машғулотларидан мустақил иш топшириқлари кафедраларнинг етакчи профессор-ўқитувчилари (профессор, доцентлар), фан ўқитувчиси билан биргаликда ишлаб чиқилади, кафедра йиғилишида муҳокамадан ўтказилади ва тегиши қарор билан тасдиқланади.

4.2. Фанлардан мустақил иш топшириқлари фан бўйича ишчи дастурга мос ҳолда мавзулар келтирилади ва мустақил иш топшириқларини бажариш муддатлари кўрсатилади.

4.3. Фаннинг ишчи ўқув дастурига киритилган ва маъруза шаклида ўрганиши белгиланган мавзуларни тўлалигича мустақил иш сифатида бажарилишига рухсат этилмайди.

4.4. Амалий, (семинар) машғулотлар бўйича аудиторияда бажарилган топшириқларга мазмунан ўхшаш, мураккаблиги мос келувчи топшириқлар мустақил тарзда уйда ишлашга тавсия этилади.

4.5. Лаборатория ишида назарий тайёргалик кўриш, натижалар олиш, таҳлил этиш ҳамда ўлчаш хатоликларини аниқлаш мустақил иш топшириғи ҳисобланади, лекин лаборатория иши бажарилиб, тўла топширгандан сўнг ҳисобга олинади.

4.6. Кафедралар томонидан фанлардан мустақил иш топшириқларини бажариш учун зарур бўлган ўқув адабиётлари, методик адабиётлар, методик тавсиялар, кўрсатмалар,

интернет сайтлари ва ҳ.к.лар аниқ кўрсатилади. Мустақил ишларни бажариш жараёнида фан ўқитувчиси томонидан талабаларнинг талаблари асосида консультациялар уюштирилади.

4.7. Талабалар томонидан курс иши (лойиҳа) ларини тайёрлаш жараёнида зарур ҳолларда марказий АКМ, АРМлардан коллежлар, лицейларнинг АРМларидан, интернет тармоқларидан фойдаланишга амалий имкониятлар яратиб берилади.

V. Талабалар томонидан мустақил ишларни расмийлаштириш топшириш тартиби

5.1. Фанлардан мустақил ишлар бўйича тайёрланган материаллар талабанинг фан бўйича тутган маъруза ва амалий (семинар) машғулотлари дафтарига ёзилади, ўқитувчи томонидан кўриб чиқилади ва қисқа оғзаки сўров орқали баҳоланади.

Лаборатория машғулотларида мустақил иш топшириқларини бажариш натижалари ҳам лаборатория дафтарига ёзилади. Талаба ҳар бир лаборатория иши бўйича коллоквиум топширганидан сўнг лаборатория ишини бажаришга рухсат этилади ва ишни тўла топширгандан сўнг баҳоланади.

5.2. Ҳисоб-ҳизма ишларини ҳамда курс иши ёки курс лойиҳаси ишларини мустақил бажариш натижалари белгиланган тартибда ёзилади ва ҳимоя қилинади, баҳоланади.

5.3. Кафедралар томонидан фанлардан маъруза, амалий (семинар) ва лаборатория машғулотлари бўйича мустақил иш топшириш графиги семестр бошланишида кафедранинг рейтинглар ойнасига осиб қўйилади.

5.4. Фанлардан ўқув машғулотлари кесимида мустақил иш топшириқларини график асосида машғулот дафтарига қайт этиб бажариш ва муддатида топшириш масъулияти талабага, назорати фан ўқитувчиси зиммасига юклатилади. Белгиланган муддатда топширилмаган мустақил иш топшириқлари факультет деканатининг рухсатномаси асосида ЖНдан кейинги ЖНга қадар, ОНдан кейинги ОНга қадар муддатларда топширишга рухсат этилади.

VI. Талабалар мустақил ишларини бажарилишини назорат қилиш ва баҳолаш

6.1. Фанлардан талабалар мустақил ишларининг бажарилиши фан ўқитувчиси томонидан назорат қилинади. Фан ўқитувчиси мустақил иш топшириқларини муддатида бажармаган ва топширмаган талабалар тўғрисида кафедра йиғилишида ахборот беради. Кафедранинг йиғилиш қарорига асосан деканатларга ўзлаштирмаган талабалар тўғрисида маълумот берилади.

6.2. Фанлардан талабалар мустақил ишларининг бажарилиши кафедра йиғилишларида ҳар ойда бир марта, факультет кенгашида семестр давомида камида уч марта муҳокама этилади.

6.3. Фанлардан талабаларнинг мустақил ишлари ўқув режада фан бўйича ажратилган соатлар ҳисобидан ишлаб чиқилган рейтинг ишланмага кўра рейтинг жадвалида қайд этилган бўлиб, ЖН ва ОН учун ажратилган балларга қўшиб баҳоланади.

6.4. Фанлардан ЖН ва ОН ҳамда мустақил иш топшириқларини бажариш бўйича тўпланган баллари кафедранинг рейтинг ойнасида ёритиб борилади.

6.5. Фанлардан талабалар мустақил ишларини назорат қилиш тартиби ва баҳолаш мезонлари кафедралар томонидан ишлаб чиқилади ва тегишли тартибда тасдиқланади.

Мустақил ишларни баҳолаш мезонлари талабаларга ўқув семестри бошланишида эълон қилинади.

Ҳар бир мустақил ишнинг мавзусига баллар ажратиш, фаннинг рейтинг ишланмасига асосланган ҳолда фан ўқитувчиси томонидан ишлаб чиқилади ҳамда кафедра йиғилишида муҳокама этилиб, кафедра мудир томонидан тасдиқлашга тавсия этилади.

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2005 йил 21 февралдаги “Талабалар мустақил ишини ташиқил этиш, назорат қилиш ва баҳолаш тартиби хақидаги намунавий низом тўғрисида”ги 34-сонли буйруги, 2009 йил 14 августдаги 286-сонли буйруги билан тасдиқланган “Талабалар мустақил ишини ташиқил этиш ва назорат қилиш бўйича йўриқнома”си асосида тузатишлар киритилган “Ѓулистон давлат университети талабаларининг мустақил ишларини ташиқил этиш, назорат қилиш ва баҳолаш тартиби тўғрисида Низом” Ѓулистон давлат университетининг 2013 йил 25 январдаги Илмий Кенгашининг 5-сонли мажлисида муҳокама этилиб, университетнинг 2013 йил __ январдаги ____ -сонли буйруги билан қайта тасдиқланган.

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ
ВАЗИРЛИГИ**

ГУЛИСТОН ДАВЛАТ УНИВЕРСИТЕТИ



**Талабаларнинг фанлардан қолдирган
дарсларини қайта ўзлаштириши тўғрисида
НИЗОМ**

Гулистон-2012

Талабаларнинг фанлардан қолдирган дарсларини қайта ўзлаштириши тўғрисида НИЗОМ

1. Умумий ҳолатлар

1. Ушбу Низом Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2010 йил 18 июндаги “ОТМга қабул қилиш, талабалар ўқишини кўчириш, қайта тиклаш ва ўқишдан четлаштириш тартиби тўғрисидаги Низомларни тасдиқлаш ҳақида”ги 118-сонли Қарорининг 30-банди, Ўзбекистон Республикаси Олий ва ўрта махсус таълим Вазирлигининг 1999 йил 29 мартдаги 99-сонли “Олий ўқув юртларида ўқув ва меҳнат интизомини мустаҳкамлаш тўғрисида”ги буйруғи, “Олий ўқув юртининг факултети тўғрисида Низом”, 2010 йил 25 августдаги 333-сонли буйруқ билан тасдиқланган (Ўзбекистон Республикаси Адлия вазирлигида 2010 йил 26 августда 1981-1 сон билан давлат рўйхатидан ўтказилган) “Олий таълим муассасаларида талабалар билимини назорат қилиш ва баҳолашнинг рейтинг тизими тўғрисида Низом”нинг 2, 23, 24, 25, 26, 33, 34-бандлари, “Талаба мустақил ишини ташкил қилиш, назорат қилиш ва баҳолаш тартиби тўғрисидаги намунавий Низом” ҳамда 2010 йил 29 августдаги “ОТМнинг кафедра ва деканатлари иш юритишда бўлган асосий ҳужжатларни соддалаштириш тўғрисида”ги 340-сонли буйруғи талаблари асосида талабаларнинг сабабсиз дарс қолдиришлари олдини олиш ва фанлардан қолдирган дарсларини қайта ўзлаштириши тартибини белгилайди.

2. Ушбу Низомнинг мақсади талабаларда касбий малакаларни мустаҳкамлаш жараёнида фанлардан билим олиш самарадорлигини янада ошириш ҳамда ўқув ва меҳнат интизомини яхшилашга қаратилган.

3. Мазкур Низом:

- фан ўқитувчиси, гуруҳ мураббийси, кафедра мудири ва факултет деканининг талабалар томонидан ўқув фанларидан сабабсиз дарс қолдирилишини камайтириш ва қайта ўзлаштиришни ташкил қилиш бўйича ҳуқуқ ва масъулиятларини белгилаш;
- қайта ўзлаштиришнинг ўз вақтида бўлишини таъминлаш;
- фанлардан қолдирилган дарсларни қайта ўзлаштиришда ҳозирги кунгача шаклланиб қолган эски (семестр якунида қайта ўзлаштириш каби) салбий услублардан воз кечиш, талаба ва фан ўқитувчисининг мазкур жараёнга масъулият билан ёндашиши ҳамда қайта ўзлаштириш жараёнида илғор инновацион услуб ва тажрибаларидан фойдаланиш каби асосий вазифаларнинг бажарилишини кўзда тутати.

II. Фанлардан қолдирилган дарсларнинг қайта ўзлаштирилишини қайд қилиш тартиби

4. Ўқув фанларидан қолдирилган дарслар Олий ва ўрта махсус таълим вазирлигининг 2010 йил 29 августдаги 340-сонли буйруғи асосида юритиладиган академик гуруҳ журналига “й” ёки “нб” белгиларини кўйиш орқали қайд қилинади. Узрли сабаб билан қолдирилган дарс доирага олинади (одатда қора ёки кўк сиёҳда). Сабабнинг узрлилиги деканат маълумотномаси асосида белгиланади.

5. “Ўқитувчи журнали” ва “Гуруҳ журнали”даги “й” ёки “нб” белгилари қайта топширилган дарс мавзуси мос санада қизил сиёҳ билан (иккинчи) доирага олинади.

6. Ўқув фанларидан қолдирилган дарслар ва уларни қайта ўзлаштириш “Ўқитувчи журнали” ва “Гуруҳ журнали”да бир хил кўринишда қайд қилинади. Бу борадаги маълумотларнинг аниқлигига ўқитувчи масъулдир.

7. Дарсдан сўнг фан ўқитувчиси кафедрада юритиладиган махсус журналга дарс қолдирган талабалар ва фан мавзуси бўйича тегишли маълумотларни ўрнатилган тартибда қайд этади ва бу тўғрисида талабани огоҳлантиради.

Қайта ўзлаштиришдан сўнг ўқитувчи томонидан талабанинг дафтарига ва кафедрада жорий қилинган махсус журналга дарснинг қайта ўзлаштирилганлиги қайд қилинади.

8. Қолдирилган дарсларни тўлиқ ўзлаштирмаган талабалар фанни ўзлаштириш бўйича юқори баллга даъвогарлик қила олмайди.

III. Қолдирилган дарсларни қайта топшириш ва қабул қилиш тартиби

9. Қолдирилган дарсларни (маъруза, амалий, семинар, лаборатория) қайта топшириш учун талаба мавзу бўйича ўқув материални тегишли турдаги машғулот дафтарига тайёрлаб келади ва ўқитувчининг қисқа суҳбатидан ўтади.

10. Қолдирилган лаборатория машғулотларини қайта топшириш учун талаба ўқитувчига коллоквиумни топшириб, лаборант назорати остида ишни бажаради ва ҳисоботни расмийлаштириб ўқитувчига топширади.

11. Қайта топширишлар Вазирликнинг 340-сонли буйруғи иловасининг 11-шакли ("Рейтинг қайдномаси") бўйича белгиланган **3 та муддат** ичида қабул қилинади. Муддат ўтганидан сўнг деканат рухсати билан қабул қилинади.

12. Қолдирилган дарсларни қабул қилиш, рейтинг кўрсаткичларини баҳолаш юкламаси ҳисобидан амалга оширилади.

13. Қайта топширишни ўз вақтида бажармаган ва фанни ўзлаштирмаган талабага семестр якунида қолдирган дарсларини қайта топширишига рухсат берилмайди.

14. Қолдирилган дарсларни узрли сабаб билан (касаллик маълумотномаси **ТМК** тасдиғи билан ёки касаллик тарихидан кўчирма) ўзлаштира олмаган талабаларга ўрнатилган тартибда деканат томонидан қайта топшириш ташкил этилади.

IV. Дарсларнинг қолдирилишини камайитириш ва қайта ўзлаштирилишини ташкил қилиш бўйича белгиланган ҳуқуқ ва мажбуриятлар

16. Талаба фанлардан қолдирилган дарсларга ва уларни белгиланган муддатларда ўзлаштиришга шахсан жавобгар ҳисобланади.

17. Дарсдаги давомат ҳамда қолдирилган дарсларнинг ўзлаштирилиши учун фан ўқитувчиси ҳамда гуруҳ мураббийси масъул ҳисобланади.

18. Гуруҳ мураббийси гуруҳ талабаларининг фанлардан қолдирган дарслари сабаблари ва уларни қайта ўзлаштирилиши ҳақида тўлиқ маълумотга эга бўлиши, гуруҳнинг ҳар бир мажлисида ва ахборот таълим-тарбия соатида талабаларнинг давомати ҳамда фанлардан қайта ўзлаштиришларни муҳокама қилиб, тегишли чоралар кўриши ва сабабсиз дарс қолдирилмаслигини ҳамда фанлардан қолдирилган дарсларни ўз вақтида ўзлаштирилишини таъминлаши зарур.

19. Кафедра мудири **қайта топширишларни қабул қилиш жадвалига мувофиқ профессор-ўқитувчилар фаолиятининг ташкил этилишини** назорат қилади ва фанлар бўйича қайта ўзлаштириш натижаларини ҳар ойда бир марта кафедра мажлисларида муҳокамадан ўтказиб, дарс қолдирган талабалар ва уларнинг қайта топширишлари натижалари юзасидан деканатга маълумотнома тақдим этади.

20. Талабаларнинг давомати учун масъулият Вазирлик томонидан тасдиқланган "Олий ўқув юртининг факултети тўғрисида Низом"нинг 6-бандига асосан факултет декани зиммасига юклатилади. Декан сабабсиз кўп дарс қолдирган талабалар ҳақида батафсил маълумотга эга бўлиши, фан ўқитувчилари ва гуруҳ мураббийларининг фаолиятини узлуксиз назорат қилиб бориши ва талабаларнинг сабабсиз дарс қолдирмаслиги учун кескин чоралар кўриши лозим.

Фан ўқитувчиси тақдим этган билдиришномага мувофиқ 3 маротабадан кўп дарс қолдирган ёки кўпол тарзда университет ички тартиб-қоидаларини бузиб, дарсга халакит берган талабанинг дарс қолдириш сабаблари ўрганилиб, чора кўрилганидан кейин факультет деканининг рухсати билан талаба дарсга киритилади.

21. Талабаларнинг ўқув фанларидан дарс қолдириш ҳолати бўйича факультет деканлари томонидан тақдим этилган маълумотлар маъмурият йиғилишларида муҳокама қилиб борилади ва тегишли қарорлар қабул қилинади.

23. Ушбу Низомга ўзгартириш киритиш университет Илмий Кенгаши қарори асосида амалга оширилади.

Ўзбекистон Республикаси Олий ва ўрта махсус таълим вазирлигининг 2009 йил 14 августдаги 286-сонли буйруғи билан тасдиқланган “Талабаларнинг фанлардан қолдирган дарсларини қайта ўзлаштириши тўғрисида НИЗОМ”и асосида тайёрланган “Гулистон давлат университети талабаларининг фанлардан қолдирган дарсларини қайта ўзлаштириши тўғрисида Низом” Гулистон давлат университетининг 2013 йил 25 январдаги Илмий Кенгашининг 5-сонли мажлисида муҳокама этилиб, университетнинг 2013 йил __январдаги __ -сонли буйруғи билан қайта тасдиқланган.

SYLLABUS

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

Рўйхатга олинди
№ Б0-51201-3.1
2012 йил «14» март

Ўзбекистон Республикаси
Олий ва ўрта махсус таълим
вазирлигининг 2012 йил
«14» март даги
«107» - сонли буйруғи
билан тасдиқланган

АСОСИЙ УЎҚАНИЛАётган ТИЛ



ЎҚУВ ДАСТУРИ

Билим соҳаси:	100000	- Гуманитар соҳа
Таълим соҳаси:	120000	- Гуманитар фанлар
Таълим йўналишлари:	5120100	- Филология ва тилларни ўқитиш (инглиз тили)

Тошкент-2012

Кириш

Асосий ўрганилаётган тил ихтисослик фани сифатида тили ўрганилаётган мамлакатларнинг бадиий адабиёт намуналарини ўқиш ва мазмунини англаш, даврий матбуот нашрларида баён этилган асосий воқеа-ҳодисалар тўғрисида ўқиб, маълумотга эга бўлиши ҳамда уларни оғзаки сўзлаб бериш, мазмунини ёзма баён этишга ўргатишни кўзда тутилади. Ушбу фандан ўтиладиган амалий машғулотларда матн билан ишлаш асосида талабаларнинг нутқий малакасини ошириш орқали турли хил нутқ услубларини билиб олиш имкониятини ҳосил қилди. Асосий чет тили, амалий (назарий) фонетика ва грамматика, лексикология, стилистика, қиёсий типология дарсларида талабалар олган билимларини умумий тилшунослик, тил тарихи, назарий фонетика, грамматика, лексикология, стилистика, таржима, қиёсий типология, шунингдек психология, педагогика, методика соҳалари бўйича назарий курсларни ўрганиш жараёнида фойдалана билиши шарт.

Ўқув фанининг мақсади ва вазифалари

Ўқув фанининг мақсади - талабаларда лингвистик, линвокультурологик ва коммуникатив кўникма ва малакаларни шакллантиришдир. Лингвистик компетентлик тил

тизими ҳақидаги билим ва унинг хорижий тилда коммуникация жараёнида амал қилиш қоидаларини ўз ичига қамраб олади. Коммуникатив компетентлик нутқий коммуникация шартларига биноан хорижий тилда коммуникация жараёнини назарда тутди. Муомала (нутқ) вазиятида мурожаат кимга қаратилгани ва суҳбатдошларнинг ўзаро муносабати коммуникация жиҳатдан ўта муҳимдир.

Линвокультурологик компетенция тили ўрганилаётган мамлакатнинг Айни пайтдаги ижтимоий-иқтисодий ва маданий ривож ва шунга мос тарзда нутқ муомала маданиятини назарда тутди. Асосий чет тили фанининг касбий педагогик мақсади эса ўрганилаётган тилни адаптив даражада конкрет педагогик муомала малакаларини эгаллашни (ўқувчиларнинг интеллектуал фаолиятини бошқариш, нутқ фаолиятини муайян мақсадга йўналтириш, нутқ фаолиятини ташкил этиш, уни назорат қилиш ва ҳ.к.) ўз ичига қамраб олади.

Фаннинг вазифаси – нутқ амалиёти талабаларнинг мантиқий тафаккурини, чет тилидаги нутқий қобилиятини, хотирлаш турлари, фикрлари, умумнутқий ва умумтаълимий йўриқларни, тил бўйича мустақил ишлаш малакаларини ривожлантиради. Асосий чет тили дарсларида амалий ва назарий грамматика, мамлакатшунослик, лексикология, тил тарихи, стилистика, шунингдек, психология, методика ва бошқа фанларда ўзлаштирган билим ва малакаларни қўлланилиши кўзда тутилади.

Фан бўйича талабаларнинг билимига, кўникма ва малакасига қўйиладиган талаблар Асосий ўрганилаётган тил (инглиз тили) ўқув фанини ўзлаштириш жараёнида бакалавр:

- инглиз тилининг морфологик тузилиши ва товуш тизими; ўрганилаётган тилдан ўқитиш олиб борилаётган тилга таржима амалиёти спецификаси ва стилистик хусусиятлари, меъёрий грамматика асослари;

- инглиз тилининг ривож ва тил доирасидаги асосий экстралингвистик жиҳатдан шаклланишнинг асосий омиллари ҳамда тарихий манбалари, унинг диалектик хилма- хиллиги;
- мулоқотнинг оғзаки ва ёзма турлари;
- инглиз тилида фикрни лисоний ифода қилиш усуллари ва уларнинг нутқ оғзаки ва ёзма шаклларида қўлланилиши қонуниятлари;
- нутқнинг диалогик ва монологик шакллари ҳақида тасаввурга эга бўлиши;
- тилнинг замонавий ҳолати тавсифи, ёзув, графика, орфография, пунктуация, лексик-грамматик туркумлар, сўз тузилиши, бошқа тиллардан сўз кириб келишининг умумий тарихини;
- содда ва қўшма гаплар, сўз бирикмалари синтаксиси, лексика ва ёзма нутқ, диалектал лексиканинг асосий хусусиятлари;
- инглиз тилида сўзловчи шахсларнинг кенг тарқалган кундалик ва касбий вазиятларда сўзлаган нутқини тушуна олиш: эшитилаётган матнлардан (радио, телевидение, видеокассеталар, ДВД) ҳамда илмий матнларни тушуна олиш ва улардан ўзи учун зарур бўлган ахборотни ола билиш;
- матнларни лингвистик жиҳатдан таҳлил қилиш, турли жанрга оид матнларни инглиз тилидан она тилига ва она тилидан инглиз тилига оғзаки ва ёзма таржима қилиш;
- жаҳоннинг турли давлатлари маданияти хусусиятларини қиёслаш, солиштириш ва таҳлил қилиш;
- лисоний ва ўлкашуносликка алоқадор билимларни кенгайтириш ва чуқурлаштириш, коммуникатив кўникмаларини фаоллаштириш учун замонавий информацион технологиялардан фойдаланиш малакасига эга бўлиши ва улардан фойдалана олиши;
- инглиз тилидаги ҳозирги адабий шаклида турли хил мураккабликдаги матнларнинг ёзма таржима қилиш;
- инглиз тилида хорижий мутахассислар билан касбий ва маиший вазиятларда жонли мулоқот олиб бориш;
- ҳар хил мавзу ва матнларни ўқитиш олиб борилаётган тилга суҳбат, нутқ ва маърузаларни оғзаки изчил ва синхрон таржима қила олиш;
- инглиз тили ва ўқитиш олиб борилаётган тилдаги маълумотларни қўллаб аннотация, реферат, маълумотлар тўплаш ва тузиш;
- янги информацион технологиялардан касбга йўналтирилган мақсадларда фойдалана олиш кўникмасига эга бўлиши зарур.

Фаннинг ўқув режадаги бошқа фанлар билан ўзаро боғлиқлиги ва услубий жиҳатдан узвий кетма – кетлиги

Асосий ўрганилаётган тил (инглиз тили) фани айниқса, амалий фонетика ва Амалий грамматика, инглиз адабиёти фанлари билан бевосита боғлиқ бўлиб, ушбу дарсларда талабалар олган билимларини умумий тилшунослик, тил тарихи, назарий фонетика, грамматика, лексикология, стилистика, таржима, қиёсий типология, шунингдек, психология, педагогика, методика фанлари бўйича назарий курсларни ўрганиш жараёнида фойдалана билишлари шарт. Бу

инглиз тили фанининг ушбу фанлар Билан алоқадорлигини ва мазмуний узвийлигини таъминлайди.

Фаннинг амалиётдаги ўрни

Хорижий филология таълим йўналиши бўйича бакалавр тайёрлаш босқичининг ажралмас бўғини сифатида асосий ўрганилаётган тил (инглиз тили) умумқасбий Фан ҳисобланиб, талаба-бакалаврларнинг умумий ўрта таълим мактаблари, академик лицейлар ва касб-хунар коллежларида фаолият кўрсатишларига ёрдам беради. Фанни ўқитишда замонавий ахборот ва педагогик технологиялар.

Талабаларнинг асосий ўрганилаётган тил (инглиз тили) фанини ўзлаштиришлари учун ўқитишнинг илғор ва замонавий усулларида фойдаланиш, янги информация- педагогик технологияларни тадбиқ қилиш муҳим аҳамиятга эгадир. Фанни ўзлаштиришда дарслик, ўқув ва услубий қўлланмалар, маъруза матнлари, тарқатма ва электрон материаллардан фойдаланилади.

Ушбу фанни ўрганишда таълимнинг замонавий методларидан, яъни электрон почта, чат каналлар ва виртуал ҳақиқийликни ўзида жамлаган интернетдан фойдаланиш лозим, яъни электрон ўқув адабиётлар ва маълумотлар банки билан ишлаш Интернет тармоғидан мақсадли фойдаланиш бу каби билим ва кўникмаларни ҳосил қилиш ва ривожлантиришда катта самара беради.

Асосий қисм

Назарий фонетика

Фаннинг мақсади – талабаларга инглиз тили фонетикаси ва фонологияси ҳақида назарий ва амалий маълумотлар бериш ва ўз фаолиятида ундан самарали фойдаланиш кўникмаларини ўргатишдан иборат. Мазкур фан ўз олдида қуйидаги вазифаларни қўяди: талабаларнинг тилшуносликка кириш, инглиз тилининг амалий фонетикаси курсларида олган билимларини кенгайтириш; ўзбек, рус ва чет эл олимларининг назарий фонетика фанига оид илмий хулосаларини талабаларга таништириш; инглиз тилининг фонетик қурилишини ўзбек ва рус тиллари фонетик қурилиши билан қиёсий таҳлил қилиш; талабаларни инглиз тили назарий фонетикаси соҳасида муаммоли ва ҳали ўз ечимини топмаган масалалари билан таништириш; фонетика фанидан илмий тадқиқотлар ўтказишда фойдаланиладиган замонавий методлар, айниқса, фонологик таҳлил методи, экспериментал-фонетик метод, талаффуз нормалари ва турлари ҳақида тушунчалар бериш; назарий фонетика фанининг тилшуносликнинг бошқа соҳалари (грамматика, лексикология, стилистика) билан, акустика, анатомия, физиология, психология фанлари билан бевосита алоқадор эканлиги ҳақида маълумот бериш; маъруза ва амалий машғулотлар давомида таълимнинг илғор методлари, ихтисосликка йўналтирилган инглиз тили талаффуз нормалари, янги педагогик технологиялар, коммуникатив ва интерактив услублар, ҳамда замонавий ахборот технологияларидан самарали фойдаланишдир.

Назарий фонетика тилшунослик тармоғи сифатида

Фонетиканинг тилшуносликда тутган ўрни. Фонетика нутқ товушлари ҳақидаги фан сифатида. Нутқ товушларининг ҳосил бўлиш қонуниятлари. Фонетикада адабий талаффуз нормаси. RP (Received Pronunciation) (Англия адабий талаффуз нормаси) – ўқув нормаси сифатида. Инглиз тилининг халқаро тил даражасига кўтарилиши ва талаффуз турлари. Британия инглиз тили (BE) ва Америка инглиз тили (AE) талаффузи ўртасида мавжуд фарқлар. Адабий талаффузнинг функционал-стилистик хусусиятлари.

Ҳозирги инглиз тилида сегмент фонемалар

Сегмент фонемаларнинг артикуляцион томони: товушлар ҳосил бўлишининг тўрт механизми (куч, тебраниш, резонаторлик ва тўсиқни енгиш), уларга алоқадор бўлган нутқ органлари. Нутқ органларининг тузилиши, фаолияти ва вазифалари. Унли товушларни тасниф қилишда ўзбек, рус, инглиз ва америка олимларининг фикрлари. Унлиларнинг талаффуз туғунлигига кўра (монофтонг, дифтонг, дифтонгоид), тилнинг горизонтал ва вертикал ҳаракатига кўра, лабларнинг ҳолатига кўра, тарихий чўзиқлигига кўра, нутқ органларининг таранглашувига кўра таснифи. Инглиз тили унлиларини рус ва ўзбек тили унлилари билан қиёслаш. Ундош товушларни тасниф қилишда рус, ўзбек, инглиз ва америка олимларининг фикрлари. Ундош товушларни товуш пайчаларининг иштирокига кўра ва талаффуз кучига кўра; фаол ва пассив нутқ органларига кўра, товуш ҳосил бўлишида тўсиқнинг турига кўра ва шовқиннинг характериға кўра, кичик тилнинг фаолиятига кўра таснифи. Инглиз тилида аффрикат товушларининг сони ҳақида фикрлар. Инглиз тили ундошларини рус ва ўзбек тили ундошлари билан қиёслаш. Унли ва ундош товушларнинг ҳосил бўлишида асосий фарқлар. Турли тилларда мавжуд бир хил товушларнинг сифат жиҳатидан фарқланиши. Артикуляцион база тушунчаси. Сегмент фонемалар ҳосил бўлишининг акустик томони: нутқ товушларининг, физик хусусиятлари (товуш тебраниши, чўзиқлиги, овоз тони), уларнинг артикуляцион шакли. Сегмент фонемаларнинг фонологик томони: фонемага таъриф бериш муаммоси. Фонеманинг уч хусусияти яхлитлигидан иборатлиги: 1) унинг материал (талаффуз) томони; 2) абстрактлиги, умумийлиги ва 3) функционал, яъни маъно фарқлай олиш хусусияти. Фонема ва унинг вариантлари (аллофонлари). Сегмент фонемаларнинг конститутив ва дистинктив вазифалари. Инглиз тилида урғусиз унлилар ва уларнинг таснифи. Транскрипция ва унинг турлари. Инглиз тилида нутқ товушларининг ўзгариши ва уларнинг турлари. Бу ҳақида Москва ва Санкт Петербург олимларининг қарашлари. Ассимиляция, аккомодация ва элизия каби товуш ўзгариши хусусиятлари.

Инглиз тилида бўғин қурилиши

Бўғин фонетиканинг талаффуз бирлиги сифатида. Бўғиннинг нутқдаги вазифалари. Инглиз тилида бўғин ҳосил қилувчи товушлар. Бўғиннинг таркибий қисмлари ва турлари. Бўғин бошида ва охирида унли ва ундошларнинг бирика олиши. Ҳозирги инглиз тилида бўғин ажратиш қоидалари. Бўғин ҳақида мавжуд назариялар. Бўғиннинг вазифалари.

Инглиз тилида сўз урғуси

Сўз урғуси тушунчаси, уларнинг турлари (динамик, мусикий, сифат ва миқдор урғулари). Инглиз тилида сўз урғусининг хусусиятлари. Урғунинг ўрни ва даражаси. Урғу ўрнини белгиловчи омиллар (рецессив, ритмик, грамматик ва семантик), уларнинг ўзаро муносабати. Инглиз тилида сўз урғусининг вазифалари.

Инглиз тилида интонация

Интонация таърифи. Тор ва кенг таъриф. Интонациянинг ташкилий қисмлари ва уларнинг вазифалари. Интонация ва просодия. Интонациянинг мелодик компоненти, унинг таърифи ва вазифалари. Текст ҳосил қилишда мелодик компонентнинг роли. Мелодик компонентнинг турлари. Интонациянинг гап урғуси компоненти, унинг таърифи ва вазифалари. Гап урғусининг турлари. Гап урғуси ва сўз урғуси муносабати. Инглиз тилида гап урғусининг матн тузишда ритмик ва интонацион гуруҳлар ҳосил қилишдаги роли. Гап урғусининг__ мелодик компонент билан ўзаро муносабати ва гапнинг коммуникатив марказини ҳосил қилиш қобилияти. Гап урғусининг вазифалари. Интонацияни ёзма ифодалаш турлари (Л. Армстронг ва И. Уорд системаси ва Р. Кингдон методи). Америкалик дискриптивистлар томонидан интонациянинг рақамли ва поғонали ифодаланиши. Интонацияда нутқ тезлиги (темп), овоз бўёғи (тембр), пауза (тўхтам) ва ритм (урғули ва урғусиз бўғинлар кетма-кетлиги) каби бирликларнинг вазифалари. Интонациянинг фонологик вазифаси. Интонация тушунчаси. Интонациянинг матн ҳосил қилиш вазифаси.

Нутқнинг фоностилистик хусусиятлари

Фоностилистиканинг асосий ўрганиш объектлари. Талаффуз нормаси ва унинг стилистик фарқланиши масаласи. Фонетик услубларни ифодалашда экстралингвистик ва паралингвистик воситалар. Товуш ва интонация стилистикаси. Интонацион услуб турлари. Фонетик синонимия масаласи. Товушлар символикаси тушунчаси.

Назарий фонетика

Назарий фонетика фанидан назорат турлари – мавзулар юзасидан рефератлар тайёрлаш ва уларнинг тақдиротини ўтказиш, интернет тизими орқали назарий фонетикага оид янги маълумотлар тўплаш ва уларни амалий машғулотларда муҳокама қилиш ва шу йўл билан талабалар билимини баҳолаш, шунингдек оғзаки сўров, ёзма иш, компьютер тестлари ўтказиш асосида амалга ошириш. Талабаларнинг кутубхонадан керакли адабиётларни излаб топиши, керакли мавзуларни ўрганиши ва бу ҳақида амалий машғулотлар пайтида ахборот бериши. Ўқилган адабиётлар бўйича тайёрланган конспектлар, уларнинг мазмуни ҳақида раҳбар ва талабаларнинг фикрлари муҳокамасини ўтказиш, шу йўл билан курс иши ёки битирув малакавий иш лойиҳаларини ўз вақтида ва сифатли ёзилишига замин яратиш. Талабалар билимини назорат қилиш ва баҳолашни белгиланган норматив ҳужжатлар асосида, яъни рейтинг тизими (жорий, оралик ва якуний баҳолаш) орқали амалга ошириш.

Фаннинг назарий машғулотлар мазмуни

Инглиз тили назарий фонетикасининг назарий масалалари

The relationship between all the units or elements of a language includes different notions starting from sounds — morphemes, words, word combinations and ending up with phrases. The scientific study of a language involves an explanation of a mass of notions in terms of a rigorously organized and highly pattern system — the link between the units.

The following types of phonetics may be distinguished: (1) general phonetics; (2) Descriptive phonetics; (3) Historical or diachronically phonetics; (4) Comparative-typological phonetics. Phonetics has the following four main aspects: (1) Articulatory; (2) Acoustic; (3) Perceptual; (4) Phonological.

Phonological theories

The formation of the phonological theory may be divided into two periods: 1. The “prephoneme” period, i.e. when there was no distinction between “speech sound” and “phoneme” until 1870; 2. The “phonemic” period, which began in 1870 and includes the twentieth century. In this period the basic phonetic and phonological terms and concepts were proposed, and the distinction between the actually pronounced speech sounds and the phonemes as functional units of the language was recognized. The first linguist to point out this distinction was I.A. Baudouin de Courtenay (1845-1929), an outstanding Russian and Polish scholar.

There are several phonological trends in the USA. The head of the American descriptive linguistics L. Bloomfield was one of the first phonologists whose ideas were fruitful in the further development of phonological theories in the USA. Another well-known American linguist E. Sapir also formulated his own approach to phonemic solutions. E. Sapir also formulated his own approach to phonemic solutions. Below we give a short review of phonological trends in the USA.

- 1) a constitutive function
- 2) a distinctive function
- 3) a delimitative function
- 4) a recognitive function

The Principal Types of English Pronunciation

The pronunciation of words varies considerably among the different regions in which English is spoken, so that we easily distinguish speakers according to their pronunciation. The pronunciation features of dialects are studied by a special branch of phonetics, namely dialectological phonetics. It is possible to investigate the literary and dialect pronunciations of the same language. The literary language has its orthoepic norm, i.e. the sum of rules of the spoken form characterized by the unity of the sound material formed in the process of its historical development. By the term norm we mean more or less constant and stable feature of pronunciation, e.i. all the components of the phonetic structure — phonemes, syllables, stress and intonation. Sometimes “Good English” is distinguished from “Bad English” (“Vulgar English”). On the basis of its usage the following principal varieties of English are distinguished: (1) Formal English, (2) General English, (3) Informal English, (4) Nonstandard English.

L.V. Shcherba’s classification of styles of speech into two types: 1) colloquial style used in peoples’ conversation and in such a speech the sound structure, word accentuation and intonation may change considerably; 2) full style, in which the

sound structure, word accentuation and intonation are distinct and speech sounds are pronounced clearly and carefully.

The System of Consonant Phonemes in English

Usually the distinction between a vowel and a consonant is regarded to be not phonetic; but phonemic. From the phonetic point of view the distinction between a vowel and a consonant is based on their articulatory — acoustic characteristics, i.e. vowel is produced as a pure musical tone without any obstruction of air-stream in the mouth cavity while in the production of a consonant there is an obstruction of air-stream in the speech tract.

The general phonetic principles of the classification of consonant sounds are as follows: 1) the place of articulation; 2) the manner of production; 3) the presence or absence of voice; 4) the position of the soft palate.

The next principle of the classification of consonants is based on the presence or absence of voice, according to which voiced and voiceless consonants may be distinguished.

The comparative tables of the English and Uzbek consonant phonemes are based on their articulatory and acoustic classification. These tables give a general idea of the differences and identities of the consonant phonemes and of the pure phonetic features of the isolated consonant phonemes.

The Articulatory and Acoustic Classification of the English Vowels (Compared with Uzbek)

General principles of vowel production are outlined according to the movement of the tongue, lip position, quantity features (long-short) and distribution: 1) According to the horizontal movement of the tongue, vowels are classified into front, mixed and back ones. 2) According to the vertical movement of the tongue vowels may be classified into: a) close or high; b) mid-open or mid; c) open or low.

Commonly, the phonemic system of English vowels can be divided into two subsystems: a) the stressed vocalism, which includes the vowels under stress. i. e. occur in the stressed position and b) the unstressed vocalism, which includes all the vowels and so called neutral vowels [ə] and [ɪ]. The unstressed vocalism is more rich than the stressed vocalism, in which the vowel [ə] and unstressed [ɪ] do not take part.

The syllabic structure of English

The syllable is the result of the natural segmentation of speech continuum. The definitions of the syllable differ greatly, as linguists choose the acoustic, articulatory and functional criteria. From the articulatory point of view the syllable may be regarded as a single uninterrupted unit of utterance which may coincide with the word (ex. cat) or a part of a word or a word form (ex. little, making).

From the acoustic point of view a syllable is a wave of loudness characterized by prosodic features such as stress, pitch, sonority and length. The acoustic—auditory shape of the syllable depends of the sonority of the sounds.

From the functional point of view a syllable, like other phonetic units, fulfills four functions: 1) Constitutive function; 2) Distinctive function; 3) Recognitive function; 4) Delimitative function.

In English a syllable formation and syllable division depend on many factors among which the phonotactic rules, which determine the combination of phonemes or clusters and the nature of adjoining them, are regarded very important.

Word Stress in English

Word stress or accent is usually defined as the degree of force or prominence with which a sound or syllable is uttered. Incidentally, the syllabic as in disyllabic (a word consisting of two syllables) and polysyllabic (a word consisting of more than three syllables) words; there may be different degrees of prominence in syllables of initial, medial or final positions.

Word stress in Russian is both free and shifting as it falls on any syllable of words and word forms and may shift from one syllable to another in different grammatical forms of words. E.g. голова', го'лову, письмо', пи'сьма, высо'кий, высо'к, вы'ше, но'ги, ноги'.

In Uzbek word stress is free as it may fall on any syllable. E.g. дераза' "a window", рельс "rails", қонун "a law", секре'тарь "secretary" etc.

Word stress as prosodic or suprasegmental unit has a phonological or distinctive function, which means that the stress placement and degree of accent can distinguish words and their grammatical forms. The distinctive function of word accent is closely connected with lexical and morphological aspects.

Intonation structure of English

Intonation is an essential prosodic element of human speech. It shapes human speech phonetically and helps to express grammatical, semantic and emotional meanings of phrases or sentences. Intonation is a very complicated phenomenon and therefore its definition varies widely among linguists.

Like other phonetic units Intonation may be studied in four aspects: (1) articulatory (physiologically), (2) acoustically (physically), (3) perceptually (audiotorially) and (4) functionally (linguistically).

There are different methods of indicating intonation which depend on theoretical and practical approaches of linguists. Generally, there are three principles of describing intonation.

(1) The narrow phonetic description of intonation, which belongs to British phoneticians. (2) The phonological description used by American linguists of both the descriptive and tagmemic schools. (3) The broad phonetic and phonological description of English intonation is given by the Soviet Phoneticians.

The combinatory-positional changes of phonemes

Speech sounds, i.e. phones representing phonemes, are combined in strict order to form words, morphemes, word-combinations and sentences which influence each other, as a result of which their articulatory – acoustic features may be changed and modified. These changes in pronunciation, which depend on the way they influence one another, their position and stress — are called combinatory –positional changes (or "combinatory phonetics").

The process when the articulation of a sound under the influence of the articulation of a neighbouring sound becomes similar or takes on features of the neighbouring sound, is called assimilation. Assimilation is a result of a modification process of adjacent phonemes.

There are cases when the articulation of a consonant is modified under the influence of an adjacent vowel, which is called adaptation, or accommodation.

The phonetic changes, which results in a sharpening of the difference between two phonemes, is called dissimilation.

Elision, is the omission of a sound in rapid speech, e.g. an old man, and so.

Haplology, is the process of dropping a group of sounds which should be articulated twice in a word, e.g. morphonology for morphonology, probably (from probably).

Phoneme and Stress alternations. Morphology.

The position of stress may also vary in different word derivatives formed from one base morpheme. The substitution of phonemes by one another and the change of the position of stress within morphemes are called phoneme and stress alternations. Theory or phoneme alternations suggested by I.A. Baudouin de Courtenay was very important in further development of linguistics.

Phonetic alternations include changes under assimilation, e.g. the Present Tense third person singular suffixes (-s, -iz, -z) variation which depend on the position: cats /kats/, boxes /boksiz/, bags /baegz/.

There are also some unusual consonant alternations used in foreign words, e.g. social–society, patient–patience, invade–invasion. The morphological function of the English word accent is determined either by regular shifting of the position and its degrees in different morphemes or by the irregular influence of suffixes. Suffixes, which cause accentual alternations, are: -able, -ant, -ent (-ance -ence), -ive, -ory, -ous, -ize, -ism (-ist), -ate, -ment etc., e.g. repair – reparable, coincide–coincidence, combine–combinative, compensate–compensatory, anonym–anonymous, capital–capitalize, epigram–epigrammist, hypnosis–hypnotism, origin–originate, advertise–advertisement.

Семинар машғулотларини ташкил этиш бўйича кўрсатма ва тавсиялар Aspects, types and methods of phonetics

The aim of the seminar is to introduce: the following four main phonetics aspects: articulatory, acoustic, perceptual and phonological aspects, The types of phonetics: general phonetics – which studies the human sound producing possibilities, the functioning of his speech mechanism and the ways they are used in all language to pronounce speech sounds syllables, stress and intonation, a part of General linguistics, descriptive phonetics – studies the phonetic system of a certain language. For ex: English phonetics, Russian phonetics, Uzbek phonetics etc., historical or diachronical phonetics – studies the changes a sound undergoes in the development of a language or languages. Its material may be based on written historical and literary monuments. Diachronical studies of the phonetic system may explain the present state (synchronical) of a language and compare them, comparative – typological phonetics.

Phonological Trends in the USA

The aim of the seminar is to introduce: acoustic theory, as it is based on the analyses of structural functions and acoustic features of phonemes. According to

Bloomfield a phoneme is a minimal distinctive unit of a language, which has no meaning itself but may be determined as a special unit, owing to its physical and structural contrasts in relation to all other sounds types of a particular language.

- The theory which is being developed in modern American linguistics is a generative – transformational phonology (often called “generative phonology”). Generative phonology is one of components of generative grammar as a syntactic component and component of lexicon. Generative phonology serves to provide phonetic representations off utterances in a language.

- The functions of Speech sounds may be categorized by the criteria of distinction and identification.

Any phonological units has the following four functions:

- 1) a constitutive function, i.e. all the phonological units are used as the material – carriers of the linguistic units: morphemes, words, word – combinations and sentences (phrases);
- 2) a distinctive function, i.e. the phonological units serve to distinguish linguistic units: take-lake; a nice house – an ice house; mistake – Miss Take;
- 3) a delimitative function emphasizes the boundary between linguistic units , particularly, between morpheme, words and combinations. The elements which appear in such boundaries are known as junctures. The above examples except the first one, illustrate the delimitative functions;
- 4) a recognitive function makes words, word forms and sentences easily recognizable or identifiable, as the result of the use of the right allophones, syllable divisions, degree and the place of stress and also right intonations in the right place of the utterances.

The Pronunciation types in Great Britain

The aim of the seminar is to introduce: principal varieties of English, English pronunciation in Great Britain. On the basis of the usage the following principal varieties of English are distinguished : 1) Formal English (limited use) more often written than spoken – speaking and writing for somewhat restricted groups in formal situations; 2) General English (unlimited use) – both spoken or written – speaking and writing of educated people in their private or public affairs ; 3) In formal English (limited use) – more often spoken than written; 4) Nonstandard English (limited use) – chiefly spoken – spoken language not much affected by school instruction; often conspicuously local not appropriate for public affairs or for use by educated people, regional pronunciation types exist in Great Britain

1) Southern English pronunciation;

2) Northern English pronunciation;

3) Scottish pronunciation;

4) Irish pronunciation; among which the Southern English pronunciation is chosen as the orthoepic standard for modern English. This type of pronunciation is often called standard English. D.Jones called it Received Pronunciation (RP) by which he ment “... merely widely understood pronunciation... in the English – speking world...”

The pronunciation types of English in the USA as compared with General British

The aim of the seminar is to introduce: speech areas in the USA, the pronunciation of English in other countries, the relationship between the principal types of English pronunciation and their dialects.

- English was brought to the American continent by the English colonists in the first half of the sixteenth century. There are at least three major speech areas in the USA:

- 1) The Eastern type of pronunciation;
- 2) The Southern type;
- 3) The Western General American type.

Eastern type of pronunciation is called Eastern New England speech. In New England and in the Boston State American English have some common features with RP pronunciation. They are found in such words like dock /dCk/, hot /hCt/, dance /da:ns/; sir /sB:/, for /fa:/ in which vowels sound alike.

The Southern type of pronunciation - one of the specific phonetic features of this type of pronunciation is the so-called "Southern drawl" which is characterized by the diphthongization both long and short vowels in certain positions (in stressed position, before voiced consonants and fricatives). The first element of the diphthongs is pronounced long. While the second is omitted.

The Western type of American English is accepted as the literary pronunciation in the USA which is used by 120million people. This type of pronunciation is known as General American. It is also called – Standard American Pronunciation.

The following differences exist within the consonant systems of RP and GA. One of the most striking phonetic features of General American is observed in the retroflex sonorant articulation of /r/.

- The pronunciation of English in other countries.

- The Canadian type of pronunciation - has common phonetic features both with RP and GA. The most specific phonetic features of CaE are the following:

The Australian Type pronunciation – Australian English is one the literary national types used since the end of the eighteenth century. There are three types of pronunciation in Australia:

1. Educated or Cultivated Australian English;
2. Broad Australian English;
3. General Australian English – which is regarded as a literary type.

In principal the phonetic inventory of GAu does not differ much from RP but the distribution of phonemes is different in both literary types. There are also slight differences in word accentuation and intonation between CAu and RP. But many cases GAu is much closer to the RP pronunciation than that of GA.

The New Zealand English Pronunciation – this type of pronunciation has many features in common with RP. The most striking phonetic features of the New Zealand English pronunciation are the following;

4. The South African Pronunciation - the following type are the most striking phonetic features of this pronunciation.

There are also other types of pronunciation in Asia (India, Pakistan, Philippines), in America, which are regarded as dialects or idiolects.

The system of Consonant Phonemes in English

The aim of the seminar is to introduce: vowel – consonant distinction, the Articulatory and acoustic classification of English consonants (in comparison with Uzbek and English), the General phonetic principles of the classification of consonant sounds as follows: 1) the place of articulation; 2) the manner of production; 3) the presence or absence of voice; 4) the position of the soft palate; the system of the English consonant Phonemes: Labial (bilabial or labio - dental) – forelingual: between plosives /p-t/, /b-d/; between fricatives /f-I/, /v-B/, /f-s/, /v-z/; between nasals : /m-n/; between constrictive sonants /w-l/, /w-r/ in which the features bicentral unicentral and round narrowing – flat narrowing are non – distinctive.

The syllabic structure of English

The aim of the seminar is to introduce: the definition of the syllable, the Functions of the Syllable, the Classification of syllables, types of syllables in English, four functions of other phonetic units: 1) Constitutive function, i.e. syllable or syllables act as a material carries of words, word – forms, word – combinations and phrases; 2) Distinctive function, i.e. the syllables may serve to distinguish minimal pairs of words, word – combinations and phrases. 3) Recognative function, i.e. the recognition of the right syllable formation and syllable division rules; 4) Delimitative function, i.e. some syllables may occur only in initial or final positions in words, Phonological types of syllables: 1) Genuine syllables, the phonemic structure of which has constant functional relevance: bottle /bCt-l/, bottom /bCt-Bm/, 2) The secondary syllables are unstable and their phonemes have not same functional relevance as the phonemes of genuine syllables. There are two or more peaks of sonority in the secondary syllables. F.ex: a black tie /B'blWktai/, a black eye /B'blWktai/;

Word Stress in English

The aim of the seminar is to introduce: the definition of word stress, its types and Components, placement and Degrees of word stress, functions of word stress, the constitutive function of word stress, phonological or distinctive function, word accent in English has a morphonological aspect which is usually known as grammatical function of stress, alternations or morphonological function of word accent .

Intonation structure of English

The aim of the seminar is to introduce: definition of Intonation, its components and Functions, methods of Indicating and describing intonation, the linguistic functions of intonation components. definitions of intonation have been given by British linguists and the American linguist D.J.Bolinger , four functions of intonation: (1) A constitutive function, (2) a delimitative function (3) a distinctive function (4) a recognitive function, the Functions of Speech Melody, the Functions of Sentence – stress, Functions of other intonation components, timbre, rhythm, tempo of speech, pauses perform, emphatic intonation.

Combinatory – Positional changes of Phonemes

The aim of the seminar is to introduce: combinatory Positional changes, assimilation (complete, partial, intermediate), assimilation (progressive, regressive, mutual), other combinatory – positional changes, speech sounds, dissimilation, elision, haplology, reduction.

Foydalaniladigan asosiy darsliklar va o'quv qo'llanmalar ro'yxati

Asosiy darsliklar va o'quv qo'llanmalar

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ЎЗБЕКИСТОН РЕСПУБЛИКАСИ

ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

ГУЛИСТОН ДАВЛАТ УНИВЕРСИТЕТИ

ИНГЛИЗ ТИЛИ ВА АДАБИЁТИ КАФЕДРАСИ

“ТАСДИҚЛАЙМАН”

ГулДУ ректори проф. А. Эминов

«__» _____ 2012 й.

НАЗАРИЙ ФОНЕТИКА

фани бўйича

Билим соҳаси	100000	Гуманитар соҳа
Таълим соҳаси	120000	Гуманитар фанлар
Таълим йўналишлари	5120100	Филология ва тилларни ўқитиш

ишчи ўқув дастури

Умумий ўқув соати	– 56
Шу жумладан:	
Маъруза	– 16
Амалиёт машғулоти	– 20
Мустақил таълим соати	– 20

ГУЛИСТОН–2012 й.

“Назарий фонетика” фанидан ишчи ўқув дастури ГулДУ ўқув методик кенгашининг 2012 йил “27” август 1- сонли мажлисида муҳокама қилинди ва маъқулланди.

Ишчи дасту 5120100- инглиз тили таълим йўналиши учун Олий ва ўрта таълим вазирлиги томонидан ишлаб чиқилган ва рўйхатга олинган БД5220100 – 301- №263 намунавий ўқув дватури ва ўқу режасига мувофиқ тайёрланди.

Тузувчилар: Нормаматова Д. Т. Инглиз тили ва адабиёти кафедраси ўқитувчиси _____ (имзо)

Таджиев Х. – “Инглиз тили ва адабиёти” кафедраси доценти, филология фанлари номзоди _____ (имзо)

Тақризчилар: Таджиев Х. – “Инглиз тили ва адабиёти” кафедраси доценти, Филология фанлари номзоди _____ (имзо)

Фаннинг ишчи ўқув дастури “Инглиз тили ва адабиёти” кафедрасининг 2012 йил “_30_” 08. 2012 йилдаги __1_ - сонли мажлисида кўриб чиқилиб, факультет Илмий-услубий Кенгашида кўриб чиқиш учун тавсия қилинди.

Факультет Илмий кенгаш раиси

М. Байёшанов

Кафедра мудири:

Бутаева Д.Х.

2012 – 2013 йил ўқув йили учун “Назарий фонетика” фани ишчи дастурига ўзгартириш ва қўшимчалар киритиш тўғрисида

Ишчи ўқув дастур кўриб Филология факультет Илмий-услубий Кенгашида муҳокама этилди ва маъқулланди (2012 йил “_30_” 08. 2012 йилдаги __1_ - сонли баённома

Фаннинг ишчи ўқув дастури “Инглиз тили ва адабиёти” факультети Илмий-услубий Кенгашининг 2012 йил “_30_” 2012 йилдаги “__1__” - сонли мажлисида тасдиқланди.

Факультет Илмий-услубий
Кенгаши раиси:

доц. Байёшанов М.М.

Келишилди:

Ўқув ишлари бўйича ректор муовини

Порф. Баракаев Н. Р.

1.КИРИШ

Назарий Фонетика фанидан Ўқув-методик мажмуа (ЎММ) – давлат таълим стандарти ва фан дастурида белгиланган талабалар томонидан эгалланиши лозим бўлган билим, кўникма, малака ва компетенцияларни шакллантиришни, ўқув жараёнини комплекс лойиҳалаш асосида кафолатланган натижаларни олишни, мустақил билим олиш ва ўрганишни ҳамда назоратни амалга оширишни таъминлайдиган, талабанинг ижодий қобилиятларини ривожлантиришга йўналтирилган ўқув –услубий манбалар, дидактик воситалар ва материаллар, электрон таълим ресурслари, ўқитиш технологияси, баҳолаш методлари ва мезонларини ўз ичига олади.

1.1. Фаннинг мақсади ва вазифалари

Фаннинг мақсади талабаларга инглиз тили фонетикаси фонологияси ҳақида назарий ва амалий маълумотлар бериш ва ўз фаолиятида ундан фойдаланиш кўникмаларини ўргатишдан иборат.

Мазкур фан ўз олдига қуйидаги вазифаларни қўяди:

- талабаларин тилшуносликка кириш инглиз тилининг амалий фонетикаси курсларида олган билимларини кенгайтириш
- ўзбек рус ва чет эл олимларининг назарий фонетика фанига оид илмий хулосаларини талабаларга таништириш
- инглиз тилини фотеник қурилишини ўзбек рус тиллари фонетик қурилиши билан қиёсий таҳлил қилиш
- талабаларни инглиз тили назарий фонетика соҳасида муоммоли ва ҳали ўз ечимини топмаган масалалари билан таништириш
- фонетика фанидан илмий тадқиқотлар ўтказишда фойдаланиладиган замонавий методлар айниқса фонологик таҳлил методи, экспериментал фонологик метод, таллафуз нормалари ва турлари ҳақида тушунчалар бериш.
- назарий фонетика фанининг тилшқносликнинг бошқа соҳалари (грамматика, лексикология, стилистика) билан акустика, анатомия, физиология ва психолгия фанлари билан алоқадор эканлиги ҳақида маълумот бериш

Маъруза ва амалий машғулотлар давомида таълимнинг илғор методлари ихтисосликка йўналтирилган инглиз тили талффуз нормалари , янги педагогик технологиялар коммуникатив ва интерактив услублар ҳамда замонавий ахборот технологияларидан самарали фойдаланишдир

1.2. Фанни ўзлаштирган талабанинг малакавий даражалари

Фанни ўзлаштирган талаба:

- ўзбек рус ва чет эл олимларининг назарий фонетика фанига оид илмий хулосаларини ўрганиш ;
- инглиз тилини фотеник қурилишини ўзбек рус тиллари фонетик қурилиши билан қиёсий таҳлил қила олиш;
- назарий фонетика фанининг тилшқносликнинг бошқа соҳалари (грамматика, лексикология, стилистика) билан акустика, анатомия, физиология ва психолгия фанлари билан алоқадор эканлиги ҳақида маълумотга эга бўлиш;
- Маъруза ва амалий машғулотлар давомида таълимнинг илғор методлари ихтисосликка йўналтирилган инглиз тили талффуз нормалари , янги педагогик технологиялар коммуникатив ва интерактив услублар ҳамда замонавий ахборот технологияларидан самарали фойдалана олишни ўрганади

1.3. Фаннинг ўқув режасидаги фанлар билан боғлиқлиги

Назарий фонетика фани қуйидаги фанлар билан чамбарчас боғлиқ: стилистика, грамматика, лексикология, роман-герман филологиясига кириш, чет тил ўқитиш методикаси, тил тарихи, қиёсий типология ва таржима назарияси, физиология, психология, акустика, анатомия фанларидир.

Фанни ўқитишда педагогик ва ахборот технологияларидан

Фойдаланиш

фонетика фанидан илмий тадқиқотлар ўтказишда фойдаланиладиган замонавий методлар айниқса фонологик таҳлил методи, экспериментал фонологик метод, таллафуз нормалари ва турлари ҳақида тушунчалар ҳосил қилиш учун талабаларнинг билимини рейтинг назорати тизимини қўллаб аниқлашга асосланган замонавий педагогик технологиялар қўлланилади. Талабаларга ушбу фанни ўқитишда компьютер технологиясидан, Internet маълумотларидан маъруза материаллари сифатида, амалий машғулотларда, ҳамда тест саволлари тўпламидан фойдаланиш тавсия этилади.

Фандан ўтиладиган мавзулар ва улар бўйича машғулот турларига ажратилган соатларнинг тақсими

Т/р	Фаннинг бўлими ва мавзуси, маъруза мазмуни	Соатлар			
		Жами	Маъруза	Амалий машғулот	лаборатория-машғулот
1.	Introduction. Phonetics as a Linguistic Science	2	2		
2.	Phonological Theories	2	2		
3.	Types of English Pronunciation	2	2		
4.	The Vowel System of English	2	2		
5.	The Consonant System of English	2	2		
6.	The Syllabic Structure of English	2	2		
7.	Word Stress in English	2	2		
8.	The Intonation System of English	2	2		
1	Phonetic as a science.	2		2	
2	Phonological schools and phoneticians theory	2		2	
3	The principal types of English pronunciation.	2		2	
4	Vowel phonemes.	2		2	
5	The system of the English consonant phoneme.				
	OH	2		2	
6	Syllable formation and syllable division in English	2		2	
7	The principal system of word Stress	2		2	
8	Elements of intonation group	2		2	
9	Modification of Phonemes in Speech	2		2	

10	The Origin and Present – day Status of Phonostylistics	2		2	
	ЯН				
	Жамн	36	16	20	

2. The meaning of the material

Content of the lecture

2.1. Introduction. Phonetics as a Linguistic Science. (2 hour).

Key words: linguistics, phonetics, phonology, sound, voice, general phonetics, special phonetics, articulation, the sound system, syllabic structure, word-stress, intonation. TO STUDY Phonetics as the one of the fundamental branches of linguistic. It's very important in the study of a language, because neither grammar nor lexis can exist without the phonetic form.

[B1-3, Ex. 5., B1- 4, Ex – 7.]

2.2. Phonological Theories (2 hour).

World phoneticians' theories. Phonological schools. . I.A. Baudouin de Courtenay's Theory of Phonology. The St.Petersburg Phonological School. L.V. Scherba's Phonemic Concept. The Moscow Phonological School. The Prague Phonological School. The London Phonological School Phonological Trends in the USA

The main notions: phoneme, material aspect, abstract (generalized) aspect, functional aspect, allophones, generalization. [B8, E- 6, L- 14]

2.3. Types of English Pronunciation (2 hour).

Types of English Pronunciation, Types of Received Pronunciation, Northern English Pronunciation, Scottish English Pronunciation, American English Pronunciation, Canadian English Pronunciation Australian English Pronunciation, New Zealand English Pronunciation, The South African English Pronunciation

[B.29-35; 2.16-45; 3.16-48; 12 15-35; 13.13-25].

2.4. The Vowel System of English (2 hour).

Vowel-Consonant Distinction, General Principles of Vowel Formation, The Phonological Status of Diphthongs, The Articulatory Classification of Vowels, The Acoustic Classification of Vowels Unstressed Vowels in English

[B2.112-182; E3.83-133; E3.81-121; E4.19-35; L12 20-42; L13.18-35].

2.5. The Consonant System of English (2 hour).

General Principles of Consonant Formation, The Articulatory Classification of English Consonants The Acoustic Classification of English Consonants, Dichotomic Classification of the Acoustic Distinctive Features of English, Consonant Phonemes and its Articulatory Correlates, Allophonic Variations of English Consonant Phonemes

[B1.108-335; B2.116-210; E3.110-148; E4.23-48;].

2.6. The Syllabic Structure of English (2 hour).

The Definition of a Syllable, Theories of Syllable Formation and Syllable Division, Syllable Formation and Syllable Division in English, The Syllable Structure of English, Functions of Syllable, The Phonological Status of Factures

[B1.47-65; B2.62-75; M27-48; L13.35-62]

2.7. Word Stress in English (2 hour).

Stress as a Suprasegmental Unit, Types of Stress in Languages, Approaches to Explain Nature of Stress, Degrees of Stress, Accentual Structure of English Words, The Place of Word Stress in English, Functions of Word Stress, Accentual Tendencies in English

[B1.65-72; B3.45-55; L71-82-; M36-450; E 56-60].

2.8. The Intonation System of English (2 hour).

Narrow and Broad Definitions of Intonation, Intonation and Prosody, Rhythmic Group and Intonation Group, Syntagm Theory, Elements of an Intonation Group, Functions of Intonation Summary

[B1.79-83; B2.121-128; M.40-43; L1.88-93;].

3. The content of practical sessions

3.1 Phonetic as a science. (2 hour).

Key words: linguistics, phonetics, phonology, sound, voice, general phonetics, special phonetics, articulation, the sound system, syllabic structure, word-stress, intonation. TO STUDY Phonetics as the one of the fundamental branches of linguistic. It's very important in the study of a language, because neither grammar nor lexics can exist without the phonetic form.

[B1-3, Ex. 5., B1- 4, Ex – 7.]

3.2. Phonological schools and phoneticians theory (2 hour).

The prephonemic period, the phonemic period, Baodine de Courteny's theory of phonology, L.V. Sherba's Phonemic period, the Moscow phonological school, London phonological school, the Prague phonological school, N. S. Trubetszkoy definition to phoneme

[B1.105-112; E1.103-113; E2.81-120; E4.19-35; L13.18-35].

3.3. The principal types of English pronunciation. (2 hour).

Types of English Pronunciation, Types of Received Pronunciation, Northern English Pronunciation, Scottish English Pronunciation, American English Pronunciation, Canadian English Pronunciation, Australian English Pronunciation, New Zealand English Pronunciation, The South African English Pronunciation

[B.29-35; 2.16-45; 3.16-48; 12 15-35; 13.13-25].

3.4. Vowel phonemes. (2 hour).

Vowel-Consonant Distinction, General Principles of Vowel Formation, The Phonological Status of Diphthongs, The Articulatory Classification of Vowels, The Acoustic Classification of Vowels Unstressed Vowels in English

[B2.112-182; E3.83-133; E3.81-121; E4.19-35; L12 20-42; L13.18-35].

3.5. The system of the English consonant phoneme. (2 hour).

General Principles of Consonant Formation, The Articulatory Classification of English Consonants The Acoustic Classification of English Consonants, Dichotomic Classification of the Acoustic Distinctive Features of English, Consonant Phonemes and its Articulatory Correlates, Allophonic Variations of English Consonant Phonemes

[B1.108-335; B2.116-210; E3.110-148; E4.23-48;].

3.6. Syllable formation and syllable division in English (2 hour).

The traditional vowel /consonant opposition. The acoustic classification of speech sounds. Discoveries of modern electro-acoustics. Acoustic definitions and classifications of speech sounds. Their practical importance and application is also undeniable. The construction of speech recognizers

[B1.109-113; B2.90-95; E4.56-60; M.48-52; L.78 -89].

3.7. The principal system of word Stress (2 hour).

Stress as a Suprasegmental Unit, Types of Stress in Languages, Approaches to Explain Nature of Stress, Degrees of Stress, Accentual Structure of English Words, The Place of Word Stress in English, Functions of Word Stress, Accentual Tendencies in English

3.8. Elements of intonation group(2 hour).

Narrow and Broad Definitions of Intonation, Intonation and Prosody, Rhythmic Group and Intonation Group, Syntagm Theory, Elements of an Intonation Group, Functions of Intonation

[B1.110-111; B4.7-19; M. 59-65; L.78-87].

3.9. Modification of Phonemes in Speech

The phenomenon of assimilation, the initial phase, the central phase, the final phase, accommodation, canalization, shortening, the lengthening, labilization, velarization, labio – velarization, palatalization.

[[B1.79-83; B2.121-128; M.40-43; L1.88-93;].

3.10. The Origin and Present – day Status of Phonostylistics (2 hour).

What is style, idiolect, dialects, sociolects, territorial varieties, factor, function, applied stylistics, literary stylistics, phonosemantics, phonotactics, text coherence.

Revision, analysis of general notions on phonetics. Answer the questions in written. Find the write answers. Consolidation

4. Мустақил таълимни ташкил этишнинг шакли ва мазмуни

Талабаларнинг маъруза ва амалий машғулотларига тайёрланиб келиши ва ўтилган материалларни мустақил ўзлаштиришлари учун кафедра ўқитувчилари томонидан маъруза матнлари ишлаб чиқилган, ҳар бир талабага ушбу материаллардан фойдаланиш тавсия этилади.

Талабанинг фанни мустақил тарзда қандай ўзлаштирганлиги жорий, оралиқ ва якуний назоратда ўз аксини топади. Шу сабабли рейтинг тизимида мустақил ишларга алоҳида балл ажратилмайди, улар ЖН, ОН ва ЯН лар таркибига киритилган.

Мустақил учун фан бўйича жами 20 соат ажратилган.

Ушбу соатлар тахминан қуйидаги тартибда тақсимланади:

- маъруза конспектини ўқиб тайёрланиш – 5 соат.
- амалий машғулотлар бўйича вазифаларни тайёрлаш – 10 соат.
- Интернет (қўшимча) материаллар билан ишлаш - 5 соат

Амалий машғулотларда назарий билимлар мавзуга маълумотларни муҳокама қилиб ўрганиш орқали мустахкамланади. Назарий фонетика фанини чуқур ўзлаштириш учун талаба фаннинг ҳар бир бўлимини мустақил ўрганиши ва амалий машқлар орқали мустахкамлаши зарур.

Қолдирилган дарсларни топшириш учун талаба дарс материаллини тайёрлаб келиши ва ўқитувчининг оғзаки суҳбатидан ўтиши зарур. Қолдирилган ОН ва ЯН лар белгиланган тартиб бўйича топширилади.

Meaning and measure of self - independent work

Themes of self independent work	Tasks for self- independent work	Time of solve	hour
Territorial varieties of English pronunciation.	To acquire, for this purpose, a basic knowledge on pronunciation of practical and theoretical aspects of English.	1 st and 2 nd week	4
The articulatory aspect of the English speech sounds.	To define the movements of speech organs modify the shape, size and volume of the supralaryngeal cavities (the pharynx, the mouth and the nasal cavity) and the voice which comes from the lungs receives characteristic resonance depending on the shape, size and volume of the cavities (resonance chambers)	3 rd and 4 th - week	4
The phonological aspect of speech sounds.	To distinguish phonetic distinctions which have a differential value in a language is as to establish the system of phonemes and prosodemes.	5 th and 6 th -week	4

The English segmental phonemes in writing.	Theoretical significance of segmental phonemes with the further development of the problem of the synchronic study and description. The phonetic system of a language or different languages.	7 th - week	2
The syllabic structure of English.	The problem of the syllable in modern phonetics. The problem of syllable formation, syllable division and the phonological status. Peculiarities of syllable: functionally, physiologically, acoustically.	8 th - week	2
The accentual structure of English words.	The most typical accentual structure in the common English words. The most productive, borrowings and new words in English which are generally accentuated accordingly.	9 th - week	2
Intonation.	Distinguish syllabic structures of a certain intonation. Definition of intonation as it is a complex unity of speech melody, sentence stress, tempo, rhythm and voice timbre, which enables the speaker to express his thoughts, emotions and attitudes towards the contents of the utterance and the hearer.	10 th - week	2

**“НАЗАРИЙ ФОНЕТИКА” ФАНИДАН РЕЙТИНГ ИШЛАНМА.
(БАҲОРГИ СЕМЕСТР)**

1.4	Интернет материаллари асосида савол жавоб ўтказиш(тми)	1	5	5
1.1	НАЗОРАТ ТУРИ	СОНИ	БАЛЛ	УМУМИЙ БАЛЛ
1.5	Даврий маълумот (берилган мавзулар юзасидан савол – жавоб ўтказиш(тми). мунозараларда иштирок этиш)	5	5	10
2.1	ОН	10	0.5	5
2.2	Мавзуларни ёзма усулда ёритиб бериш	1	15	15
3.1	Коликувим	1	30	30
	ЯН	1	30	30
	Ёзма усул	1	30	30
	Жами			100

			Февраль		Март				Апрель				Май			Июнь		
			18 - 23	25 - 2	4 - 9	11 - 16	18 - 23	25 - 30	1 - 6	8 - 13	15 - 20	22 - 27	29 - 4	6 - 11	13 - 18	20 - 25	27 - 1	
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	ЖН 40%	Амалий		2		2		3	2	3		2	3	2	3	2		24
		Мустақил таълим			4			4			4				4			16
2	ОН 30%	Аудиторияда					4				4		4		4	4		20
		Мустақил таълим				3				3		1			3			10
3	ЯН – 30%																30	30
	Жами		22						28					20			30	100
	Жами ГП бўйича		22						50					70				100

Эслатма: 4 семестрда ўқитиладиган “Назарий фонетика” фанининг ўқув ҳажми 56 соатни ташкил этиб 1 семестрда ўтилади ва фан коэффиценти эса 0,56 бўлади. Фан бўйича ўзлаштиришни аниқлашда талаба тўплаган бали 0,56 га кўпайтирилади ва бутунгача яхлитлаб олинади.

4.2. ЖНни баҳолаш мезонлари

Назарий фонетика фани бўйича жорий баҳолаш талабанинг амалий машғулотларидаги ўзлаштиришни аниқлаш учун қўлланилади. ЖН ҳар бир амалий машғулотларида сўров ўтказиш, савол ва жавоб топшириқларини бажариш ва ҳимоя қилиш каби шаклларда амалга оширилади. ЖН ҳар бир амалий машғулотларида сўров яъни коллоквиум ўтказиш, савол ва жавоб, суҳбат, ҳамда ҳисобот топшириш каби шаклларда амалга оширилади. Талабага ЖН да бутун баллар қўйилади.

Талабанинг амалий машғулотларни ўзлаштириш даражаси қуйидаги мезон асосида аниқланади

Баҳолаш кўрсаткичи	Баҳолаш мезонлари	рейтинг бали
Аъло, 86-100%	Талабалар машғулот давомида берилган муоммони ҳал этишда кўшимча адабиётлардан фойдаланиб илмий ёндошади ва шунингдек фонетик ва грамматик жиҳатдан нутқини мустақил ва рағбат баён эта олади. Талаба марузалар давомида берилган назарий билимларни яхши қабул қила олган бўлади.	4
Яхши, 71-85%	Талабанинг саволларга ёзма равишдаги жавобида ўзининг фикр мулоҳазаларини билдирилган грамматик ва стилистик хатоларга йўл қўймаган. Етарли назарий билимга эга. Берилган саволларга етарли жавоб беради. Масаланинг моҳиятини тушунади. Ўқув тартиб интизомига тўлиқ риоя қилади.	3
Қониқarli, 55-70%	Агарда талабанинг ёзма жавобида фикрлар чалкашлиги, грамматик хатолар бўлса шунингдек назарий ёндашув четлаб ўтилган бўлса Берилган саволларга жавоб беришга ҳаракат қилади. Масаланинг моҳиятини чала тушунган. Ўқув тартиб интизомига риоя қилади.	2

Кониқарсиз 0-54%	Талаба амалий машғулоти дарси мавзусига назарий тайёрланиб келмаса, мавзу бўйича масала, мисол ва саволларига жавоб бера олмаса, дарсга суҳбат катнашса билим даражаси қониқарсиз баҳоланади	1
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4.3. ОНни баҳолаш

Оралиқ назорат “Назарий фонетика” фанининг бир неча мавзуларини қамраб олган тегишли назарий ва амалий машғулотлар ўтиб бўлингандан сўнг ёзма равишда амалга оширилади. Бундан мақсад талабаларнинг тегишли саволларни билиши ёки муаммоларни ечиш қўникмалари ва малакалари аниқланади. Ўқув йилининг 4-семестрида 1-та ОН ўтказиш режалаштирилган бўлиб 30 балдан иборат. ОН ишлари ёзма иш ва тест усулида ўтказилиши назарда тутилган, ёзма иш ва тест саволлари ишчи ўқув дастур асосида тайёрланади. ОН га ажратилган баллдан 55% дан паст балл тўплаган талаба ўзлаштирмаган ҳисобланади. ОН ни ўзлаштирмаган талабаларга қайта топшириш имконияти берилади. ОН бўйича олинадиган тестлар кафедра мудири раҳбарлигида ташкил этилади ва кафедрада ўқув йилининг охиригача сақланади.

4.4. ЯНни баҳолаш

Якуний назорат “Назарий фонетика” фанининг барча мавзуларини қамраб олган бўлиб, назарий ва амалий машғулотлар ўтиб бўлингандан сўнг ёзма равишда амалга оширилади. Бундан мақсад талабаларнинг фан бўйича ўзлаштириш кўрсаткичлари, яъни билим даражаси ёки муаммоларни ечиш қўникмалари ва малакалари аниқланади. ЯН назорат ишлари ёзма сўров усулида ёки тест усулида ҳам ўтказилиши назарда тутилган, ёзма саволлар ва тест саволлари ишчи ўқув дастури асосида тайёрланади. ОН ва ЖНларга ажратилган баллдан 55% дан паст балл тўплаган талаба ўзлаштирмаган ҳисобланади ва ЯНга киритилмайди. ЯНни ўзлаштирмаган талабаларга қайта топшириш имконияти берилади. ЯН бўйича олинадиган ёзма иш вариантлари кафедра мудири раҳбарлигида тузилади ва деканатларга топширилади.

Тест ва ёзма усулида ЯН ни баҳолаш мезонлари:

ЯН ёзма иш шаклида ўтказилади ва талабанинг жавоблари 30 баллик тизимда баҳоланади. Бунда ёзма ишга ажратилган 30 балл 3та саволлар сонига бўлиниб, бир саволга қўйиладиган балл 10 баллдан, жами назарий ва амалий саволларга берилган жавоб 30 балл билан баҳоланиб талабанинг ЯН да тўплаган баллари аниқланади.

5.ИНФОРМАЦИОН-УСЛУБИЙ ТАЪМИНОТ

5.1. АСОСИЙ АДАБИЁТЛАР

№	Муаллиф, адабиёт номи, тури, нашриёт, йили, ҳажми	Кутубхонада мавжуд нусахаси
1.	1. Абдуазизов А.А. Английская фонетика (теоретический курс) (инглиз тилида) - Т. 2007 й	25
2.	2. Васильев В.А, English Phonetics. A Theoretical course -М. 1970 й.	35
Қўшимча адабиётлар		
3.	1. Соколова М.А, English Phonetics. A Theoretical course -М. 1997 й.	20
4.	2. М. Т. Iriskulov A. S. Shatunova A. A. Muzykina English Phonetics	10

5.3. ТАВСИЯ ҚИЛИНАДИГАН ҚЎШИМЧА АДАБИЁТЛАР ВА АХБОРОТ МАНБАЛАРИ

№	Муаллиф, номи, тури, йили, ҳажми, сақланиш жойи, электрон адреси	
1.	И.А. Бодуэн де Куртене. Избранные труды по общему языкознанию. М., 1963	

2.	Я.Р. Щерба. Языковая система и речевая деятельность. Я., 1974, с.116	
3.	Л.Р. Зиндер. Общая фонетика. М., 1979, с. 42-58	
4.	. Н.С. Трубецкой. Основы фонологии. М., 2000, с. 50	
5.	B.Trnka. A Phonological Analysis of Present-day Standard English. Univ. of Alabama Press, 1968	
6.	И. Вахен. Пражские фонологические исследования сегодня. В книге «Пражский лингвистический кружок», М., 1967 с. 100	
7.	D. Joners. The Phoneme, its Nature and Use. Cambridge, 1950, p. 31	
8.	A.C. Gimson. An Introduction to the Pronunciation of English, I, p.42	
9.	A. Bloomfield. Язык. М., 1968, с. 72-141	
10	11. V.A. Vassilyev. English Phonetics. A Theoretical Course. М., 1970, p.134-181	
11	Интернет ресурс	
12	www.manythings.org	
13	www.yahoo.com/english	
14	www.wikipedia.com/english	
15	www.pupress.princeton.edu	
16	www.google.com	
17	www.referat.ru	
18	www.rambler.ru	

TECHNOLOGY OF EDUCATION

LECTURE 1. INTRODUCTION. PHONETICS AS A SCIENCE

STEPS	THECHNOLOGICAL MAP OF ACTIVITY	TIME
1	Identified aims of the lesson: <ul style="list-style-type: none"> - To acquaint the students with the notions of “phonetics” - To acquaint the students with general theories in the field of phonetics - To acquaint the students with different branches of phonetics The main notions: linguistics, phonetics, phonology, sound, voice, general phonetics, special phonetics, articulation, the sound system, syllabic structure, word-stress, intonation. The form of the lesson: working in groups and separately Equipment: book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis	15
2	Lecture 1 To speak about: Phonetics as a branch of linguistics Branches of the phonetics Classification Connections to other sciences	30
4	Self-independent work	25
5	Home assignment	10

TECHNOLOGY OF EDUCATION 1

Time (Ажратилган соат): 2 hours	Number of students (Талабалар сони): 60
Type and form of session (Машғулот тури ва шакли)	Lecture (visual type)
Lecture plan / structure of session (Маъруза режаси / машғулот тузилиши)	-to discuss the key concepts under the given theme -to explain the essence of the themes: 1. Introduction to Phonetics 2. Connection of Phonetics with Other Sciences 3. Aspects of Speech Sounds 4. Branches of Phonetics
Aim of the lesson (Машғулот мақсади):	To provide students with information about theory phonetics of English language
Pedagogical tasks (Педагогик вазифалар): <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the early development of the English phonetics • The brief outline of the theory of English phonetics. 	Ўқув фаолияти натижалари: <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of development • Be able to analyze the phonetics and phonology
Methods of education (Таълим усуллари)	Visual Slide (Power Point materials) presentation

Form of education (Таълим шакли)	Lecture
Educational aids (Таълим воситалари)	A.A. Abduazizov "English phonetics". theoretical course .T. 2006
Place of education (Таълим бериш шароити)	Lecture room

LECTURE 2. THE PHONEME THEORY

STEPS	THECHNOLOGICAL MAP OF ACTIVITY	TIME
1	Identified aims of the lesson: <ul style="list-style-type: none"> - To acquaint the students with aspects of phoneme - To acquaint the students with general theories in the field of phoneme - To acquaint the students with transcription rules The main notions: phoneme, material aspect, abstract (generalized) aspect, functional aspect, allophones, generalization. The form of the lesson: working in groups and separately Equipment: book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis	15
2	Lecture 2 To speak about: Scherba and Vasiliev The history of phonological sciences 3 groups of conceptions Neutralization Moscow school Leningrad school	30
4	Self-independent work	25
5	Home assignment	10

TECHNOLOGY OF EDUCATION 2

Time (Ажратилган соат): 2 hours	Number of students (Талабалар сони): 60
Type and form of session (Машғулоти тури ва шакли)	Lecture (visual type)
Lecture plan / structure of session (Маъруза режаси / машғулоти тuzилиши)	-to discuss the key concepts under the given theme -to explain the essence of the themes: I.A. Baudouin de Courtenay's Theory of Phonology The St.Petersburg Phonological School. L.V. Scherba's Phonemic Concept World Phonological School
Aim of the lesson (Машғулоти мақсади):	To provide students with information about theory phonetics of English language
Pedagogical tasks (Педагогик вазифалар): <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the early development of the phonological schools • The brief outline of the theory of 	Ўқув фаолияти натижалари: <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of development • Be able to analyze the phonetics and phonology

English phonetics.	
Methods of education (Таълим усуллари)	Visual Slide (Power Point materials) presentation
Form of education (Таълим шакли)	Lecture
Educational aids (Таълим воситалари)	A.A. Abduazizov "English phonetics". A theoretical course .T. 2006
Place of education (Таълим бериш шароити)	Lecture room

LECTURE 3. BRITISH AND AMERICAN TYPES OF PRONUNCIATION

STEPS	TECHNOLOGICAL MAP OF ACTIVITY	TIME
1	Identified aims of the lesson: <ul style="list-style-type: none"> - To acquaint the students with the notions of "British Type of Pronunciation" - To acquaint the students with the notion of "American Type of Pronunciation" The main notions: [r] sound, vocalization, accent, IPA, nasalization, neutralization. The form of the lesson: working in groups and separately Equipment: book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis	15
2	Lecture 3 To speak about: British pronunciation American pronunciation	30
4	Self-independent work	25
5	Home assignment	10

TECHNOLOGY OF EDUCATION 3

Time (Ажратилган соат): 2 hours	Number of students (Талабалар сони): 60
Type and form of session (Машғулоти тури ва шакли)	Lecture (visual type)
Lecture plan / structure of session (Маъруза режаси / машғулоти тузилиши)	-to discuss the key concepts under the given theme -to explain the essence of the themes: 1. Types of English Pronunciation 2. Types of Received Pronunciation 3. Northern English Pronunciation
Aim of the lesson (Машғулоти мақсади):	To provide students with information about theory phonetics of English language
Pedagogical tasks (Педагогик вазифалар): <ul style="list-style-type: none"> • To introduce the main concepts under the given theme; • To explain the early development of the types of pronunciation 	Ўқув фаолияти натижалари: <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of development • Be able to analyze the phonetics and phonology

• The brief outline of the theory of English pronunciation.	
Methods of education (Таълим усуллари)	Visual Slide (Power Point materials) presentation
Form of education (Таълим шакли)	Lecture
Educational aids (Таълим воситалари)	A.A. Abduazizov "English phonetics". A theoretical course .T. 2006
Place of education (Таълим бериш шароити)	Lecture room

LECTURE 4. VOWELS PHONEMS

STEPS	THECHNOLOGICAL MAP OF ACTIVITY	TIME
1	Identified aims of the lesson: <ul style="list-style-type: none"> - To acquaint the students with the system of English vowels and consonants - To acquaint the students with specific traits of English vowels - To acquaint the students with specific traits of English consonants The main notions: vowel phoneme, consonant phoneme, monophthongs, diphthongs, diphthongoids, morphophonology. The form of the lesson: working in groups and separately Equipment: book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis	15
2	Lecture 4 To speak about: General definition of English vowel and consonant phonemes Monophthongs Diphthongs Diphthongoids Opposition Articulatory classification of English consonants and vowels The system of consonant phonemes and the problem of affricates	30
4	Self-independent work	25
5	Home assignment	10

TECHNOLOGY OF EDUCATION 4

Time (Ажратилган соат): 2 hours	Number of students (Талабалар сони): 60
Type and form of session (Машғулоти тури ва шакли)	Lecture (visual type)
Lecture plan / structure of session (Маъруза режаси / машғулоти тузилиши)	-to discuss the key concepts under the given theme -to explain the essence of the themes The distinction between the vowel and consonant The classification of vowel system Types of vowels
Aim of the lesson (Машғулоти мақсади):	To provide students with information about theory phonetics of English language

Pedagogical tasks (Педагогик вазифалар):	Ўқув фаолияти натижалари:
<ul style="list-style-type: none"> To introduce the main concepts under the given theme; To explain the development of the vowels The brief outline of the theory of English and Uzbek vowel system. 	<ul style="list-style-type: none"> Be able to understand the concepts Be able to understand the main tendencies of development Be able to analyze the vowels and vowel letters
Methods of education (Таълим усуллари)	Visual Slide (Power Point materials) presentation
Form of education (Таълим шакли)	Lecture
Educational aids (Таълим воситалари)	A.A. Abduazizov "English phonetics". A theoretical course .T. 2006
Place of education (Таълим бериш шароити)	Lecture room

LECTURE 5. THE CONSONANT SYSTEM OF ENGLISH

STEPS	THECHNOLOGICAL MAP OF ACTIVITY	TIME
1	Identified aims of the lesson: <ul style="list-style-type: none"> To acquaint the students with the system of English consonants To acquaint the students with specific traits of English consonants The main notions: consonant phoneme, monophthongs, diphthongs, diphthongoids, morphophonology. The form of the lesson: working in groups and separately Equipment: book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis	15
2	Lecture 5 To speak about: General definition of consonant phonemes Monophthongs Diphthongs Diphthongoids Opposition Articulatory classification of English consonants and vowels The system of consonant phonemes and the problem of affricates	30
4	Self-independent work	25
5	Home assignment	10

TECHNOLOGY OF EDUCATION 5

Time (Ажратилган соат): 2 hours	Number of students (Талабалар сони): 60
Type and form of session (Машғулоти тури ва шакли)	Lecture (visual type)

Lecture plan / structure of session (Маъруза режаси / машғулоти тузилиши)	-to discuss the key concepts under the given theme -to explain the essence of the themes The distinction between the vowel and consonant The classification of consonant system Types of consonants
Aim of the lesson (Машғулоти мақсади):	To provide students with information about theory phonetics of English language
Pedagogical tasks (Педагогик вазифалар): <ul style="list-style-type: none"> To introduce the main concepts under the given theme; To explain the development of the consonants The brief outline of the theory of English and Uzbek consonant system. 	Ўқув фаолияти натижалари: <ul style="list-style-type: none"> Be able to understand the concepts Be able to understand the main tendencies of development Be able to analyze the consonants
Methods of education (Таълим усуллари)	Visual Slide (Power Point materials) presentation
Form of education (Таълим шакли)	Lecture
Educational aids (Таълим воситалари)	A.A. Abduazizov "English phonetics". A theoretical course .T. 2006
Place of education (Таълим бериш шариоити)	Lecture room

LECTURE 6. THE SYLLABIC STRUCTURE OF ENGLISH PHONETICS

STEPS	TECHNOLOGICAL MAP OF ACTIVITY	TIME
1	Identified aims of the lesson: <ul style="list-style-type: none"> To acquaint the students with the system of English syllabic structure To acquaint the students with specific traits of English syllable The main notions: syllable, articulatory effort, phonological status, open syllable, closed syllable, covered syllable The form of the lesson: working in groups and separately Equipment: book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis	15
2	Lecture 5 To speak about: the definition of syllable, theories of syllable formation and syllabic division, muscular tension, the structure of syllable in English, functions of syllable	30
4	Self-independent work	25
5	Home assignment	10

TECHNOLOGY OF EDUCATION 6

Time (Ажратилган соат): 2 hours	Number of students (Талабалар сони): 60
Type and form of session (Машғулоти тури ва шакли)	Lecture (visual type)

Lecture plan / structure of session (Маъруза режаси / машғулоти тузилиши)	-to discuss the key concepts under the given theme -to explain the essence of the themes The Syllable Structure of English Functions of Syllable The Phonological Status of Factures
Aim of the lesson (Машғулоти мақсади):	To provide students with information about theory phonetics of English language
Pedagogical tasks (Педагогик вазифалар):	Ўқув фаолияти натижалари: <ul style="list-style-type: none"> • Be able to understand the concepts • Be able to understand the main tendencies of development • Be able to analyze the Syllable Structure of English
Methods of education (Таълим усуллари)	Visual Slide (Power Point materials) presentation
Form of education (Таълим шакли)	Lecture
Educational aids (Таълим воситалари)	A.A. Abduazizov "English phonetics". A theoretical course .T. 2006
Place of education (Таълим бериш шариоити)	Lecture room

LECTURE 7. WORD-STRESS IN ENGLISH

STEPS	THECHNOLOGICAL MAP OF ACTIVITY	TIME
1	Identified aims of the lesson: <ul style="list-style-type: none"> - To acquaint the students with the notions of "word-stress" - To acquaint the students with general rules of stress making - To acquaint the students with different types and components of word-stress The main notions: word-stress, type, pattern, accentual structure, acoustic, syllable, sentence stress, placement, semantic, morphological, and rhythmic factors. The form of the lesson: working in groups and separately Equipment: book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis	15
2	Lecture 7 To speak about: General definition of word-stress. It's types and components Difference between word stress and sentence stress The functions of word-stress	30
4	Self-independent work	25
5	Home assignment	10

TECHNOLOGY OF EDUCATION 7

Time (Ажратилган соат): 2 hours	Number of students (Талабалар сони): 60
Type and form of session (Машғулоти тури ва шакли)	Lecture (visual type)

Lecture plan / structure of session (Маъруза режаси / машғулоти тузилиши)	-to discuss the key concepts under the given theme -to explain the essence of the themes 1. Degrees of Stress 2. Accentual Structure of English Words 3. The Place of Word Stress in English 4. Functions of Word Stress
Aim of the lesson (Машғулоти мақсади):	To provide students with information about theory phonetics of English language
Pedagogical tasks (Педагогик вазифалар): • To introduce the main concepts under the given theme; To explain the Functions of Word Stress	Ўқув фаолияти натижалари: • Be able to understand the concepts • Be able to understand the main Accentual Tendencies in English
Methods of education (Таълим усуллари)	Visual Slide (Power Point materials) presentation
Form of education (Таълим шакли)	Lecture
Educational aids (Таълим воситалари)	A.A. Abduazizov "English phonetics". A theoretical course .T. 2006
Place of education (Таълим бериш шароити)	Lecture room

LECTURE 8. INTONATION SYSTEM OF ENGLISH

STEPS	THECHNOLOGICAL MAP OF ACTIVITY	TIME
1	Identified aims of the lesson: <ul style="list-style-type: none"> - To acquaint the students with the notions of "intonation" - To acquaint the students with general intonation patterns - To acquaint the students with functions of intonation The main notions: intonation, pitch, acoustic, the nucleus, delimitation, integration, pragmatic function, phonostylistics. The form of the lesson: working in groups and separately Equipment: book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis	15
2	Lecture 8 To speak about: Intonation Functions of intonation Problems of phonostylistics Classification	30
4	Self-independent work	25
5	Home assignment	10

TECHNOLOGY OF EDUCATION 8

Time (Ажратилган соат): 2 hours	Number of students (Талабалар сони): 60
Type and form of session (Машғулоти тури ва шакли)	Lecture (visual type)

Lecture plan / structure of session (Маъруза режаси / машғулоти тузилиши)	-to discuss the key concepts under the given theme -to explain the essence of the themes Narrow and Broad Definitions of Intonation Intonation and Prosody Rhythmic Group and Intonation Group
Aim of the lesson (Машғулоти мақсади):	To provide students with information about theory phonetics of English language
Pedagogical tasks (Педагогик вазифалар): • To introduce the main concepts under the given theme; To explain the Functions of Intonation	Ўқув фаолияти натижалари: • Be able to understand the concepts • Be able to understand the main Elements of an Intonation Group • Functions of Intonation
Methods of education (Таълим усуллари)	Visual Slide (Power Point materials) presentation
Form of education (Таълим шакли)	Lecture
Educational aids (Таълим воситалари)	A.A. Abduazizov "English phonetics". A theoretical course .T. 2006
Place of education (Таълим бериш шариоити)	Lecture room

Seminar 1 Phonetic as a science.

STEPS	THECHNOLOGICAL MAP OF ACTIVITY	TIME
1	Identified aims of the lesson: <ul style="list-style-type: none"> - To acquaint the students with the notions of "phonetics" - To acquaint the students with general theories in the field of phonetics - To acquaint the students with different branches of phonetics The main notions: linguistics, phonetics, phonology, sound, voice, general phonetics, special phonetics, articulation, the sound system, syllabic structure, word-stress, intonation. The form of the lesson: working in groups and separately Equipment: book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis	15
2	Seminar1 To speak about: Phonetics as a branch of linguistics Branches of the phonetics Classification Connections to other sciences	30
4	Self-independent work	25
5	Home assignment	10

TECHNOLOGY OF EDUCATION 1

Time (Ажратилган соат): 2 hours	Number of students (Талабалар сони):
Type and form of session (Машғулоти тури ва шакли)	Lecture (visual type)
Lecture plan / structure of session (Маъруза режаси / машғулоти тузилиши)	-to discuss the key concepts under the given theme -to explain the essence of the themes:

	1. Introduction to Phonetics 2. Connection of Phonetics with Other Sciences 3. Aspects of Speech Sounds 4. Branches of Phonetics
Aim of the lesson (Машғулот мақсади):	To provide students with information about theory phonetics of English language
Pedagogical tasks (Педагогик вазифалар): <ul style="list-style-type: none"> To introduce the main concepts under the given theme; To explain the early development of the English phonetics The brief outline of the theory of English phonetics. 	Ўқув фаолияти натижалари: <ul style="list-style-type: none"> Be able to understand the concepts Be able to understand the main tendencies of development Be able to analyze the phonetics and phonology
Methods of education (Таълим усуллари)	Visual Slide (Power Point materials) presentation
Form of education (Таълим шакли)	Seminar
Educational aids (Таълим воситалари)	A.A. Abduazizov "English phonetics". A theoretical course .T. 2006
Place of education (Таълим бериш шариоити)	Lecture room

Seminar 2. Phonological schools and phoneticians theory

STEPS	THECHNOLOGICAL MAP OF ACTIVITY	TIME
1	Identified aims of the lesson: <ul style="list-style-type: none"> To acquaint the students with aspects of phoneme To acquaint the students with general theories in the field of phoneme To acquaint the students with transcription rules The main notions: phoneme, material aspect, abstract (generalized) aspect, functional aspect, allophones, generalization. The form of the lesson: working in groups and separately Equipment: book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis	15
2	Seminar 2 To speak about: Scherba and Vasiliev The history of phonological sciences 3 groups of conceptions Neutralization Moscow school Leningrad school	30
4	Self-independent work	25
5	Home assignment	10

TECHNOLOGY OF EDUCATION 2

Time (Ажратилган соат): 2 hours	Number of students (Талабалар сони):
Type and form of session (Машғулот тури ва шакли)	Lecture (visual type)

Lecture plan / structure of session (Маъруза режаси / машғулоти тузилиши)	-to discuss the key concepts under the given theme -to explain the essence of the themes: I.A. Baudouin de Courtenay's Theory of Phonology The St.Petersburg Phonological School. L.V. Scherba's Phonemic Concept World Phonological School
Aim of the lesson (Машғулоти мақсади):	To provide students with information about theory phonetics of English language
Pedagogical tasks (Педагогик вазифалар): <ul style="list-style-type: none"> To introduce the main concepts under the given theme; To explain the early development of the phonological schools The brief outline of the theory of English phonetics. 	Ўқув фаолияти натижалари: <ul style="list-style-type: none"> Be able to understand the concepts Be able to understand the main tendencies of development Be able to analyze the phonetics and phonology
Methods of education (Таълим усуллари)	Visual Slide (Power Point materials) presentation
Form of education (Таълим шакли)	Seminar
Educational aids (Таълим воситалари)	A.A. Abduazizov "English phonetics". A theoretical course .T. 2006
Place of education (Таълим бериш шароити)	Lecture room

Seminar 3. The principal types of English pronunciation.

STEPS	TECHNOLOGICAL MAP OF ACTIVITY	TIME
1	Identified aims of the lesson: <ul style="list-style-type: none"> To acquaint the students with the notions of "British Type of Pronunciation" To acquaint the students with the notion of "American Type of Pronunciation" The main notions: [r] sound, vocalization, accent, IPA, nasalization, neutralization. The form of the lesson: working in groups and separately Equipment: book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis	15
2	Seminar 3 To speak about: British pronunciation American pronunciation	30
4	Self-independent work	25
5	Home assignment	10

TECHNOLOGY OF EDUCATION 3

Time (Ажратилган соат): 2 hours	Number of students (Талабалар сони):
Type and form of session (Машғулоти тури ва шакли)	Lecture (visual type)

Lecture plan / structure of session (Маъруза режаси / машғулоти тузилиши)	-to discuss the key concepts under the given theme -to explain the essence of the themes: Types of English Pronunciation Types of Received Pronunciation Northern English Pronunciation
Aim of the lesson (Машғулоти мақсади):	To provide students with information about theory phonetics of English language
Pedagogical tasks (Педагогик вазифалар): <ul style="list-style-type: none"> To introduce the main concepts under the given theme; To explain the early development of the types of pronunciation The brief outline of the theory of English pronunciation. 	Ўқув фаолияти натижалари: <ul style="list-style-type: none"> Be able to understand the concepts Be able to understand the main tendencies of development Be able to analyze the phonetics and phonology
Methods of education (Таълим усуллари)	Visual Slide (Power Point materials) presentation
Form of education (Таълим шакли)	Seminar
Educational aids (Таълим воситалари)	A.A. Abduazizov "English phonetics". A theoretical course .T. 2006
Place of education (Таълим бериш шариоити)	Lecture room

Seminar 4. Vowel phonemes.

STEPS	THECHNOLOGICAL MAP OF ACTIVITY	TIME
1	Identified aims of the lesson: <ul style="list-style-type: none"> To acquaint the students with the system of English vowels and consonants To acquaint the students with specific traits of English vowels To acquaint the students with specific traits of English consonants The main notions: vowel phoneme, consonant phoneme, monophthongs, diphthongs, diphthongoids, morphophonology. The form of the lesson: working in groups and separately Equipment: book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis	15
2	Seminar 4 To speak about: General definition of English vowel and consonant phonemes Monophthongs Diphthongs Diphthongoids Opposition Articulatory classification of English consonants and vowels The system of consonant phonemes and the problem of affricates	30
4	Self-independent work	25
5	Home assignment	10

TECHNOLOGY OF EDUCATION 4

Time (Ажратилган соат): 2 hours	Number of students (Талабалар сони):
Type and form of session (Машғулоти тури ва шакли)	Lecture (visual type)
Lecture plan / structure of session (Маъруза режаси / машғулоти тузилиши)	-to discuss the key concepts under the given theme -to explain the essence of the themes The distinction between the vowel and consonant The classification of vowel system Types of vowels
Aim of the lesson (Машғулоти мақсади):	To provide students with information about theory phonetics of English language
Pedagogical tasks (Педагогик вазифалар): <ul style="list-style-type: none"> To introduce the main concepts under the given theme; To explain the development of the vowels The brief outline of the theory of English and Uzbek vowel system. 	Ўқув фаолияти натижалари: <ul style="list-style-type: none"> Be able to understand the concepts Be able to understand the main tendencies of development Be able to analyze the vowels and vowel letters
Methods of education (Таълим усуллари)	Visual Slide (Power Point materials) presentation
Form of education (Таълим шакли)	Seminar
Educational aids (Таълим воситалари)	A.A. Abduazizov "English phonetics". A theoretical course .T. 2006
Place of education (Таълим бериш шариоити)	Lecture room

Seminar 5 The system of the English consonant phoneme.

STEPS	THECHNOLOGICAL MAP OF ACTIVITY	TIME
1	Identified aims of the lesson: <ul style="list-style-type: none"> To acquaint the students with the system of English consonants To acquaint the students with specific traits of English consonants The main notions: consonant phoneme, monophthongs, diphthongs, diphthongoids, morphophonology. The form of the lesson: working in groups and separately Equipment: book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis	15
2	Seminar 5 To speak about: General definition of consonant phonemes Monophthongs Diphthongs Diphthongoids Opposition Articulatory classification of English consonants and vowels The system of consonant phonemes and the problem of affricates	30
4	Self-independent work	25

5	Home assignment	10
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TECHNOLOGY OF EDUCATION 5

Time (Ажратилган соат): 2 hours	Number of students (Талабалар сони):
Type and form of session (Машғулоти тури ва шакли)	Lecture (visual type)
Lecture plan / structure of session (Маъруза режаси / машғулоти тузилиши)	-to discuss the key concepts under the given theme -to explain the essence of the themes The distinction between the vowel and consonant The classification of consonant system Types of consonants
Aim of the lesson (Машғулоти мақсади):	To provide students with information about theory phonetics of English language
Pedagogical tasks (Педагогик вазифалар): <ul style="list-style-type: none"> To introduce the main concepts under the given theme; To explain the development of the consonants The brief outline of the theory of English and Uzbek consonant system. 	Ўқув фаолияти натижалари: <ul style="list-style-type: none"> Be able to understand the concepts Be able to understand the main tendencies of development Be able to analyze the consonants
Methods of education (Таълим усуллари)	Visual Slide (Power Point materials) presentation
Form of education (Таълим шакли)	Seminar
Educational aids (Таълим воситалари)	A.A. Abduazizov "English phonetics". A theoretical course .T. 2006
Place of education (Таълим бериш шариоити)	Lecture room

Seminar 6 Syllable formation and syllable division in English

STEPS	TECHNOLOGICAL MAP OF ACTIVITY	TIME
1	Identified aims of the lesson: <ul style="list-style-type: none"> To acquaint the students with the system of English syllabic structure To acquaint the students with specific traits of English syllable The main notions: syllable, articulatory effort, phonological status, open syllable, closed syllable, covered syllable The form of the lesson: working in groups and separately Equipment: book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis	15
2	Seminar 6 To speak about: the definition of syllable, theories of syllable formation and syllabic division, muscular tension, the structure of syllable in English, functions	30

	of syllable	
4	Self-independent work	25
5	Home assignment	10

TECHNOLOGY OF EDUCATION 6

Time (Ажратилган соат): 2 hours	Number of students (Талабалар сони):
Type and form of session (Машғулоти тури ва шакли)	Lecture (visual type)
Lecture plan / structure of session (Маъруза режаси / машғулоти тузилиши)	-to discuss the key concepts under the given theme -to explain the essence of the themes The Syllable Structure of English Functions of Syllable The Phonological Status of Factures
Aim of the lesson (Машғулоти мақсади):	To provide students with information about theory phonetics of English language
Pedagogical tasks (Педагогик вазифалар): <ul style="list-style-type: none"> To introduce the main concepts under the given theme; To explain the development of the Syllable Structure of English 	Ўқув фаолияти натижалари: <ul style="list-style-type: none"> Be able to understand the concepts Be able to understand the main tendencies of development Be able to analyze the Syllable Structure of English
Methods of education (Таълим усуллари)	Visual Slide (Power Point materials) presentation
Form of education (Таълим шакли)	Seminar
Educational aids (Таълим воситалари)	A.A. Abduazizov "English phonetics". A theoretical course .T. 2006
Place of education (Таълим бериш шароити)	Lecture room

Seminar 7 The principal system of word Stress

STEPS	THECHNOLOGICAL MAP OF ACTIVITY	TIME
1	Identified aims of the lesson:	15
2	Seminar 7 <ul style="list-style-type: none"> To speak about: To acquaint the students with the notions of "word-stress" To acquaint the students with general rules of stress making To acquaint the students with different types and components of word-stress The main notions: word-stress, type, pattern, accentual structure, acoustic, syllable, sentence stress, placement, semantic, morphological, and rhythmic factors. The form of the lesson: working in groups and separately Equipment: book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis	30

4	Self-independent work	25
5	Home assignment	10

TECHNOLOGY OF EDUCATION 7

Time (Ажратилган соат): 2 hours	Number of students (Талабалар сони):
Type and form of session (Машғулоти тури ва шакли)	Lecture (visual type)
Lecture plan / structure of session (Маъруза режаси / машғулоти тузилиши)	-to discuss the key concepts under the given theme -to explain the essence of the themes 5. Degrees of Stress 6. Accentual Structure of English Words 7. The Place of Word Stress in English 8. Functions of Word Stress
Aim of the lesson (Машғулоти мақсади):	To provide students with information about theory phonetics of English language
Pedagogical tasks (Педагогик вазифалар): • To introduce the main concepts under the given theme; To explain the Functions of Word Stress	Ўқув фаолияти натижалари: • Be able to understand the concepts • Be able to understand the main Accentual Tendencies in English
Methods of education (Таълим усуллари)	Visual Slide (Power Point materials) presentation
Form of education (Таълим шакли)	Seminar
Educational aids (Таълим воситалари)	A.A. Abduazizov "English phonetics". A theoretical course .T. 2006
Place of education (Таълим бериш шaroити)	Lecture room

Seminar 8. Elements of intonation group

STEPS	THECHNOLOGICAL MAP OF ACTIVITY	TIME
1	Identified aims of the lesson: <ul style="list-style-type: none"> - To acquaint the students with the notions of "intonation" - To acquaint the students with general intonation patterns - To acquaint the students with functions of intonation The main notions: intonation, pitch, acoustic, the nucleus, delimitation, integration, pragmatic function, phonostylistics. The form of the lesson: working in groups and separately Equipment: book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis	15
2	Lecture 8 To speak about: Intonation Functions of intonation Problems of phonostylistics Classification	30

4	Self-independent work	25
5	Home assignment	10

TECHNOLOGY OF EDUCATION 8

Time (Ажратилган соат): 2 hours	Number of students (Талабалар сони):
Type and form of session (Машғулоти тури ва шакли)	Lecture (visual type)
Lecture plan / structure of session (Маъруза режаси / машғулоти тузилиши)	-to discuss the key concepts under the given theme -to explain the essence of the themes Narrow and Broad Definitions of Intonation Intonation and Prosody Rhythmic Group and Intonation Group
Aim of the lesson (Машғулоти мақсади):	To provide students with information about theory phonetics of English language
Pedagogical tasks (Педагогик вазифалар): • To introduce the main concepts under the given theme; To explain the Functions of Intonation	Ўқув фаолияти натижалари: • Be able to understand the concepts • Be able to understand the main Elements of an Intonation Group • Functions of Intonation
Methods of education (Таълим усуллари)	Visual Slide (Power Point materials) presentation
Form of education (Таълим шакли)	Seminar
Educational aids (Таълим воситалари)	A.A. Abduazizov “English phonetics”. A theoretical course .T. 2006
Place of education (Таълим бериш шариоити)	Lecture room

SEMINAR 9. MODIFICATION OF PHONEMES IN SPEECH

STEPS	THECHNOLOGICAL MAP OF ACTIVITY	TIME
1	Identified aims of the lesson: <ul style="list-style-type: none"> - To acquaint the students with the notions of “modification” - To acquaint the students with the phenomenon of assimilation - To acquaint the students with Elision, Lialision The main notions: Elision, assimilation, accomadition, accentual structure, phonetic modification, junctural modification The form of the lesson: working in groups and separately Equipment: book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis	15
2	To speak about: The phenomenon of assimilation, the initial phase, the central phase, the final phase, accommodation, canalization, shortening, the lengthening, labilization, velarization, labio – velarization, palatalization.	30
4	Self-independent work	25

5	Home assignment	10
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TECHNOLOGY OF EDUCATION 9

Time (Ажратилган соат): 2 hours	Number of students (Талабалар сони): 60
Type and form of session (Машғулоти тури ва шакли)	Lecture (visual type)
Lecture plan / structure of session (Маъруза режаси / машғулоти тузилиши)	-to discuss the key concepts under the given theme -to explain the essence of the themes The process of accommodation and its types The process of assimilation and its types Elision Liaison
Aim of the lesson (Машғулоти мақсади):	To provide students with information about theory phonetics of English language
Pedagogical tasks (Педагогик вазифалар): To introduce the main concepts under the given theme; Modifications of the Syllabic Structure of Speech	Ўқув фаолияти натижалари: <ul style="list-style-type: none"> Be able to understand the concepts Be able to understand the Modifications of the Accentual Structure of Words in Speech.
Methods of education (Таълим усуллари)	Visual Slide (Power Point materials) presentation
Form of education (Таълим шакли)	Lecture
Educational aids (Таълим воситалари)	A.A. Abduazizov "English phonetics". A theoretical course .T. 2006
Place of education (Таълим бериш шариоити)	Lecture room

SEMINAR 10. THE ORIGIN AND PRESENT - DAY STATUS OF PHONOSTYLISTICS

STEPS	THECHNOLOGICAL MAP OF ACTIVITY	TIME
1	Identified aims of the lesson: <ul style="list-style-type: none"> - To acquaint the students with phonostylistics - To acquaint the students with the origin and present – day status of phonostylistics - To acquaint the students phonosemantics The main notions: phonosemantics, phonetics and discourse, metalinguistic, phatic, contact, rethorical, referential, emotive. The form of the lesson: working in groups and separately Equipment: book, desk, distributing materials etc. Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis	15
2	To speak about: What is style, idiolect, dialects, sociolects, territorial varieties, factor, function, applied stylistics, literary stylistics, phonosemantics, phonotactics, text coherence.	30
4	Self-independent work	25
5	Home assignment	10

TECHNOLOGY OF EDUCATION 10

Time (Ажратилган соат): 2 hours	Number of students (Талабалар сони):
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Type and form of session (Машғулоти тури ва шакли)	Lecture (visual type)
Lecture plan / structure of session (Маъруза режаси / машғулоти тузилиши)	-to discuss the key concepts under the given theme -to explain the essence of the themes The Origin and Present-day Status of Phonostylistics Phonetics and Discourse Phonosemantics Phonotactics Communication and its Types
Aim of the lesson (Машғулоти мақсади):	To provide students with information about theory phonetics of English language
Pedagogical tasks (Педагогик вазифалар): • To introduce the main concepts under the given theme; Phonosemantics Phonotactics	Ўқув фаолияти натижалари: • Be able to understand the concepts • Be able to understand the Communication and its Types
Methods of education (Таълим усуллари)	Visual Slide (Power Point materials) presentation
Form of education (Таълим шакли)	Seminar
Educational aids (Таълим воситалари)	A.A. Abduazizov "English phonetics". A theoretical course .T. 2006
Place of education (Таълим бериш шароити)	Lecture room

COLLECTION OF EXERCISES FOR PRACTICAL SESSIONS

The Organs of Speech

To understand how speech-sounds are produced students of English must have some knowledge of the organs of speech and their function. The organs of speech are as follows:

- a) the mouth cavity**
- b) the nasal cavity**
- c) the pharynx**
- d) the lips**
- e) the teeth**
- f) the tongue**
- g) the roof of the mouth**
- h) the larynx containing the vocal cords.**

The roof of the mouth is divided into 3 parts:

- a) the alveolar ridge**
- b) the hard palate**
- c) the soft palate with the uvula**

The organs of speech are divided into movable and fixed.

The movable speech organs take an active part in the articulation of speech – sounds and are called active organs of speech.

The fixed speech organs with which the active organs form obstruction are called passive organs of speech.

There are 26 letters in English.

The ABC

Letter	Pronunciation	Letter	Pronunciation
A a	[eɪ]	N n	[en]
B b	[bi:]	O o	[əu]
C c	[si:]	P p	[pi:]
D d	[di:]	Q q	[kju:]
E e	[i:]	R r	[a:]
F f	[ef]	S s	[es]
G g	[dʒi:]	T t	[ti:]
H h	[ertʃ]	U u	[ju:]
I i	[aɪ]	V v	[vi:]
J j	[dʒeɪ]	W w	['dʌblju:]
K k	[keɪ]	X x	[eks]
L l	[el]	Y y	[waɪ]
M m	[em]	Z z	[zed]

Speech sounds are divided into vowels and consonants. Vowels are sounds of pure musical tone while consonants may be either sounds in which noise prevails over tone (noise consonants) or sounds in which tone prevails over noise (sonorants).

The single sound of speech is called a **phoneme**. A phoneme is the smallest undivided unit of a language. There are 44 phonemes in English: 20 vowel phonemes and 24 consonant phonemes.

The ABC Song

A B C D E F G H I J K L M N O P
Q R S T U V W X Y and Z
This is called the alphabet
Which we never must forget.

Phonetic drills

1) Practice the following.

a) <i>pea</i>	<i>port</i>	<i>happy</i>	<i>map</i>
<i>tea</i>	<i>talk</i>	<i>city</i>	<i>sit</i>
<i>key</i>	<i>coat</i>	<i>lucky</i>	<i>silk</i>
b) <i>thin</i>	<i>path</i>	<i>they</i>	<i>bath</i>
<i>thick</i>	<i>mother</i>	<i>that</i>	<i>smooth</i>
<i>theme</i>	<i>tooth</i>	<i>this</i>	

Ω

2) Match the words in each group that contain the same vowel sound:

<i>watch</i>	• •	<i>good</i>	<i>just</i>	• •	<i>push</i>	<i>blood</i>	• •	<i>book</i>
<i>looks</i>	• •	<i>stopped</i>	<i>got</i>	• •	<i>lunch</i>	<i>not</i>	• •	<i>long</i>
<i>shut</i>	• •	<i>stuck</i>	<i>put</i>	• •	<i>cough</i>	<i>cook</i>	• •	<i>cut</i>

Ω

3) Repeat the words in box A, then the words in box B.

A. *bill* *tin*
fill *will*
lift *spill*
lit *till*

B. *bell* *ten*
fell *well*
left *spell*
let *tell*

4) Read the words given below. The boldface words in the following phrases and sentences should be pronounced as accurately as possible.

- | | |
|---|---|
| 1. Leave me alone . | 9. The crew had no clue of the storm. |
| 2. lots of luck | 10. His cousin comes from New Zealand . |
| 3. Please believe me. | 11. There are zebras and lions at the zoo . |
| 4. See you tomorrow . | 12. Tell the teacher . |
| 5. I'm very sorry . | 13. Tim bought two tickets . |
| 6. Carry that load down the road . | 14. Send dad a birthday card . |
| 7. Jerry likes jelly and bread. | 15. What did you order for dinner ? |
| 8. We had a fright on that flight . | 16. The baby got his third tooth this month . |

Questions for Discussion

1. What organs of speech do you know?
2. The roof of the mouth is divided into...?
3. What are passive organs of speech?
4. What are active organs of speech?
5. What is a sound division?
6. What is a vowel?
7. What is a consonant?
8. What is a phoneme?
9. How many vowel phonemes do you know?
10. How many consonant phonemes do you know?

SELF – TEST

There are three answers after each question. Only one is correct. Choose the correct answer.

1. How many letters are there in the English alphabet?
a) 23 b) 36 c) 26
2. What is a phoneme?
a) a unit of a language
b) the biggest unit of a language
c) the smallest undivided unit of a language
3. How many phonemes are there in English?
a) 40 b) 44 c) 48
4. How many vowel phonemes are there in English?
a) 10 b) 20 c) 40
5. How many consonant phonemes are there in English?
a) 26 b) 44 c) 24

Unit 2. The Classification of English Vowel Phonemes

A vowel is a voiced sound produced in the mouth with no obstruction to the air stream. The English vowel phonemes are divided into two large groups: monophthongs and diphthongs.

A monophthong is a pure (unchanging) vowel sound. There are 12 monophthongs in English. They are as follows: [i:], [ɪ], [e], [æ], [a:], [>], [>:], [u], [u:], [ʌ], [ə:], [ə].

Two of them [i:] and [u:] are diphthongised (diphthongoids).

A diphthong is a complex sound consisting of two vowel elements pronounced so as to form a single syllable. The first element of an English diphthong is called the nucleus. The second element is called the glide (it is weak). There are eight diphthongs in English. They are: [eɪ], [uə], [aɪ], [aʊ], [>ɪ], [ɪə], [eə], [əʊ].

The English monophthongs may be classified according to the following principles:

According to the tongue position

According to the lip position

According to the length of the vowel

According to the degree of tenseness

According to the position of the bulk of the tongue vowels are divided into 5 groups:

- | | |
|-----------------------|--|
| (A) front | [ɪ:], [e], [æ] and the nucleus of [eə] |
| (B) front – retracted | [ɪ] and the nuclei of the diphthongs [aɪ] and [aʊ] |
| (C) central | [ə], [ə:], [ə] and the nucleus of [əʊ] |
| (D) back | [>ɪ], [>:], [u:] and the nucleus of the diphthong [>ɪ] |
| (E) back – advanced | [ɑ:], [u] |

According to the height of the raised part of the tongue vowels are divided into 3 groups:

- | | |
|-----------------------|---|
| (A) Close or High | [ɪ:], [ɪ], [u:], [u] |
| (B) Open or Low | [æ], [ɑ:], [>], [ə], and the nuclei of [aɪ], [aʊ] |
| (C) Mid – Open or Mid | [e], [ə:], [ə], [>:] and the nuclei of [eə], [əʊ] |

According to the lip position vowels may be rounded and unrounded.

Rounded vowels are [>], [>:], [u], [u:] and nuclei of [əʊ], [>ɪ].

Unrounded vowels are [i:], [ɪ], [e], [æ], [ɑ:], [ə], [ə:], [ə].

According to the length vowels may be long and short.

Long vowels are [i:], [ɑ:], [>:], [u:], [ə:]

Short vowels are [ɪ], [e], [æ], [u], [>], [ə], [ə]

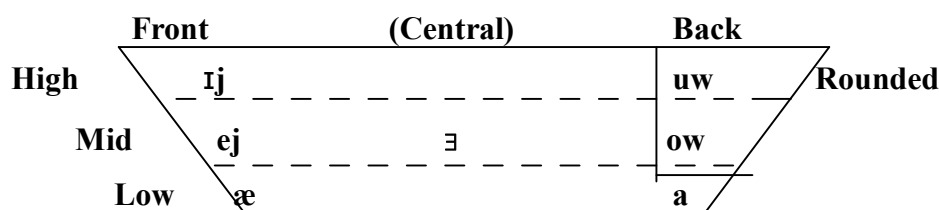
According to the degree of tenseness vowels are divided into tense and lax.

All the English long vowels are tense [i:], [ɑ:], [>:], [u:], [ə:]

All the English short vowels are lax [ɪ], [e], [æ], [>], [u], [ə], [ə]

As the American and British vowel systems are not identical, two separate tables are provided to illustrate the difference.

Basic Tongue Position for English Vowels.



American English Vowels (tense vowels are underlined)

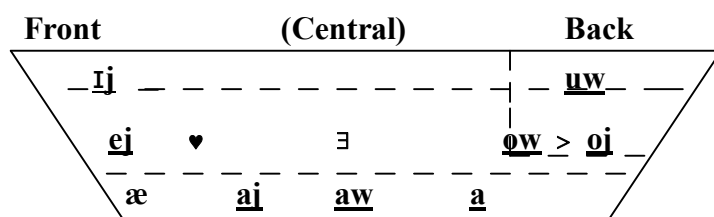
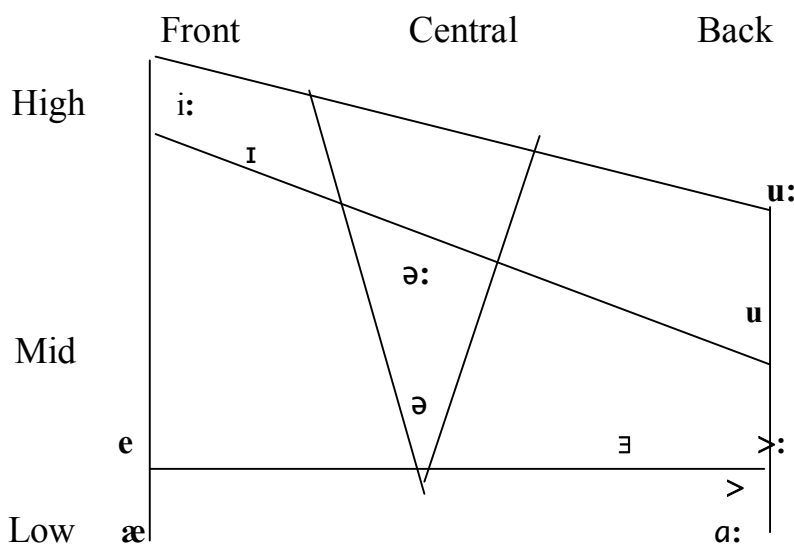


Table of English Vowels.



The Classification of English Consonant Phonemes

A **consonant** is a sound produced with an obstruction to the air stream. English consonants are usually classified according to the following principles:

- I. According to the type of obstruction and the manner of the production of noise.
- II. According to the active speech organ and the place of obstruction.
- III. According to the work of the vocal cords and the force of articulation.
- IV. According to the position of the soft palate.

According to the type of obstruction English consonants are divided into **occlusive** and **constrictive**.

Occlusive consonants are produced with a complete obstruction formed by the articulating organs, the air – passage to the mouth cavity is blocked. Occlusive consonants may be:

- (A) noise consonants
- (B) sonorants

According to the manner of the production of noise occlusive noise consonants are divided into **plosive consonants** and **affricates**.

Plosive consonants are [p], [b], [t], [d], [k], [g]

Affricate consonants are [tʃ], [dʒ]

Constrictive consonants are produced with an incomplete obstruction, that is by a narrowing of the air–passage. Constrictive consonants may be:

- (A) noise consonants (or fricatives)
- (B) sonorants

Fricatives are: [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [h]

Constrictive sonorants may be **median** and **lateral**.

Phonetic drill

Ω

1) Repeat the words.

[p]	[b]	[t]	[d]	[k]	[g]
<u>pay</u>	<u>back</u>	<u>talk</u>	<u>dance</u>	<u>kind</u>	<u>give</u>
<u>park</u>	<u>buy</u>	<u>table</u>	<u>date</u>	<u>cook</u>	<u>gate</u>
<u>page</u>	<u>better</u>	<u>tourist</u>	<u>disco</u>	<u>coffee</u>	<u>guess</u>
<u>purple</u>	<u>borrow</u>	<u>tidy</u>	<u>dollar</u>	<u>colour</u>	<u>going</u>
<u>postman</u>	<u>business</u>	<u>tennis</u>	<u>different</u>	<u>kitchen</u>	<u>garden</u>

Ω

2) Repeat the words in box A, then repeat the words in box B

A.	<u>deep</u>	<u>patient</u>	<u>comfortable</u>	B	<u>dentist</u>	<u>teacher</u>	<u>pain</u>
	<u>beautiful</u>	<u>dangerous</u>	<u>colourful</u>		<u>party</u>	<u>doctor</u>	<u>television</u>
	<u>boring</u>	<u>good</u>	<u>bad</u>		<u>cook</u>	<u>tiger</u>	<u>cave</u>
					<u>town</u>	<u>garden</u>	<u>camera</u>

Work in pairs. Add words from A to words from B to find

1. Something that is frightening. (for ex.: a deep cave)
2. Something that is expensive.
3. Someone who does a good job.
4. Someone who does not do a good job.
5. Something you like.
6. Something you don't like.

Ω

3) Repeat the words

[s]	[z]	[f]	[v]	[θ]	[ð]
<u>same</u>	<u>zoo</u>	<u>five</u>	<u>voice</u>	<u>thanks</u>	<u>this</u>
<u>sit</u>	<u>zebra</u>	<u>phone</u>	<u>very</u>	<u>thought</u>	<u>that</u>
<u>sister</u>	<u>easy</u>	<u>family</u>	<u>village</u>	<u>thief</u>	<u>those</u>
<u>single</u>	<u>amuse</u>	<u>February</u>	<u>visa</u>	<u>thirteen</u>	<u>their</u>
<u>Saturday</u>	<u>cause</u>	<u>photograph</u>	<u>visitor</u>	<u>Thursday</u>	<u>they</u>

Ω

4) Repeat the words

[ʃ]	[tʃ]	[ʒ]	[dʒ]
<u>short</u>	<u>chair</u>	<u>decision</u>	<u>January</u>
<u>should</u>	<u>cheap</u>	<u>television</u>	<u>June</u>
<u>shout</u>	<u>check</u>	<u>garage</u>	<u>jump</u>
<u>shower</u>	<u>choose</u>	<u>pleasure</u>	<u>jacket</u>
<u>shopping</u>	<u>cheerful</u>	<u>usually</u>	<u>general</u>

Ω

5) The sound [ʃ] is normally spelt “sh” and the sound [tʃ] – “ch”. However in some words they do have different spellings. Listen to these words and decide how the underlined letters are pronounced. Tick the correct box.

	[ʃ]	[tʃ]		[ʃ]	[tʃ]
<i>in<u>for</u>mation</i>	<input type="checkbox"/>	<input type="checkbox"/>	<i>spe<u>ci</u>al</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>furn<u>i</u>ture</i>	<input type="checkbox"/>	<input type="checkbox"/>	<i>com<u>me</u>rcial</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>educa<u>ti</u>on</i>	<input type="checkbox"/>	<input type="checkbox"/>	<i>temper<u>a</u>ture</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>insu<u>r</u>ance</i>	<input type="checkbox"/>	<input type="checkbox"/>	<i>exa<u>mi</u>nation</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>sugg<u>e</u>stion</i>	<input type="checkbox"/>	<input type="checkbox"/>	<i>pic<u>t</u>ure</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>prof<u>e</u>s<u>s</u>ion</i>	<input type="checkbox"/>	<input type="checkbox"/>	<i>delic<u>i</u>ous</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>ques<u>t</u>ion</i>	<input type="checkbox"/>	<input type="checkbox"/>	<i>sta<u>t</u>ion</i>	<input type="checkbox"/>	<input type="checkbox"/>

Ω

6) Repeat these groups of words

[w]	[r]	[j]	[l]
<i><u>w</u>ek</i>	<i><u>r</u>adio</i>	<i><u>y</u>es</i>	<i><u>l</u>ast</i>
<i><u>w</u>est</i>	<i><u>r</u>eally</i>	<i><u>y</u>ear</i>	<i><u>l</u>ess</i>
<i><u>w</u>ould</i>	<i><u>r</u>iver</i>	<i><u>y</u>oung</i>	<i><u>l</u>earn</i>
<i><u>w</u>allet</i>	<i><u>r</u>eason</i>	<i><u>y</u>ours</i>	<i><u>l</u>isten</i>
<i><u>w</u>hite</i>	<i><u>r</u>ecently</i>	<i><u>y</u>ellow</i>	<i><u>l</u>anguage</i>

Ω

7) Repeat the words.

[m]	[n]	[ŋ]
<i><u>m</u>any</i>	<i><u>n</u>ame</i>	<i><u>br</u>ing</i>
<i><u>m</u>ake</i>	<i><u>n</u>ear</i>	<i><u>l</u>ong</i>
<i><u>m</u>end</i>	<i><u>n</u>obody</i>	<i><u>sp</u>ring</i>
<i><u>m</u>ilk</i>	<i><u>n</u>ews</i>	<i><u>str</u>ong</i>
<i><u>m</u>outh</i>	<i><u>n</u>umber</i>	<i><u>f</u>inger</i>

8) Practise reading the following phrases and sentences:

[p], [t], [k]

1. Take care of the pence and the pounds will take care of themselves. 2. To tell tales out of school. 3. To carry coals to Newcastle.

[sp], [st], [sk]

1. Strictly speaking. 2. To call a spade a spade. 3. To praise to the skies.

[b], [d], [g]

1. A good dog deserves a good bone. 2. To beat about the bush. 3. To give the devil his due.

[tʃ], [dʒ]

1. Children are poor men's riches. 2. Little knowledge is a dangerous thing. 3. He that mischief hatches mischief catches.

[m], [n]

1. Many men many minds. 2. Men may meet but mountains never. 3. What's done cannot be undone.

[ŋ]

1. Seeing is believing. 2. Saying and doing are different things. 3. A creaking door hangs long on the hinges.

[ŋk], [ŋg]

1. First think then speak. 2. As the fool thinks, so the bell clinks. 3. Hunger is the best sauce.

[n], [ŋ]

1. No living man all things can. 2. Better die standing than live kneeling. 3. Among the blind the one-eyed man is king.

[f], [v]

1. Far from eye, far from heart. 2. Fortune favours the brave. 3. Give every man thy ear, but very few thy voice.

[θ], [ð]

1. To go through thick and thin. 2. Wealth is nothing without health. 3. Birds of a feather flock together.

[s], [z]

1. The least said the soonest mended. 2. Slow and steady wins the race. 3. Speech is silver, but silence is gold.

[s - ð], [z - ð]

1. Cheapest is the dearest. 2. The last straw breaks the camel's back. 3. Necessity is the mother of invention.

[ʃ], [z]

1. A wolf in sheep's clothing. 2. A measure for measure. 3. Eat at pleasure, drink with measure

Questions for Discussion

1. Classify the consonants.
2. What are occlusive consonants?
3. What are constrictive consonants?
4. Classify the consonants according to the point of articulation.
5. What is the distinction between a vowel and a consonant sound?
6. Explain the general principles of classification of consonants.

SELF – TEST

There are three answers after each question. Only one is correct. Choose the correct answer.

1. How many consonant phonemes are there in English?
a) 24 b) 22 c) 26
2. Find the nasal consonants:
a) [m], [n], [ŋ] b) [m], [n], [l] c) [m], [p], [s]
3. Find the line with plosive consonants:
a) *bomb, tomb, nose*
b) *pot, plot, bottom*
c) *wind, kind, wise*
4. Find the line with fricative consonants:
a) *press, cream, garden*
b) *life, bush, dress*
c) *black, bag, vast*
5. Find the line with alveolar consonants:
a) *daddy, lily, tent*
b) *camp, letter, brick*
c) *bridge, lamp, deaf*
6. The first word in each of the following pairs begins with the sound [r]. Write a letter in the blank before the second word to form a new [r]-consonant-blend word.

Example: ride bride

- | | |
|----------------------|----------------------|
| 1. read _read | 6. right _right |
| 2. rip _rip | 7. ream _ream |
| 3. row _row | 8. rain _rain |
| 4. rash _rash | 9. room _room |
| 5. round _round | 10. race _race |

7. Pronounce the words in each of the following groups. Write the number and corresponding phonetic symbol for the sound common to each list of words at the top of the column.

Pronunciation Key: 1. = [ʃ] as in **shoe** 4. = [dʒ] as in **jam**
 2. = [tʃ] as in **chair** 5. = [j] as in **you**
 3. = [ʒ] as in **beige** 6. = [z] as in **zoo**

Example: 1 [ʃ]
 shop
 shore
 shout
 show

- | | | |
|---|--|--|
| 1. ____ []
onion
union
million
billion | 5. ____ []
Russia
tension
passion
mission | 9. ____ []
cute
yawn
amuse
senior |
|---|--|--|

2. ____ []
chef
chute
chic
chiffon

6. ____ []
agent
Egypt
soldier
college

10. ____ []
ridge
angel
suggest
general

3. ____ []
nature
picture
capture
furniture

7. ____ []
chief
catch
question
ketchup

11. ____ []
vision
rouge
garage
pleasure

4. ____ []
division
occasion
explosion
television

8. ____ []
rose
sneeze
eyes
cousin

12. ____ []
season
bugs
husband
zone

Assimilation. Aspiration

Phonetic drills.

1. Pronounce the following words and phrases observing the assimilation of the consonants [n], [l], [s], [z] to [ð] and [θ]

(1) *although, breath, enthusiasm, cutthroat, aesthetic, spendthrift*

(2) *'read the \book, 'write the \letter, 'open the \book, 'spell this \word, 'fight the \enemy, 'call the \doctor, 'pass the \word, 'eat the \apple, 'don't 'lose the \key*

Pronounce the following words observing the assimilation of the consonants in the clusters: [kl], [pl], [kr], [pr], [θr], [tr], [kw], [tw] and [sw]. Write down the transcription of the words.

(1) close, cloth, claim, clerk, class, clasp

(2) place, play, please, plastic, platform, playwright

(3) cram, crash, crises, crazy, cream, cricket, crime, cripple, cry

(4) practice, praise, preface, press, prefix, predicate, promise, present

(5) thread, three, thrill, throat, through, throw, thrust

(6) trace, track, trade, traffic, tragedy, train, tram, transitive, try, tremble

(7) quick, quarter, quiet, squash, queer, question, quit, quiz, quote

(8) twelve, twenty, twilight, twin, twinkle, twist

(9) swim, swallow, swan, sweet, sweat, swift

2. Pronounce the following words and phrases without assimilating any sounds in them. Write down the transcription.

(1) absent, absolute, absurd, absorb;

(2) subcommittee, subsequent, subside, substance, substitute;

(3) blackboard, textbook, back-bone, background;

(4) cheap book, sick baby, dust bin, top branch, jump down, an English book, that book, sit down, a back garden, we like jam, lock the door;

(5) these people, had to do, a hard cover, a good pudding;

Questions for Discussion

1. What is assimilation?
2. What are assimilated and assimilating sounds?
3. How many degrees of assimilation are there in English?
4. What is a complete assimilation?
5. Give the definition of partial, intermediate and complete assimilation.
6. How many types of assimilation do you know? Explain each type of assimilation and give your own examples.
7. What is aspiration? Give your own example.

SELF – TEST

There are three answers after each question. Only one is correct. Choose the correct answer.

1. How many types of assimilation do you know?
a) 2 b) 5 c) 3
2. How many degrees of assimilation are there in English?
a) 2 b) 3 c) 4
3. Define the type of assimilation in the following phrase “What’s this?”
a) progressive b) regressive c) reciprocal
4. Define the type of assimilation in the word “newspaper”
a) progressive b) regressive c) reciprocal
5. Define the type of assimilation in the word “twenty”
a) progressive b) regressive c) reciprocal
6. Define the type of assimilation:
1) *Envelopes, stops, asked, worked, space, beds*
A. progressive B. regressive C. reciprocal
2) *Sweet, sweater, meet Ted, let me, in the desk*
A. reciprocal B. progressive C. regressive
3) *what’s, twice, twins*
A. regressive B. progressive C. Reciprocal

Accommodation. Elision. Palatalization. Flapping. Deletion. Dissimilation.

Questions for Discussion

1. What is accommodation?
2. How many types of accommodation do you know? Give your own example.

3. What phenomenon is called “Elision”? Give an example of it.
4. What is deletion?
5. What phenomenon is called dissimilation?
6. Which process is called flapping?

SELF – TEST

Here are various compounds and phrases. In most of them elision of /d/ or /t/ is possible. See how quickly you can identify the ones where is not possible.

software	compact disc	hardware
landmine	postman	loud speaker
sound check	stand by	child birth
handcuffs	smart card	wild fire
word perfect	old boy	best man
sandbag	east bound	turned off

Strong and Weak Forms. Reduction

Strong and Weak Forms

In English there are certain words, which have two forms of pronunciation:

- (1) Strong or full form
- (2) Weak or reduced form

These words include form-words and the following pronouns: personal, possessive, reflexive and the indefinite pronoun “some” denoting indefinite quantity.

These words have strong or full forms when they are stressed.

He will do it. (and nobody else) [ˈhi:l ,du: ɪt]

Each of these words usually has more than one reduced form used in unstressed positions.

E.g. reduced forms of the pronoun *he*

```

      he
     /  \  \
    [hi] [ɪ] [hɪ]
  
```

as in the following sentences

He will do it.

[hi l ˈdu: ɪt] or [hɪ l ˈdu: ɪt]

There are three degrees of full forms of reduction.

1. The reduction of the length of a vowel without changing its quality (the so-called **quantitative reduction**)

Full forms

you [ju:]

he [hi:]

your [j>:]

Reduced forms with quantitative reduction

[juː], [ju]

[hɪː], [hɪ]

[j>ː], [j>]

Reduction

In English, vowels in unstressed syllables are usually reduced.

Reduction is a historical process of weakening, shortening or disappearance of vowel sounds in unstressed positions. This phonetic phenomenon, as well as assimilation, is closely connected with the general development of the language system. Reduction reflects the process of lexical and grammatical changes.

Questions for Discussion

1. What phenomenon is called “reduction”?
2. Name the sounds which are commonly found in the unstressed syllables.
3. How many types of reduction do you know?
4. What degrees of the reduction do you know? Give an example.
5. Read the following sentence: ‘I can read it alone’. What type of reduction is observed in the word *can*?
6. Are the personal and possessive pronouns generally stressed in connected speech?
7. Are the auxiliary and modal verbs generally stressed in connected speech?
8. In what positions are prepositions generally stressed in a sentence?
9. Which form-words have no weak forms?

SELF – TEST

1. Find the line of the words with soft reduction:
 - a) *pity, student, curtain*
 - b) *city, indefinite, record*
 - c) *cotton, mountain, village*
2. Find the line of the words with hard reduction:
 - a) *summer, climate, potato*
 - b) *Sunday, perhaps, suppose*
 - c) *adopt, compose, compulsory*
3. Find the line of the words with complete reduction:
 - a) *lesson, cotton, captain*

- b) *luggage, climate, Negro*
 c) *cucumber, cotton, curtain*

1. State the type of reduction of the following words:
decide, polite, cotton, pencil, climate, comrade, potato, unite, education, solemn, silent, silence, possible
2. Transcribe, mark the stresses and tunes and read the sentence: *He isn't away, is he?* Give examples where link verbs have their strong forms.
3. Transcribe, mark the stresses and tunes and read the sentences: *We have an elder brother. He has left for Tashkent at present.* How have you transcribed the verb *have* in the first sentence, and *has* in the second?
4. Give examples of the word *that* as a demonstrative pronoun and as a conjunction.
5. Pronounce the correct forms of the verb *can* in the phrase: *I can do it as well.* And now in: *Can you write it yourself?* Give other examples where auxiliary and modal verbs have their strong forms.
6. Give examples to illustrate the verb *to do* in the reduced and non-reduced forms?
10. Transcribe and read the sentence: *He is right.* What type of reduction is found in the word *he*?
11. Mark sentence-stresses and underline all the content words in the sentence: *I sent them a photo of the children.* What parts of speech are content words?
12. Mark sentence-stresses and underline all the form-words in the sentence: *They all went for a walk in the park.* What parts of speech are form-words?

Syllable Formation and Syllable Division Stress. Schwa

Types of Syllables

Letter	I type [a:] (open)	II type [ɪ] (closed)	III type [ə:]	IV type [aɪə]
“y” “a”	Kite, my [eɪ]	pit, myth [æ]	bird, myrtle [a:]	hire [eə]
“o”	plate, fate [ou]	pan, fan [>]	car, barn [>]	Mary, care [>]
“e”	no, nose [i:]	pot, lot [e]	north, fork [ə:]	More [ɪə]
“u”	[ju:] r + l + u [u:] me, convenience	[ə] pen, led, bed	[ə:] stern, earnest	[juə] near

	student, stupid, blue, true	cut, but, hut	Burn	pure, jury
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V. VARIANTS OF TASKS PREPARED FOR TYPES OF ASSESSMENT

Variant № 1

1. What does phonological aspect study?
2. With what other fields of science is phonetics connected?
3. What do we mean by functional load?

Variant № 2

1. Name the first founders of «the phoneme» concept. What is a phoneme? Give its definition.
2. What functions of the phonological units do you know?
3. What is known about the South African pronunciation? In what countries is English spoken?

Variant № 3

1. What does comparative typological phonetics study? What other terms are used instead of it?
2. What is the distinction between aspirated and nonaspirated allophones? Explain their distribution.
3. Does the syllable division depend on the character of checked-free vowels? What is a syllabeme?

Variant № 4

1. What is the opinion of British and American linguists concerning the degrees of English word stress?
2. Are there any stress alternations in English word derivation? Give examples
3. How does speech melody function in emphatic intonation?

Variant № 5

1. What kinds of tenseness are paralinguistic?
2. Why is the method of commutation used?
3. What is a power of opposition? Is statistic data important in establishing the functional load and power of opposition?

Variant № 6

1. What are the theoretically and practically important ideas suggested by L.V. Shcherba? Who applied L.V. Shcherba's theory to English?
2. What is the non-phonological opposition?
3. What consonant phonemes are distinguished according to the position of the soft palate?

Variant № 7

1. What differences exist in the inventories of consonant phonemes of English and Uzbek (or Russian)? Explain the main differences between the articulations of English and Uzbek (or Russian) consonants.
2. What classes of vowels are distinguished by the horizontal movement of the tongue?
3. What types of syllables exist in English (Uzbek and Russian)?

Variant № 8

1. How is word stress defined from the articulatory point of view, acoustically and perceptually?
2. What components of intonation do you know?
3. What does the distribution of paralinguistic features depend on?

Variant № 9

1. Explain the principle of preliminary phonological analysis. What is a distinctive (phonologically relevant) feature?
2. What periods can be distinguished in the formation of the phonological theory?
3. What allophonic variations of consonant phonemes are distinguished in English?

Variant № 10

1. What is meant by distribution? What types of distribution do you know?
2. What is phonological neutralization?
3. Explain the correlation between acoustic and articulatory terms in the dichotomic theory

Variant № 11

1. What is a distinctive (phonologically relevant) feature?
2. Why is the semantic function of a phoneme important? What phonological approach was suggested by J. Firth?
3. What is an alternophoneme?

Variant № 12

1. What variation of intonation components perform emotional function?
2. Are there any syllabic consonants in Uzbek or Russian?
3. What main pronunciation features of New Zealand English are known?

Variant № 13

1. What can be studied by the categorization of phonological units in paradigmatic and syntagmatic levels?
2. What do the terms diaphone, idiophone and variphone denote?

3. What do we mean by reduction? What types of reduction may be distinguished?

Variant № 14

1. What purpose is contrast distribution used for?
2. What is called spelling - pronunciation? Give examples from RP and GA.
3. What differences exist between English, Russian and Uzbek word stress depending on its position?

Variant № 15

1. What is paralinguistics? What paralinguistic means exist? What is the difference between prosodic and paralinguistic features of speech?
2. What methods of indicating and describing intonation exist in English?
3. What is essential in the acoustic classification of vowels?

Variant № 16

1. Why do we use transcription? What types of transcription do you know?
2. What are the theoretically and practically important ideas suggested by L.V. Shcherba? Who applied L.V. Shcherba's theory to English?
3. What functions of intonation do we distinguish?

Variant № 17

1. Explain what free variation means. What is meant by phonotactics?
2. What are four major classes of phonemes in the dichotomic classification?
3. What accentual patterns of English words are distinguished?

Variant № 18

1. What aspects of intonation do you know?
2. How did the ancient theory explain a syllable? Explain the expiratory theory of a syllable.
3. What intradialectal phonetic variations are used in English?
- 4.

Variant № 19

1. What voice quality features are paralinguistic?
2. What is the difference between word stress and sentence stress? How many degrees of word stress are distinguished in English?
3. What are the main differences in classifications of English, Russian and Uzbek vowels?

Variant № 20

1. What classes of vowels are distinguished by the height of the tongue?
2. What is a constitutive function?
3. What is the relationship between phonetics (phonology) and other branches of linguistics?

Variant № 21

1. What differences exist between RP and GA intonation?
2. What is idiolect?
3. Explain the complementary distribution?

Variant № 22

1. What components of the phonetic and phonological structure do you know?
2. What is the main argument in the explanation of phonological status of diphthongs suggested by American linguists?
3. What marks are used in the tonetic notation of intonation by British linguists?

Variant № 23

1. Explain the difference between phonetic and phonological transcriptions.
2. What components of the syllable have been defined by the theories referred to?
3. Why is rhythmic-accentual structure regarded a component of the phonetic structure of a word?

Variant № 24

1. What means of non-linguistic communication do you know?
2. Explain the main features of Canadian pronunciation. What type of English pronunciation do you study?
3. What is your opinion of the matter with regards to Russian and Uzbek?

Variant № 25

1. What do we mean by timbre? Why is rhythmic structure important in intonation?
2. What differences exist in the realization of speech melody between English, Russian and Uzbek?
3. What main types of word stress exist in languages? What type of word stress is used in English (Russian and Uzbek)?

Variant № 26

1. What is a national language? What is a literary variant of a language?
2. Give the definition of the phoneme by the Moscow Phonological school.
3. Give L.V. Shcherba's definition of the phoneme.

Variant № 27

1. What is the distinction between the system and the structure of a language?
2. Who is the founder of the phonological theory?
3. What is an orthoepic norm?

Variant № 28

1. What is the distinction between the terms «substance» and «form»?
2. What does the term «Language» denote?
3. What is dialectology?

Variant № 29

1. What is the distinction between a vowel and a consonant sound?
2. What is a syllable? What functions of the syllables do we distinguish?
3. What is meant by word stress?

Variant № 30

1. What is intonation? Give its definition by British and American linguists. What components of intonation do you know?
2. Explain the general principles of classifying vowels. What classes of vowels are distinguished by the horizontal movement of the tongue?
3. What do the combinatory-positional changes depend on?

TEST QUESTIONS

what is a phoneme?

The smallest meaningful unit

The smallest meaningless unit...

a part of word

a phonetic unit

General phonetics studies . . .

The human sound - producing possibilities, syllables, stress, and intonation

Phonetic system of a certain language

The changes a sound undergoes

The phonetic features of two or more languages

By the term “substance” we mean . . .

The material – carries of all the elements of a language

Explanation of the formalization

Linguistic concepts

Phonemes and morphemes

Theoretical phonetics studies ...

Pronunciation of vowel sounds

Pronunciation of vowel and consonant sounds

The formation of speech sounds, their combinations, syllables, stress and intonation

Transcription and its types

In such words or morphemes as lag-bag, meet-seat, the first sounds help

To distinguish their meanings

To distinguish the position of the stress

To distinguish their pronunciation

To show their differences

The phonetic system of a certain language studies ...

General phonetics

Descriptive phonetics

Diachronical phonetics

Historical phonetics

Comparative – typological phonetics studies...

Comparative-typological methods

Phonetic features of two or more languages of different systems.

Adequate teaching materials

Speech sounds

The term “language” means ...

Scientific study

Link between the units

Human ability

Theoretical phonetics

We can say or study articulatory aspect as ...

Auditory aspect

Linguistic aspect

Physiological aspect

Historical aspect

What phonology studies phonemes realized in various speech sounds?

Segmental

Suprasegmental

Prosodies

Elementary

Transcription is a . . .

Pronunciation of words

A special phonetic alphabet of the sound system

Stress and intonation of words

Reading new words

How many types of transcription are there in phonetics?

Three

Four

One

Two

[] – is the symbol of ...

Phonological transcription

*Phonetic transcription

Transcription

Linguistic transcription

Phonological theories is divided into . . . periods.

Two

Three

Four

Five

The “Phonemic” period began in ... until ...

1870 until XVI century

1878 until XXth century

1870 until XXth century

1878 until XIXth century

Who defined the phoneme as the “physiological ” equivalent of the speech sound

L.V.Shcherba

A.A.Reformatsky

I.A.Baudouin de Courtenay

N.S. Trubetrkoy

Who was L.V.Shcherba’s research advisor?

L.R.Zinder

O.I.Dickushina

Baudouin de Courtenay

N.S. Trubetskoy

N.S. Trubetskoy was one of the representatives of the . . . school.

London

Prague

Moscow

Leningrad

Two phonemes, which can not be identified with the third phoneme is called ..

Prephoneme

An archiphoneme

Phonotagmem

Morpheme

How many functions has the phonological unit . . .

Two

Three

Four

Five

Morphonology – studies ...

Expressive meanings of all units

The alternations of phonemes which do not depend on their positions in morphemes

Vocabulary into lexis and semantics

English words

How many types of stylistics do you know?

One

Two

Three

Four

What aspects of speech sounds L.V.Shcherba indicated ?

Acoustic and articulatory

Biological, physical and linguistic

Morphological and semantic

Phonetic aspect

Who was the first linguist, who made a serious study in English phonetics?

A.C.Gimson

D.Jones

Henry Sweet

P.Roach

Henry Sweet in his “Handbook of phonetics” gave ...

Pronunciation of English words

Transcription of vowel sounds

Broad and narrow transcription of English vowels and consonants

Pronunciation of English words

Who was L.Bloomfield?

English phonologist

The first American phonologist

He was a well-known scientist

Russian phonologist

From what school we know K.L.Pike?

American tagmemic school

London phonological school

Prague phonological school

Moscow phonological school

The opposition of two phonemes, distinguished by two features is called...

A double one

A simple opposition

Complex opposition

Primary opposition

What function serves to distinguish phonological unit from phonetic unit?

Distinctive

Constitutive

Delimitative

Perceptual

What type of pronunciation is called Received Pronunciation (R.P)?

Southern pronunciation

Northern English pronunciation

Scottish pronunciation

Irish pronunciation

English was brought to the American continent by the ...

English colonists

Romans

Europeans

French's

When was English brought to the American continent ?

In the 1st half of the XVIth century

In the 1st half of the XIVth century

In the 2nd half of the XVIth century

In the 2nd half of the XIVth century

How many types of pronunciation are there in Australia?

Three

Four

Two

Five

How did D.Abercrombie call people who speak English without any accent?

R.P. speakers

Dialect speakers

Non-R.P. speakers

Language speakers

What English pronunciation is called literary type of pronunciation

GB

AE

AuE

NZE

How many major speech areas in the USA?

Two

Three

Four

One

What type of pronunciation in the USA is accepted as the literary pronunciation?

Southern type

Western type

Eastern type

Northern type

When English came to Canada?

In the XVIth century

In the XVIIth century

In the XVth century

In the XIIIth century

The short vowel /i/ is prolonged in ...in NZ E pronunciation

In the final unstressed position

In the middle unstressed position

At the end of stressed position

At the beginning of a word

L.V.Shcherba's classification of styles of speech into ...types

Three

Four

Two

Five

How many types of phonological interference do you know?

Three

Four

Five

One

Which sounds do we call oral sonorants?

[d-b-t]

[m-n-ŋ]

[r-l-j-w]

[l-m-ŋ]

According to the place of articulation the consonant /h/ is ...

Labial

Interlingual

Pharyngeal

Sonorant

What English consonants can not be founded in Uzbek?

[ŋ-j-ʒ]

[ð-θ-w]

[ʃ-ʒ-θ]

[n-ŋ-l-m]

Is there any consonant phoneme such as the English sonant /w/ in Uzbek or Russian?

Yes, there is

No, there isn't

Maybe

I don't know

Who suggested the term a "neutralized variant" which may be used in the syntagmatic neutralization ?

V.A.Vassilyev

N.S.Trubetzkoy

B.Trnka

L.V.Shcherba

According to what principle consonants may be labial and pharyngeal [h]

The manners of products

The place of articulation

The position of the soft palate

The classification of sounds

According to the presence or absence of voice, consonants may be ...

Voiced and voiceless

Occlusive

Fricative

Prolonged

Which consonants are called orals?

[f-v-p-ŋ]

[p-t-s-z]

[θ-ð-G-ŋ]

[t-ʃ-G-s-m]

Which consonants are called nazals?

[m-n-ŋ-l]

[l-h-q]

[b-m-t]

[n-t-s-z]

According to the manners of production – phonological oppositions divided into ... parts

Three

Four

Five

Two

Who distinguished two types of variations of the English phonemes?

G.P.Torsuyev

A.P.Zinder

V.A.vassilyev

A.A.Reformatsky

How many combinations of consonants do you know?

Two

Three

Four

Five

Who suggested the theory of distinctive features as the acoustic classification?

Jakobsan – Fant – Halle

A.P.Zinder

B.Trnka

Henry Sweet

According to what movement of the tongue, vowels are classified into front, mixed, and back ones.

Vertical

Heights

Horizontal

Up

Which of these sounds are mid-open or mid?

[i:-i-u-u:]

[æ-C-C:-ɑ]

[e-H-B]

[æ-C-u-ju:]

English short vowels in an unstressed syllables are...

Strong

Free

Strong and free

Weak

Are there any diphthongs and diphthongoids in Uzbek?

Yes, there is

No, there isn't

I don't know

May be

What vowels are diphthongoids?

[u:-C:-B:]

[i:-C:-a]

[i: and u:]

[B-B:-ɑ]

Who suggested the "unit theory" to the phonological diphthongs?

Moscow phonologists

London phonologists

Prague phonologists

Leningrad phonologists

What is called a Reduction?

Omission of the tamber

Longing of the vowel length

Weaking of the unstressed syllables

Stressed syllable

What do we mean as an unstressed allophone of the English phoneme?

[ə- ə:]

[i:]

[i]

[C]

According to what principle vowels may be rounded and unrounded.

The position of the lips

The degree of energy

To the articulations

To the pronunciations

According to the stability of their articulation English vowels may be divided into ... groups.

Two

Three

Four

five

Are there any nazal phonemes in the languages compared?

Yes

No

I don't know

May be

What vowels are diphthongs?

[C:-C]

[a:-æ]

[âi, âu, ei]

[C-ə]

Who regards long-short and tense-lax features as a “concomitant” phenomena?

B.Trnka

Ch.Barber

H.Kurath

Henry Sweet

Is the quality-quantity relationship significant in the phonemic system of English vowels?

No

Yes

I don't know

Maybe

Is the rounded-unrounded feature changes in any position?

Yes, I think

Sometimes changed

Never changed

I don't know

The analytic treatment suggested by...

Some American and Copenhagen linguists

British linguists

Polish scholars

Russian linguists

D.Jones distinguished diphthongs [iə-uə]

Falling

Rising

Falling-rising

Rising-falling

Phonological interpretation concerns...

Vowel sound

The neutral vowel [ə]

Consonant sound

Only vowels

What type of syllable do we call open ?

If it ends with a consonant sound

If it ends with a vowel sound

If it begins with a vowel sound

If it begins with a consonant sounds

How many types of syllables do you know?

Two

Three

Four

Five

Give the right definition of the syllable

Minimal unit of utterance

*The result of the natural segmentation of speech continuum

Phonetic phenomenon

A part of a word

What function of a syllable or syllables act as material carriers of words, word-forms, word-combinations and phrases?

Distinctive function

Recognitive function

Constitutive function

Delimitative function

Who distinguished five components of the syllable?

M.Grammont

L.V.Shcherba

B.Hala

H.Kurath

Vowel sound “a” is pronounced as [a:] in the ... type of stressed syllable.

I

II

III

IV

Vowel sound [e] is pronounced as [iə] in the ... type of syllable

I

II

III

IV

Vowel sound [u] is pronounced as [uə] in the ... type of syllable

I

II

IV

III

The acoustic – auditory shape of the syllable depends on ...

Sonority of sounds

Force of utterance

Sonority and length

Stress of the syllable

The phonemic structure of which has consonant functional relevance is called

Unstable

Genuine

Covered

Uncovered

The term “syllable” is called ...

To indicate the phonological function of syllables in more – counting languages

In monosyllabic words

In polysyllabic words

I don't know

Who suggested the “sonority theory” of the syllable?

A.Rossetti

O.Jespersen

R.H.Stetson

D.Jones

What function of junctures in Uzbek, Russian may be illustrate the following, examples:

еттита кампир “seven old women”

еттита кам бир “seven minutes to one”

ётоқ олди “got the place in hotel”

ёта қолди “went to bed”

Phonological

Phonetic

Stylistic

Typological

A word consisting of more than two syllables is called...

Monosyllabic

Disyllabic

Polysyllabic

Anysyllabic

In perceptually aspect a stressed syllable is characterized by ... in comparison with unstressed syllable.

Greater intensity

Duration and pitch tone of voice, greater force of respiration

More loudness, duration and high tone of a sound

I don't know

Languages in which intensity is more significant than the other correlates duration and pitch to form special pronounce of the stressed syllable is called...

Tone languages

Stress languages

Syllable-counting languages

Literary languages

Length, loudness, pitch and quality of stress are called...

Physiological dimensions

Physical correlates

Perceptual factors

Constitutive functions

... is regarded as one of the components of intonation

Word stress

Sentence stress

Position of stress

Stressed syllable

Word stress in English separate word is ...

Shifted

Fixed

Shifted and fixed

Not shifted

Word stress in Uzbek words is...

shifted

Fixed

Shifted and fixed

Not shifted

... is observed in the accentual structure of English words.

The semantic factor

The morphological factor

The stylistic factor

The rhythmic factor

What factor of word stress serves to single out one syllable from another?

The semantic factor

the phonetic factor

The morphological factor

Stylistic factor

... is determined by stressing some of the suffixes in word formation

The semantic factor

The phonetic factor

The morphological factor

The linguistic factor

... of word stress serves to single out one syllable from another by its sound structure.

The rhythmic factor

The semantic factor

The phonetic factor

The morphological factor

... exists in English, Russian and Uzbek languages in which the morphological categories may be distinguished by the position of accent (present-present)

Demarcative stress

morphological stress

Word accenteme

Word stress

... stress serves as a boundary or a signal

Demarcative

Morphological

Word accenteme

Stylistic

Who gave a special graphic notation of word stress?

A.C.Gimson

D.Jones

G.P.Torsuyev

Henry Sweet

“I” is the symbol of ... stress

Secondary

Weak syllable

Primary

Unstressed syllable

“,” is the symbol of ... stress

Secondary

Primary

Weak syllable

Unstressed syllable

Rhythm means...

Intervals of syllables

GENERAL CONTROL QUESTIONS ON THE SUBJECT

Lecture 1 **Self-control questions**

1. What does the term “language” denote?
2. Explain the theoretical and practical importance of phonetics.
3. What types of phonetics do you know?
4. What aspects of phonetics do we distinguish?
5. What is the difference between phonological aspect and phonetic aspect?
6. What does segmental phonology study?
7. What does suprasegmental phonology study?
8. Why do we use transcription? What types of transcription do you know?
9. With what other fields of science is phonetics connected?
10. What methods of investigation do you know?

Lecture 2 **Self-control questions**

1. Who is the founder of the phonological theory?
2. Explain I.A. Baudoin de Courtenay’s phonological theory. How did he define the phoneme?
3. Give L.V. Scherba’s definition of the phoneme.
4. Give the definition of the phoneme by the Moscow Phonological School.
5. What marked differences exist between the theories of St. Petersburg and Moscow phonological schools?
6. What representatives of the Prague phonological school do you know?
7. What definition of a phoneme was given by N.S. Trubetzkoy?
8. Give D. Jones’s explanation of a phoneme.
9. What phonological trends exist in the USA?
10. What functions of the phonological units do you know?

Lecture 3 **Self-control questions**

1. What is a national language?
2. What is a literary variant of a language?
3. What is an orthoepic norm?
4. Why has RP been chosen as a standard for teaching in many countries?
5. Explain the Northern English spread.
6. What pronunciation types exist in the USA?
7. What pronunciation type is accepted as literary in the USA?

8. What differences exist between the distribution of vowel (or consonant) phonemes in RP and GA?
9. What are the marked differences in word accentuation between RP and GA.
10. Explain the main features of Canadian pronunciation.

Lecture 4

Self-control questions

1. What are the main differences between vowels and consonants?
2. What are the 7 principles of classification of vowels?
3. What are the two basic approaches to the Phonological status of vowels?
4. What classes of vowels are distinguished by the horizontal movement of the tongue?
5. What classes of vowels are distinguished by the vertical movement of the tongue?
6. What vowels are rounded and unrounded?
7. What vowels are tense and lax?
8. What is the difference between checked and free vowels?
9. According to what principles we classify vowels into monophthongs and diphthongs?
10. According to what principles we distinguish vowels as compact and diffuse?

Lecture 5

Self-control questions

1. What are the general principles of Consonant function?
2. How are English consonants classified according to the type of obstruction and the manner of production of noise?
3. How are the English Consonants classified according to the active speech organ?
4. How do we classify consonants according to the place of obstruction?
5. How do we classify consonants according to the presence or absence of voice?
6. How do we classify consonants according to the force of articulation?
7. How are the consonants classified according to the position of the soft palate?
8. What consonants are called discontinuous and continuant?

Lecture 6

Self-control questions

1. What is a syllable?
2. What theories of syllable formation and syllable division do you know?
3. What is relative sonority theory?
4. What is the essence of the expiratory theory?
5. Explain L. V. Sherba's 3 types of consonants theory.
6. What types of structure do you know?
7. What peculiarities of syllabic structure do you know?
8. What types of syllable do you know?
9. Explain peculiarities of syllable formation and syllable division.
10. What can you say about the distinctive function of syllable?

Lecture 7

Self-control questions

1. What is the definition of stress?
2. Explain Segmental and Suprasegmental units.
3. What approaches exist to explain the nature of stress?
4. What can you say about degrees of stress?
5. How many accentual structures of English word stress do you know?
6. What do you know about the place of word stress?
7. Explain functions of stress.
8. What accentual tendencies in English do you know?
9. What is the difference between BE and AE?
10. How many degrees of stress exist in AE?

Lecture 8

Self-control questions

1. How do you understand broad and narrow definitions of intonation?
2. What is the difference between intonation and prosody?
3. Is Rhythmic Group and Intonation group the same?
4. What other names of a syntagm do you know?
5. Can you explain the elements of an Intonation group?
6. What functions can Intonation perform?
7. What conclusions can we do on discussing Intonation?

HANDOUTS AND PRESENTATION MATERIALS

PHONOLOGY

- ✗ Phonology is the study of the sound patterns in human language.
- ✗ Each word differs from the other words in both form and meaning.
- ✗ Each lexical entry includes, along with information about the semantic and syntactic nature of the morpheme, an underlying representation.
- ✗ The underlying representation contains that information about the pronunciation of a morpheme that is not predictable on the basis of general rules. The segments of an underlying representation are called **phonemes**.

- ✗ **Articulatory phonetics** deals with the identification and classification of individual sounds. It attempts to provide a framework of the nature of speech sounds and how they are produced.
- ✗ **Acoustic phonetics** focuses on the analysis and measurement of sound waves.
- ✗ **Auditory phonetics** is concerned with the perception of speech.

PRODUCTION OF SOUNDS

- ✗ Human language displays a wide variety of sounds, but humans are not capable of producing all the sounds with the vocal tract in speech.
- ✗ The class of possible speech sounds is not only finite, but also universal.
- ✗ Any human is able to pronounce these sounds, regardless of racial or cultural background.



SCOPE OF PHONETICS

- ✗ Speech is a purposeful human activity.
- ✗ Phonetics is the scientific study of speech and is concerned with defining and classifying speech sounds according to how they are produced.
- ✗ A complex set of physical operations takes place when a spoken message goes from a speaker to a hearer.



Phonology and Phonological Theory

- ▣ Phonology – the part of linguistics concerned with the way that sounds are put together
- ▣ The science of speech sounds and sound patterns

Phonology and Phonological Theory

- ▣ There are rules that determine how a word will be pronounced based on the context in which it will be used
- ▣ Which pronunciation to use it based on the assumption that phonemes are abstract mental, or phonological, representations

Generative Phonology

- ▣ Goals:
 - To describe the phonological patterns that occur in natural languages
 - To formulate the rules that make up these language systems
 - Identify the universal principals that apply to phonological systems

Natural Phonology

- ▣ An unmarked sound is one that appears to be natural
 - Acquired earlier in a child's language
 - Tend to be established in language before marked sounds can be added
 - Tend to occur in different languages more frequently than marked sounds
 - Example: voiceless stops = unmarked sounds (/p/)
voiced obstruents = marked (/dʒ/)

Types of English Pronunciation

Questions to be discussed:

Types of English Pronunciation
Types of Received Pronunciation
Northern English Pronunciation
Scottish English Pronunciation
American English Pronunciation
Canadian English Pronunciation
Australian English Pronunciation
New Zealand English Pronunciation
The South African English Pronunciation

Scottish English Pronunciation

There are certain peculiarities in the intonation of the Scottish type of English pronunciation, such as
Special Questions may end with a high level tone after a fall on the interrogative word, e.g.

RP Who's having the 'grape fruit?

Scot. 'Who's having the grapefruit?

A final vocative does not necessarily continue the tune of the General Question,

e.g.

RP Will you in to ' lunch, Mr. Brown?

Scot. ' Will you be , in to ' lunch, , Mr. , Brown?

We may now summarize by saying that one should distinguish between RP and "educated" regional types of pronunciation (such as Southern, Northern and Scottish types of English pronunciation), of the one hand, and local dialects, on the other.

American English Pronunciation

American English which is a variant of the English language, has developed its own peculiarities in vocabulary, grammatical structure and pronunciation. There are three main types of AE pronunciation, the Eastern, the Southern, and the General American type.

The G.A. type of pronunciation is considered to be the standard pronunciation of American English. It is used by the majority of Americans, and is, therefore, less regional, where as the other two types of pronunciation are easily detected as either Eastern or Southern. G. A. is used by radio and TV in the USA.

The peculiarities of GA lie in the pronunciation of sounds, differences in the accentual structure of words, and intonation.

Scottish English Pronunciation

There are certain peculiarities in the intonation of the Scottish type of English pronunciation, such as

Special Questions may end with a high level tone after a fall on the interrogative word, e.g.

RP	Who's having the 'grape fruit?
Scot.	'Who's having the grapefruit?

A final vocative does not necessarily continue the tune of the General Question,

	e.g.
RP	Will you in to ' lunch, Mr. Brown?
Scot.	' Will you be , in to ' lunch, , Mr. , Brown?

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Australian English Pronunciation

Australian English is one of the literary national types used since the end of the eighteenth century. There are three types of pronunciation in Australia:

1. Educated or Cultivated Australian English;
 2. Broad Australian English;
 3. General Australian English (GAu) which is regarded as a literary type.
- The following simple vowels (monophthongs and diphthongized vowels) exist in GAu;

/i/ as in the word		seat /slt/
/ɪ/	»	sit /slt/
/ɛ/	»	head /hɛd/
/æ/	»	had /hæd/
/ʌ/	»	father /' fʌðə/
/ɔ/	»	hot /hɔt/

General Principles of Vowel Formation

D. Jones gives the following definition: “A vowel (in normal speech) is defined as a voiced sound in forming which the air issues in a continuous stream through the pharynx and mouth, there being no obstruction and no narrowing such as would cause audible friction.

All other sounds (in normal speech) are called consonants.”

The Articulatory Classification of English Vowels

All these factors predetermine the principles according to which vowels are classified:

According to the horizontal movement of the tongue;

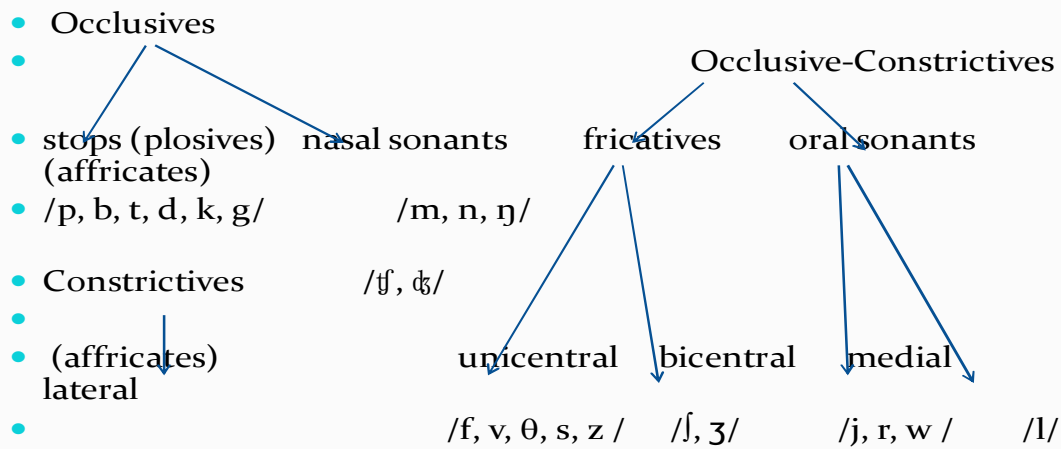
*According to the vertical movement of the tongue;
according to the position of the lips;*

According to the degree of the muscular tension of the articulatory organs;

According to the force of articulation at the end of a vowel;

According to the stability of articulation;

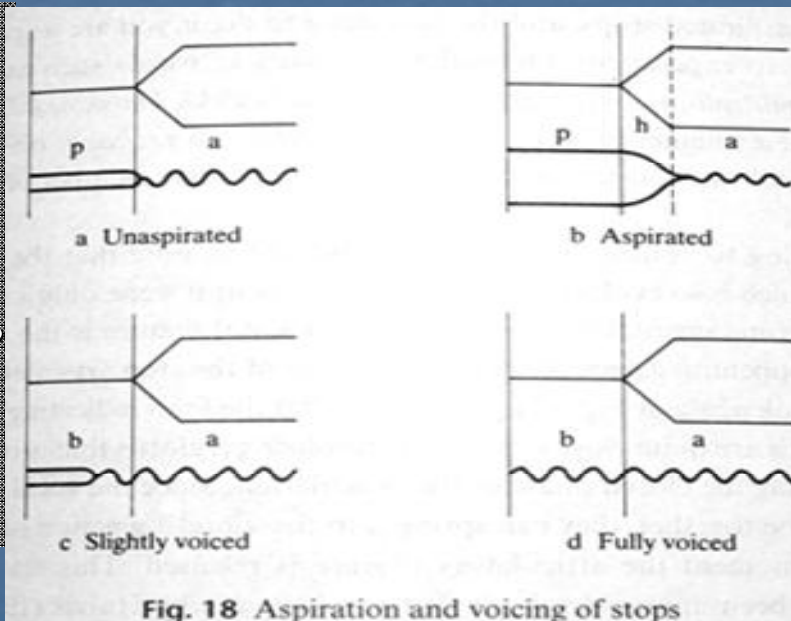
According to the length of a vowel.



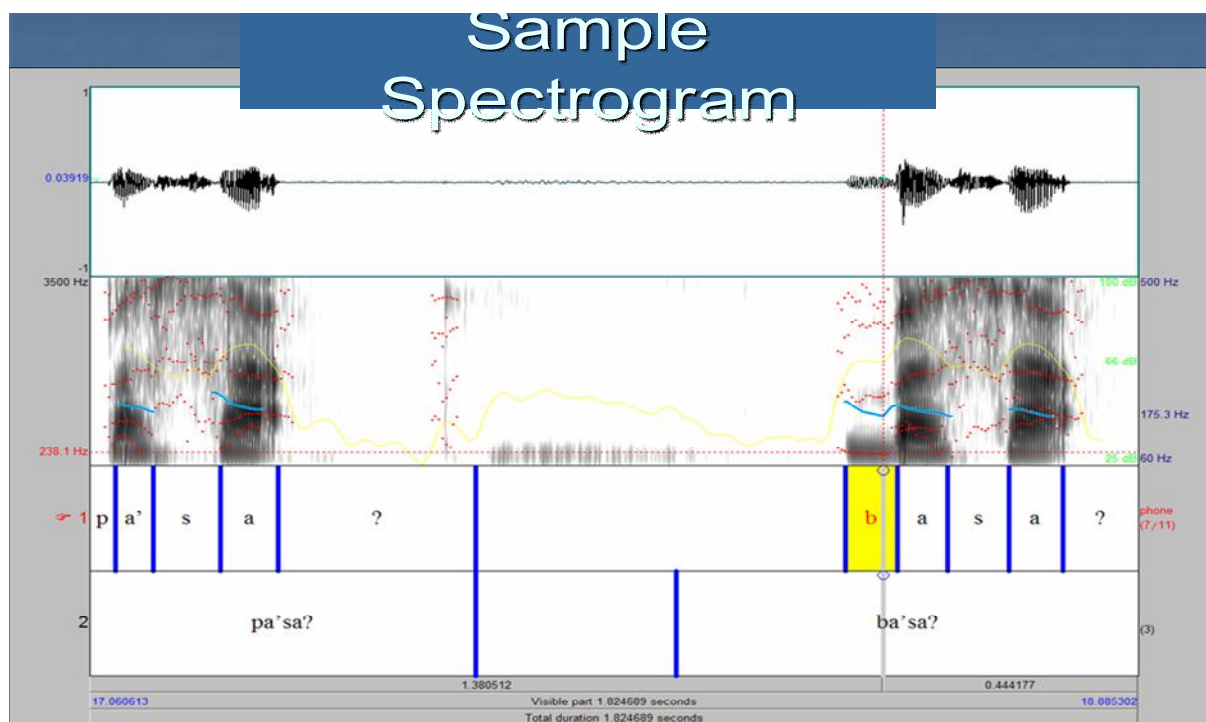
Vowels and Consonants

Consider the following chart...

- What differences do you see between aspirated and unaspirated?
- How about the beginning of the voiced segment?



Sample Spectrogram



Vowels vs. Consonants: what's the difference?

review / preview

- consonants are identified by:
 - location of obstruction (place)
 - nature of obstruction (manner)
 - state of vocal cords (\pm voice)
- vowels are identified by:
 - vertical position of articulation (high, mid, low)
 - horizontal position of articulation (front, central, back)
 - also the state of the **lips** and **velum**
(**rounding**) (**nasalized**)

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SYLLABLE STRUCTURE IN ENGLISH

-
- ✗ Words can be cut up into units called **syllables**.
 - ✗ Humans seem to need syllables as a way of segmenting the stream of speech and giving it a rhythm of strong and weak beats.
 - ✗ Syllables exist only to make speech easier for the brain to process.
 - ✗ A word contains at least one syllable.

SYLLABLES AND THEIR PARTS

- ✗ The parts are **onset** and **rhyme**; within the rhyme we find the **nucleus** and **coda**.
- ✗ Not all syllables have all parts; the smallest possible syllable contains a nucleus only.
- ✗ A syllable may or may not have an onset and a coda.

RHYME (R)

- ✗ **Rhyme** (or **rime**): the rest of the syllable, after the onset (the underlined portions of the words above). The rhyme can also be divided up:

Rhyme = nucleus + coda

Word Stress

The nature of stress



- All stressed syllables are more **prominent** than unstressed syllables. Four different factors are important:
 1. Stressed syllables are **louder** than unstressed syllables; (loudness)
 2. The **length** of syllables; If one syllable is longer than the others there is quite a strong tendency to hear it as stressed;
 3. The **pitch** of the syllable: pitch in speech is related to the frequency of vibration of the vocal cords and to the musical notion of low and high pitched notes;
 4. A syllable will tend to be more prominent if it contains a vowel that is different in **quality** from neighbouring vowels (i.e look at vowels against vowels encountered in weak syllables [ə ʊ ɪ])

Word Stress - Guidelines

Simple : one morpheme: *enter, deny, return, cotton, potato*

Complex : it contains one or more bound morphemes= affixes (prefixes or suffixes): *singer, goodness, unlock, capable, conversation* or is a **compound word**

Compound



Word Stress - Guidelines

Simple : one morpheme: *enter, deny, return, cotton, potato*

Complex: it contains one or more bound morphemes= affixes (prefixes or suffixes): *singer, goodness, unlock, capable, conversation* or is a **compound word**

Compound: more than one unbound morpheme: *greenhouse, handbag, overcast, whitewash*



The Intonation System of English

Questions to be discussed:

1. Definitions of Intonation
2. Intonation and Prosody
3. Rhythmic Group and Intonation Group
4. Elements of an Intonation Group
5. Functions of Intonation
6. Summary

Definitions of Intonation

Phonemes, syllables and words, as lower – level linguistic units, constitute a higher phonetic unit – the utterance. Every concrete utterance, alongside of its phonemic and syllabic structures has a certain intonation.

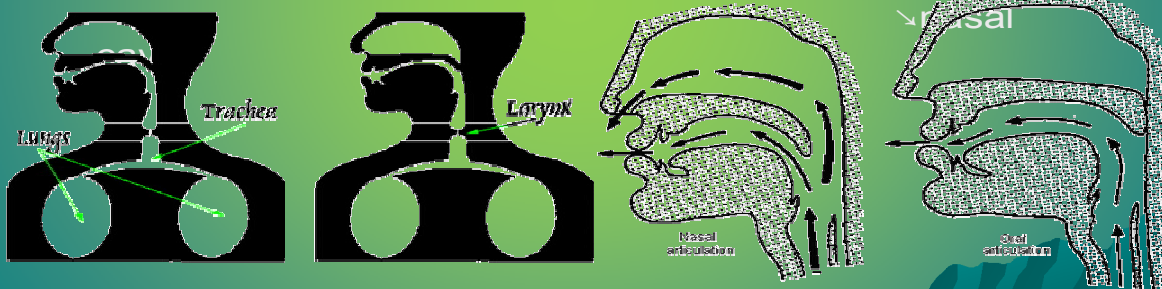
Most Russian and Uzbek phoneticians define intonation as a complex unity of speech melody, sentence stress, tempo, rhythm and voice timbre, which enables the speaker to express his thoughts, emotions and attitudes towards the contents of the utterance and the hearer. Speech melody, sentence stress, tempo, rhythm and timbre are all components of intonation. These are perceptible qualities of intonation.

Acoustically, intonation is a complex combination of varying fundamental frequency, intensity and duration (see the intonograms).

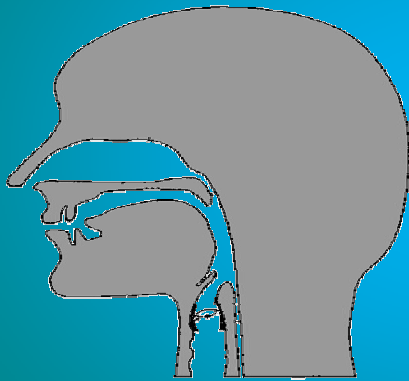
Speech melody is primarily related with fundamental frequency, tempo – with duration. But there is no one – to – one relation between any of the acoustic parameters and stress, any parameter and rhythm. About the acoustic nature of voice timbre little is known as yet.

The process of producing speech

- ◆ The air breathed in → lungs → the air pressed out →
cavity
widepipe (trachea) → larynx → pharynx →
↗ mouth



The Vocal Organs or the Speech Organs



- ◆ Pharynx
- ◆ Oral Cavity
- ◆ Nasal Cavity
- ◆ Uvula
- ◆ Tongue (tip/blade/front/middle/back/root)
- ◆ Hard Palate
- ◆ Soft Palate (Velum)
- ◆ Alveolar Ridge (teeth-ridge)
- ◆ Teeth (upper & lower)
- ◆ Lips (upper & lower)
- ◆ Epiglottis

Modification of Phonemes in Speech

Questions to be discussed:

The Phenomenon of Assimilation

Phonetic Modifications of the Sound Structure of Speech

Three phases of articulation of speech sounds

The process of accommodation and its types

The process of assimilation and its types

Elision

Liaison

Modifications of the Syllabic Structure of Speech

Modifications of the Accentual Structure of Words in Speech.

Introduction

Every utterance is a continuous flow of speech interrupted by pauses. There is no break between the sounds, not even between the words. In connected speech the sounds undergo various modifications under the influence of neighbouring sounds and the rhythmic patterns they occur in.

Statements of the Problem

- the initial phase, when the speech organs are placed in the position necessary to produce the sound;
- the central phase, during which the speech organs retain their position for a certain period of time;
- The final phase, during which the speech organs return to a position of rest.

PHONETIC MODIFICATIONS OF THE SOUND

- Accommodation
- Canalization
- Shortening
- The lengthening
- Labialization –

PHONOSTYLISTICS

- ◆ **Questions to be discussed:**
- ◆ 1. What is Style?
- ◆ 2. The Origin and Present-day Status of Phonostylistics
- ◆ 3. Phonetics and Discourse
- ◆ 4. Phonosemantics
- ◆ 5. Phonotactics
- ◆ 6. Communication and its Types
- ◆

- ◆ Stylistics further splits into a number of interrelated disciplines that investigate style from different angles. The subject-matter of **phonetic styli-stics** (or **phonostylistics**) is versatile and not clearly determined. It studies variation in the use of sounds of a language, its phonetic expressive invent-ory, as well as typical prosodic features of different types of discourses and registers.

Literary stylistics and **phonostylistics** comprise the study of the aes-thetic use of language (phonetic, prosodic and lexico-syntactic), both in texts that are predominantly aesthetic - canonical literature, oral narrative, jokes, etc. - and in texts with other predominant aims, e.g. conversation.

◆ . **Phonetics and Discourse**



- ◆ In its broadest sense, **discourse** can be viewed as speech activity in some communicative sphere. Discourse is often connected with specific means or rules of speech activity organization.

GLOSSARY

Abrupt change in pitch - крутой сдвиг высоты тона. Перерыв постепенности мелодии. Резкое изменение (обычно повышение) голоса, прерывающее постепенность движения мелодии и вызывающее в пределах смысловой группы (в синтагме) различные модификации ее смыслового содержания.

Ton balandligining to'satdan o'zgarishi. Ton (odatda ko'tariladi) ohangning izchilligini o'zgartirib, ma'no gruppasi ichida (sintagmada) ma'noning turlicha o'zgarishiga olib keladi.

Accenteme - акцентема. Дистинктивная функция словесного ударения, позволяющая дифференцировать слова по месту и степени ударения. Напр., **'present - pre'sent** считаются словоакцентемами (word-accenteme).

В предложении выделяются фразоакцентемы (phrase-accenteme). Is there any 'mistake here? Is there any Miss Take here?

Aksentema. So'zلامي urg'uning o'mi va darajasiga ko'ra farqlashga xizmat qiluvchi birlik. Masalan: **'present - pre'sent** aksentema hisoblanadi. Gapda frazoaksentemalar belgilanadi: Is there any 'mistake here? Is there any Miss Take here?

Accentual pattern (type, structure) - Акцентная модель (тип, структура). Схема расположения степени и места ударения в слове или фразе.

So'z yoki iborada urg'uning o'mi va darajasining joylanish sxemasi.

Accommodation (Adaptation) - аккомодация. Взаимное приспособление артикуляции разнотипных звуков в речи.

Akkomodatsiya. Turli tovushlar artikulyatsiyasining nutqda o'zaro moslashuvi.

Acoustics (Acoustic Phonetics) - акустика. Раздел физики, исследующий звуковые волны и, следовательно, имеющий отношение к фонетике (Акустическая фонетика).

Г-

Akustika. Fizikaning tovush to'lqinini o'rganadi va shu sababli fonetika bilan bog'liq (Akustik fonetika).

Affricate ['aefrikeit] - аффрикат. Звук, образуемый двумя элементами и имеющий смычное начало и щелевой конец.

В англ. [tf, dʒ], в русск. (тш, дж, тс).

Affrikatlar - birinchi elementi portlovchi va ikkinchi elementi sirg'aluvchi tovushlardan iborat bo'lgan murakkab tovushlar. Masalan: ch(tsh), j(dj), ts(ts).

Alloaccenteme - аллоакцентема. Вариант ударения, различающегося по степени; замена третьестепенного ударения второстепенным.

Alloaksentema. Urg'uning darajasi bo'yicha farqlanadigan varianti; uchinchi darajali urg'uni ikkinchi darajali urg'u bilan almashtirish.

Allochrone - аллохрон. Вариант фонемы, определяемый только по долготе - краткости.

Alloxon fonemaning faqat cho'ziq-qisqaligi bilan aniqlanadigan variantlari.

Allophone - аллофон или основной вариант фонемы. Один из основных представителей фонемы, реализуемый в различных звуках речи. Напр., в англ. языке придыхательные [p^h, t^h, k^h] и непридыхательные [p, t, k] звуки являются аллофонами фонем [p, t, k]; по дополнительной дистрибуции они встречаются в различных позициях.

Аллофон yoki fonemaning asosiy varianti. Nutqning turli tovushlarida namoyon bo'luvchi fonemalarining bir ko'rinishi. Masalan, undoshlar bilan birikib kelgan - [p, t, k] aspiratsiyalashmagan va unlilardan oldin kelgan [p^h, t^h, k^h] aspiratsiyali tovushlar [p, t, k] fonemalarining allofonlaridir. To'ldiruvchi distributsiyaga ko'ra, ularning biri qo'llanilgan holatda, ikkinchisi ishlatilmaydi.

Alternophoneme - альтернофонема. Фонемы, чередуемые между глухими и звонкими согласными, но полностью не переходящие ни в одну из них. Напр., звонкие согласные в англ. языке в конце слов оглушаются, но не становятся полностью глухими. Alternophoneme. Jarangli va jarangsiz fonemalar oralig'idagi fonema, biroq u to'la jarangciz bo'la olmaydi. Masalan

ingliz tilida so'z oxiridagi jarangli undoshlar ana shunday xususiyatga ega.

Alveolar consonants - альвеолярные согласные, образуемые путем прижатия кончика языка к альвеолярной дуге. Напр., англ. (t, d, l, n).

Tanglay (alveolyar) undoshlari - tilni qattiq tanglayga bosish orqali hosil bo'luvchi undoshlar. Masalan, ingliz tilidagi (t, d, n, l) kabi tovushlar.

Archiphoneme - архифонема. Фонологическая единица, определяемая сходством двух фонем, снятием противопоставления фонем в позиции нейтрализации. Напр., луг - лук, пруд - прут г/к=к, д/т=т выступают как архифонемы.

Arxifonema. Ikki fonemaning o'xshashligi yoki neytralizatsiyalashuvi holatida oppozitsiyaning yo'qolishi natijasida hosil bo'lgan fonologik birlik. Masalan, kitob (kitop) so'zida b/p=p arxifonema hisoblanadi.

Assimilation - ассимиляция. Уподобление. Качественное сближение смежных звуков (согласных), вызываемое взаимовлиянием фаз артикуляции соседних звуков.

Assimilatsiya - yondosh (undosh) tovushlarning artikulyatsion fazalarining o'zaro ta'siri natijasida ulardan birining si-fat jihatdan ikkinchisiga yaqinlashuvi.

Bilabial consonants - губно-губные согласные (p, b, w, m). Lab-lab undoshlar (bilabial) - yuqori va pastki lab-larning jipslashuvi natijasida hosil bo'luvchi undoshlar. Masalan: (b, p), inglizcha (w, b, p).

Bilingualism билингвизм - 1) двуязычие; 2) влияние двух языков.

Bilingvizm - 1) ikki tilda so'zlashuv; 2) ikki tilning bir-biriga o'zaro ta'siri.

Central phrase of articulation - выдержка; основная фаза артикуляции звука речи.

O'rta faza - nutq organlarining talaffuzdagi asosiy holati.

Central vowels - гласные центрального ряда, при произношении которых форма языка характеризуется так называемым плоским профилем средних и

низких укладов. Русск. (а), (ы). называемым плоским профилем средних и низких укладов. Русск. (а), (ы).

Til o'rta qator unlisi - talaffuzida til og'izning o'rta qismida yassi shaklda pastroq holatda harakat qiluvchi tovush. Masalan, rus tilidagi (ы), (а).

Checked vowels - Усеченные гласные, артикуляция которых внезапно прерывается последующим согласным в односложных закрытых слогах: pit, pet, cut. Talaffuzi yopiq bo'g'inli so'zlarda keyingi undosh bilan uzilib qoluvchi unlilar: pit, pet, cut.

Closed syllable - закрытый слог, заканчиваемый на согласный звук.

Yopiq bo'g'in - undosh tovushga tugagan bo'g'in.

Close vowel - закрытый гласный, образуемый при высоком подъеме языка. Напр, англ. (i:, i, u, u:), русск. (и), (у), узб. (i), (и).

Yopiq unli - tilning ancha yuqoriga ko'tarilishi natijasida hosil bo'luvchi unli tovush. Masalan: (i), (u).

Combinatory changes - комбинаторные изменения (аккомодация, ассимиляция, диссимиляция, диэреза, эпентеза).

Kombinator o'zgarishlar (akkomodatsiya, assimilatsiya, dissimilatsiya, diereza, epenteza).

Complementary distribution - дополнительная дистрибуция, состоящая во взаимном исключении разных воспроизведений одной и той же структурной единицы, каждая из которых встречается в своем окружении.

To'ldiruvchi distributsiya. Bir til birligiga tegishli xilma-xil elementlarning turlicha ishlatilishini aniqlovchi distributsiya turi. Masalan, aspiratsiyali (p^h , t^h , k^h) unlilardan oldin, aspi- ratsiyasiz [p, t, k] boshqa o'rinlarda ishlatiladi va shu sababli [p, t, k] fonemalarining allofonlaridir.

Complete assimilation - полная ассимиляция. Полное уподобление одного звука под влиянием другого.

To'liq assimilatsiya, ya'ni tovushlarning o'zaro ta'siri natijasida to'la holda bir tipga o'tishi. **Comparative-typological method** (contrastive, confrontative) –

Conjunct opposition - однородная (гомогенная) оппозиция, т.е. оппозиция различающаяся только одним релевантным признаком. Оппозиции бывают привативными, градуальными и экvipолентными. Напр, [p - f], [t - 0], [d - 5], [k - h], [p - t], [b - v], [b - d],

[f - 0], [v - 3]. Bir turdagi (gomogen) oppozitsiya a'zolari; faqat bir relevant belgiga asoslangan oppozitsiya. Oppozit- siyalar privativ, gradual va ekvipolent bo'ladi. Masalan, [p -

$\begin{matrix} f \\ 6 \end{matrix}$, [b - v], [t - 0], [d - 5], [k - h], [p - 1], [b - d], [f - 0], [v -

r

Constitutive function - конститутивная

(материально-образующая) функция, т.е. использование единиц низкого порядка для образования единиц высшего порядка. Напр., фонемы образуют материальную сторону морфем, слов и фраз.

Konstitutiv (material jihatini hosil qilish) funksiyasi, ya'ni tildagi quyi birliklar yuqori birliklarning material jihatini hosil qiladi. Masalan, morfemalar, so'zlar va iboralar fonemalarning birikuvidan tashkil topadi.

Constrictive consonants - щелевые согласные, звуки с неполной преградой. Напр, [f, v, s, z, 1, 3, h).

To'la to'siqda uchramay hosil bo'luvchi sirg'aluvchi undoshlar. Masalan, (s, z, sh, j, x, h, g').

Content - план содержания. Внутренняя (смысловая, понятийная) сторона языка.

Tilning mazmun plani - tildagi elementlarning ma'no- mazmun jihati.

Culminative function - кульминативная функция. Особенности звукового выражения, служащие для выделения слов и их соединений в речевой цепи. Напр., словесное ударение в английском, русском и узбекском языках.

Kulminativ funksiya. So'zlar va ulaming birikmalarini nutqdagi tovush jihatdan ifodalanishini ajratib ko'rsachish. Masalan, ingliz, rus va o'zbek tillarida so'z urg'usi ana shunday funksiyani bajaradi.

Dental consonants - зубные (дентальные) согласные, артикулируемые путем образования переднеязычнозубных преград. Напр., русск. (т, д, с, з).

Tish (dental) undoshlari - til uchi pastki tishlarga tegizilishi natijasida hosil bo'luvchi undoshlar. Masalan: (t, d, s, z) kabi.

Descriptive linguistics - дескриптивная лингвистика. Направление исследования языка в США. (Его видные представители: Ф. Боас, Л. Блумфильд, З. Харрис В др.).

Deskriptiv tilshunoslik oqimi. AQSHdagi tilni o'rganish oqimi. (Uning ko'zga ko'ringan namoyandalari F. Boas, L. Blumfeld, Z. Harris kabilardir.)

Delimitative function - делимитативная (разграничительная) функция - функция обозначающая границы между последовательными единицами. Напр.: К Ире - Кире.

Delimitativ (chegaralash) funksiyasi - ketma-ket kelgan bir- liklarni chegaralash. Masalan: yotoq oldi - yota qoldi. **Diaphone** ['daisfaun] - диафон. Аллофон определенной фонемы, произносимый неодинаково различными людьми, говорящими на данном языке.

Diafon. Turli kishilar tomonidan bir xil talaffuz qilinmaydigan ma'lum fonema allofoni.

Diphthong - дифтонг. Сочетание двух гласных, произносимых единой артикуляцией как один слог.

Diftong - bir bo'g'in sifatida yagona artikulyatsiya bilan talaffuz qilinadigan ikki unli tovush birikmasi.

Diphthongoid - дифтонгоид. Гласные с признаками тембрального скольжения, в произношении которых имеется неустойчивая артикуляция. В англ. языке [г:], [u:]. Diftongoid. Diftonglashgan unlilarning talaffuzi shunday emasligi. Masalan, inglizcha [г:], [и:].

Disjunct opposition - неоднородные (негомогенные) оппозиции, т.е. различающиеся только двумя или более релевантными признаками. Напр., [p-v], [b — f], [b — t], [p-d], [m-b], [b-k].

Har xil turdagi (gomogen bo'lmagan) oppozitsiya - a'zolari ikki va undan ortiq relevant belgilarga asoslangan oppozitsiya. Masalan: [p - v], [b — f], [b — t], [p - d], [m - b], [b - k].

Dissimilation - диссимиляция. Расподобление. Замена одного из двух одинаковых по артикуляции звуков звуком иной артикуляции, но сходным по тембру. Dissimilatsiya - bir tipdagi ikki tovushdan birining artikulyatsiyasi o'zgarishi natijasida ikkinchisining moslashuvi.

Distinctive function - дистинктивная (дифференциальная, различительная, семиологическая, сигнафикативная) функция. Главная функция фонологических единиц (фонем, силлабем, акцентом и инто- нем) - различать особенности звучания единиц разного семантического уровня. Distinktiv (differensial, farqlanish, semiologik, signifikativ) funksiya. Fonologik birliklarning (fonema, sillabema, aksentema, intonema) turli semantik bosqichdagi birliklarning eshitalishini farqlash uchun xizmat qilish funksiyasi.

Distributional method дистрибутивный метод изучает место, сочетаемость, порядок, свойства употребления элементов языка.

Distributiv metod - til elementlarining qo'llanishi, birikishi va ishlatilishini o'rganadi.

Distinctive (differential, phonological) features of the phoneme - дистинктивный (дифференциальный, фонологический) признак фонемы, т.е. артикуляцион-

акустические свойства, служащие для различения одной фонемы от другой. Напр., (t - s) различаются дис- тинктивным признаком смычно-взрывной и щелевой туки, а другие признаки не являются дистинктивными. Fonemaning distinktiv (differensial, fonologik) belgisi - bir fonemani ikkinchisidan farqlashga xizmat qiluvchi artikulyatsion va akustik xususiyatlar. Masalan: tur - sur so'zlarida (t) - (s) portlovchi - sirg'aluvchi belgilari fonologik belgilar hisoblanadi. Boshqa belgilari fonologik emas.

4

Dinamic stress (expiratory) - динамическое ударение, т.е. выделение ударных слогов силовой акцентуацией (характерно для английского, русского, узбекского языков).

Dinamik (kuch, ekspirator) urg'u - talaffuz kuchi bilan urg'uli bo'g'inni ajratish (ingliz, rus va o'zbek tillariga xos).

Enclitics - Энклитика. Слитное фонетическое единство безударного слова или слога предыдущего ударного слова в произношении.

Enklitika - urg'usiz so'z yoki bo'g'inni urg'uli so'zdan keyin qo'shib aytish.

Equipollent opposition - эквиполентная (равнозначная) оппозиция, оба члена которой логически равноправны, т.е. не являются ни двумя степенями какого-либо признака, ни утверждением или отрицанием признака. Напр, [p - t], [b - d].

Ekvipolent (teng huquqli) oppozitsiya, a'zolari logik jihatdan teng, ya'ni biror belgining ikki turli darajasi, belgining bor yoki yo'qligi bir xil bo'lgan oppozitsiya. Masalan: [p - t], [b - d].

Expression (plane- выразительность. Высокая степень яркости и убедительности словесного выражения мысли, достигаемое средствами интонационного оформления устной речи.

Ifodalilik, fikmi so'z bilan ifodalashdagi yorqinlik va ishonchlilikning yuqori darajasi. Bunga og'zaki nutqni intonatsiya vositalari bilan kuchaytirish orqali erishiladi.

Extralinguistics [.ekstrAliquistiks] - экстралингвистика. Исследование функционирования и развития языка в от-

ношении к этническим, общественно-историческим, географическим, социальным факторам.

Ekstralingvistika - tilning etnik, ijtimoiy-tarixiy, geografik, sotsial va boshqa faktorlar xizmati va rivojlanishi bilan bog'liq bo'lgan tomonlarini o'rganish.

Facultative (Optional) phoneme - факультативная фонема. Вариант фонемы, регулярно замещающий её в некоторых позициях (или ограниченной группе слов) в речи носителей отдельных территориальных или социальных разновидностей языка. В англ. [m] или [hw] : [mitj] which [hwitj] • [oə] заменяемая обычно с [o:], считаются факультативными фонемами. Fakultativ fonema. Ba'zi

holatlarda (chegaralangan so'zlar gruppasida) tilning alohida territorial va sotsial turida so'zlashuvchilar tomonidan, doimiy ravishda almashtiriluvchi fonemaning varianti. Inglizcha [m], [hw], [ə] fakultativ fonemalar bo'lib, [hw] va [o:] bilan almashtirilishi mumkin.

Form (of expression) - форма выражения языка. Внутренняя лингвистическая форма.

Tilning ifoda jihati. Ichki lingvistik forma.

Free (unchecked) vowel va uchl - неусеченный гласный. В английском языке долгие гласные и дифтонги, встречающиеся как в открытом, так и в закрытом слогах.

Talaffuzi bo'linmovchi unlilar. Ingliz tilida ochiq va yopiq bo'g'inlarda ham erkin ishlatiladigan cho'ziq unlilar va diftonglar.

Free variation (alternation) - свободная вариация (альтернация) - чередование, которое, не имея дифференциального характера, не является также и позиционно обусловленным. Напр.; обуславливать - обуславливать; калоша - галоша: direct [direkt, dairekt], intonation [mtaunejan^ntaneijn]. Erkin variatsiya (alter-natsiya) - farqlanish xarakteriga va holatga bog'liq bo'lmagan fonemalar almashinuvi. Masalan, Toshkent shevasida kabob (kabop, kovop), cho'ziq (cho'ziq, cho'zuq) kabi.

Fricative consonants (Spirants) - щелевые согласные, производимые торможением воздуха при его про-

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хождении через образуемые органами артикуляции щели и сужения различной формы. Напр. англ. [s, z, θ, d, ʒ,

ʒ], русские (ш, ж, в, ф, х).

Sirg'aluvchi (frikativ, spirant) undoshlar - havo oqiminiig to'siqdan sirg'alib o'tishi natijasida hosil bo'luvchi tovushlar. Masalan: [s, z, v, x, sh, g', h, j] kabi.

Front vowels - гласные переднего ряда, т.е. гласные образуемые движением языка вперед. Напр., Л:/, /e/, /x/. ч

Til oldi qator unlisi - talaffuzida til oldinga harakat etuvchi tovush Masalan: [i], [e], [a].

Functional load of opposition - функциональная нагрузка оппозиции, определяемая числом минимальных пар или частностью фонем. Oppozitsiyaning funksional xizmati. U farqlanuvchi minimal juftlamining soni va chastotasi bilan aniqlanadi.

Glottal stop - гортанная или глоттальная, смычка, образуемая энергичным размыканием взрывом мышечно-напряженных краев голосовых связок. Напр., patric ['paetnk].

Havo oqimi va tovush paychalarining kuchli to'siq bilan harakati natijasida bo'g'izda hosil bo'luvchi tovush. Masalan: patric ['paetnk].

Gradual opposition - градуальная (ступенчатая) оппозиция, члены которой характеризуются различной степенью или градацией одного и того же признака. Напр., англ. [i: - ae], [i - e], [и: - o], [p - k], [w - gl-]

Gradual (pog'onali) oppozitsiya - a'zolari bir belgining turli darajasi bilan izohlanuvchi oppozitsiya. Masalan, o'zb. [i - a], [u - o] tilning ko'tarilish darajasi bilan shunday oppozitsiyani tashkil etadi.

Half-close syllable [hor.f-klauz 'sɪAW] - слог, заканчивающийся на сонант.

Yarim ochiq bo'g'in - sonor tovushga tugagan bo'g'in.

Half-open vowel - полукрытый гласный, образуемый при среднем подъеме языка. Напр., русск. [e], англ. [э:, э], узб. [e], [o¹].

Haplology - гаплогия. Выпадение одного из двух одинаковых слогов слова. Напр., морфофология - морфонология.

Gaplogiya - ikki bir xil bo'g'inlardan binning tushirib qoldirilishi. Masalan: morfofonologiya - morfonologiya. **Homophones** - омофоны. Разные слова, совпадающие по звучанию.

Omofonlar. Aytilishi bir xil, lekin ma'nolari turlicha bo'lgan so'zlar.

Hyperphoneme - гиперфонема. Фонологическая единица, определяемая в позиции нейтрализации группой фонем. Напр., в русском языке а/о, и [и] выступают как гиперфонемы.

Giperfonema. Neytralizatsiya holatida fonemalar gruppasi bilan belgilanuvchi fonologik birlik. Masalan, rus tilida a[o] va [i] giperfonemalardir.

Idiolect - идиолект. Индивидуальная речь носителя определенного языка.

Idiolekt. Ma'lum tilda so'zlovchining individual nutqi. **Idiophone** - идиофон. Один и тот же звук речи, произносимый различно разными носителями.

Idiofon. Aynan bir nutq tovushining turli so'zlovchilar tomonidan turlicha talaffuz qilinishi.

Incomplete Assimilation - неполная ассимиляция, когда звуки уподобляются не полностью. To'liq bo'lmagan assimilatsiya - tovushlarning o'zaro ta'siri natijasida ularning ba'zi belgilarining moslashuvi.

Instrumental Experimental Method of Phonetics - инструментальные (экспериментальные) методы фонетики (исследование звуковых явлений с помощью аппаратур: осциллографа, спектрографа, рентгена, кимографа и т.д.).

Eksperimental-fonetik metod (tovush xususiyatlarini alohida apparatlar - kimograf, spektrograf, ossillograf, rentgen va h.k. yordamida o'rganuvchi metod.)

Interdental consonants - межзубные согласные, артикулируемые путем выдвижения переднего края языка между резцами верхней и нижней челюсти. Напр, англ. [θ, ð].

Tish o'rta undoshlari (interdental) - til uchi va tishlar oralig'idan havo oqimi sirg'alib o'tuvchi undoshlar. Masalan, ingliz tilida [θ, ð].

Interference ['mtafarans] - фонетикофонологическая интерференция. Влияние фонетических явлений, одного языка на другой. Различаются [1] фонемные и [2] просодические и соответственно а) фонемная, б) силлабическая, в) акцентологическая, г) интонологическая, д) смежная типы интерференции. Fonetik-fonologik interferensiya. Bir tildagi fonetik hodisalarning ikkinchi tilga ta'siri. Asosan, (1) fonemik va (2) prosodik va o'z navbatida (a) fonemik, (b) sillabik, (v) aksentologik, (g) intonologik, (d) aralash interferensiya tur- lariga bo'linadi.

Interlinguistics - интерлингвистика. Изучение явлений, относя щихся только к внутренней структуре языка.

Interlingvistika - 'faqat tilnng ichki strukturasiga tegishli xususiyatlarni o'rganish.

Intonation - интонация. Сложное единство, характерное для фразы, фонетических средств - мелодики, ударения, темпа, тембра, ритма, паузации, для выражения различных смысловых и эмоциональных значений. Intonatsiya - frazaga tegishli bo'lgan ovozi tempi, tembi, nutq ritmi, melodika, urg'u, pauza kabi fonetik vositalarning mazmun va emotsionallikni ifodalash uchun qo'llanuvchi murakkab birligi.

Intoneme - интонема. Фонологическая (просодическая) единицу, образуемая дистинктивной функцией компонентов (обычно мелодики и ударения) интонации. Intonema. Intonatsiyaning komponentlari tomonidan farqlash funksiyasi (odatda melodika va urg'u) bilan hosil bo'luvchi fonologik (prosodik) birlik.

Juncture - стык. Место, где два звука или слова сочетаются Ikki tovush yoki so'zning qo'shib talaffuz etilish o'imi. Masalan, uchta kam bir - uchta kampir.

Junction - стык. Соединение звуков или слов. Tovush yoki so'zlarning qo'shib aytilishi.

Kinetic - кинетика - жесты, мимика.

Kinetika - mimika, imo-ishora.

Labial (consonants) - лабиальные (губные) согласные, включающие губно-губные и губно-зубные согласные.

Lab undoshlari (labial) - talaffuzida lablar ishtirok etuvchi lab-lab va lab-tish undoshlar. Masalan: (b, f, v, m) kabi.

Labio-dental [laibia dentl] consonants - губно-зубные согласные.

Lab-tish undoshlar (labiodental) talaffuzida yuqori old tish- lar va pastki lab ishtirok etuvchi undoshlar. Masalan, o'zb.

(f, v), inglizcha (f, v).

Lateral consonant or sonant - боковые согласные или сонанты, при образовании которых в центральной части полости рта образуются срединные затворы а по бокам - широкие протоки, выводящие воздух наружу. Напр., (1), (л). Og'iz bo'shlig'ining markaziy qismida havo to'sig'ining chekka tomondan chiqishi bilan hosil bo'luvchi yon undosh yoki sonant. Masalan, ingliz tilida (1) va o'zbek tilida (1) undoshlari.

Lax (Lenes) - слабый, вялый, (ненапряженный звук, при произношении которого наблюдается расслабленность мышц языка, губ и стенок полостей. Английские краткие гласные являются ненапряженными.

Kuchsiz. Talaffuzida til, lab va og'iz bo'shlig'ining devorlari kuchsiz holatda bo'luvchi tovushlar. Ingliz tilidagi qisqa unlilar kuchsiz hisoblanadi.

Logical stress [lod3ik9l 'stres] - логическое ударение, т.е. выделение одного из слов в предложении, определяющего смысл всего высказывания.

Logik urg'u - nutqda biror so'zni ajratib ko'rsatish orqali gapning ma'nosini ochiqroq qilish uchun qo'llanuvchi urg'u.

Melody мелодика - изменение, т.е. понижение или повышение голоса.

Melodika - talaffuzda ovozning pasayishi va ko'tarilishi.

Minimal pairs (of words, word combinations, sentences) - Минимальные пары (слов, словосочетаний и предложений), используемые для иллюстрации противопоставления фонологических единиц.

Minimal juftlikdagi (so'zlar, so'z birikmalari va gaplar) - fonologik birliklarni qarama-qarshi qo'yish uchun ishlatiluvchi misollar. Masalan, kel - sel, ber - ter, xol - hoi kabi.

Mixed Vowels «смешанные» гласные, образуемые при плоском положении языка, в котором как бы участвуют оба выгиба спинки одновременно. Англ. [э:], [э].

Aralash qator unlisi (yoki indifferent, inglizcha (mixed) - til yassi holatda bo'lib, tilning oldinga yoki orqaga harakati muayyan bo'lmagan unli. Masalan, ingliz tilida [э:], [э].

Monophthong - монофтонг, Артикуляционноакустический устойчивый звук, характеризующийся однородным тембром, в англ.: [i, e, ээ, а:, э, э:, э:, и]. Monoftong. Artikulyatsion-akustik jihatdan muayyan talaffuzi va tembriga ega bo'lgan tovush. Ingliz tilida [i, e, ae, a:, o, o:, э:, и].

Mora - мора. 1. Единица длительности, равная краткому слогу или половине долгого. 2. Минимальный сегмент речи, могущий быть носителем просодического элемента.

Mora. 1. Qisqa bo'g'in yoki cho'ziq bo'g'inning yarmiga teng keluvchi birlik. 2. Prosodik element (urg'u) ga ega bo'la oluvchi nutqning minimal segmenti.

Morphonology - морфонология. Уровень языка между фонологическим и морфологическим уровнями, изучающий альтернации фонем в морфемах, не обусловленных позиционно. Напр., рука - ручка. Morfonologiya - fonologiya va morfologiya oralig'idagi til bosqichi bo'lib, pozitsion jihatdan bog'liq bo'lmagan morfemalardagi tovush almashinuvlarini o'rganadi. Masalan, tara - taroq, so'ra - so'roq kabi.

Musical (tonic, melodic) stress [mju-.zikal stres]

музыкальное (тоновое, мелодическое) ударение. Выделение слога высотой тона.

Muzikal (ton, melodik) urg'u ovoz tonining balandlashuvi yordamida bo'g'in ajratish.

Nasal consonants - носовые согласные, при образовании которых ток воздуха проходит через нос. Напр., [м], [п], [д].

Burun (nazal) undoshlar - talaffuzida havo oqimi burundan o'tuvchi tovushlar. Masalan: [m], [n], [ng].

Non-distinctive feature of the phoneme - недистинктивные (неразличительные, недифференциальные) признаки фонемы, т.е. признаки, не служащие для различения фонем. Напр., различия между придыхательными [p^h, t^h, k^h] и непридыхательными [p, t, k] звуками не служат для различения фонем, а считаются признаками их аллофонов, находящихся в дополнительной дистрибуции.

Fonemaning fonologik bo'lmagan (farqlanmovchi) belgisi bir fonemani ikkinchisidan farqlash uchun xizmat qilmaydigan belgilar. Masalan: (t - k) oppozitsiyasida fone- malaming jarangsiz, portlovchi belgilari fonologik emas. **Occlusiye consonants** - смычные согласные, образуемые полной преградой тока воздуха в речевом канале. Напр., (p, t, k, b, d, g).

Portlovchi undoshlar. Ular nutq kanalida havo oqimi to'la to'siqqa uchrashi bilan hosil bo'ladi. Masalan, (p, t, k, b, d, g)-

Off set - [Final phase of articulation - рекурсия - конечная фаза артикуляции звука.

Rekursiya - nutq organlarining talaffuzidan keyingi bevosita holatga qaytishi.

On set (Initial Phase of articulation) - экскурсия - начья- альная фаза артикуляции звука.

Ekskursiya - tovushlarning talaffuzida nutq organlarining boshlang'ich holati.

Open syllable - открытый слог, т.е. слог оканчивающийся на гласную.

Ochiq bo'g'in - unli tovushga tugagan bo'g'in.

Open vowel - открытый гласный, образуемый при низком подъеме языка. Англ. [эе, а:, о, о:]; русск. [а]; узб. М, [о].

Ochiq unli - tilning ko'tarilishi past bo'lgan unli. Masalan, o'zbekcha [a], [o].

Orthoepy - орфоэпия. Совокупность норм правильного литературного произношения.

Orfoepiya - to'g'ri adabiy talaffuz normalarining yig'indisi.

Minimal juftlikdagi (so'zlar, so'z birikmalari va gaplar) - fonologik birliklarni qarama-qarshi qo'yish uchun ishlatiluvchi misollar. Masalan, kel - sel, ber - ter, xol - hoi kabi.

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Palatalization - палатализация; - смягчение согласных. Напр., [ль] в слове пыль.

Palatalizatsiya - undoshlarning yumshatilishi. Masalan, yumshoq [l].

Palatal consonants [paetatl] - согласные, произносимые с подъемом средней спинки языка к твердому нёбу. Напр., [ʃ], [ль]. В русском языке мягкие (палатальные) согласные считаются отдельными фонемами.

Yumshoq (palatal) undoshlar - til pushtining qattiq tanglayga ko'tarilishi bilan talaffuz qilinuvchi tovushlar. Masalan: o'zbekcha [y]. O'zbek tilida [1] ning yumshoq talaffuzi alohida fonemani hosil qilmaydi.

Paradigmatics [paersdigmatiks] - парадигматика. Рассмотрение единиц языка как элементов системы, как структурных единиц, объединяемых в классы, группы и т.д., и их противопоставления. Напр., [x - y].

Paradigmatika_ - tildagi birliklami uning sistemasida birlashgan sinflar, gruppalar va h.k. tartibida qarab, ularni o'zaro qarama-qarshi qo'yish. Masalan: [x - y].

Paralinguistics - Паралингвистика. Раздел языкознания, изучающий жесты, мимику (кинесика) и качество голоса (фонация) человека в совокупности. Paralingvistika. Turli imo-ishora va mimika (kinesika) hamda ovoz sifati (fonasiya) ni o'rganuvchi tilshunoslik bo'limi.

Pausation - паузация. Пауза. Разделение речи по смысловым группам.

Pauza - nutqni ma'no gruppalariga bo'Ub aйтиш.

Pharyngeal consonant - фарингальный (щелевой) согласный, т.е. согласный, образуемый в фарингальной полости: англ. [h].

Bo'g'iz (sirg'aluvchi) undoshlar - havo oqimining bo'g'izda hosil bo'lishi bilan talaffuz etiluvchi undoshlar. Masalan: o'zb. [h], ingl. [h].

Phone (phonic) ['faun] - фон (фонический) - звук речи (звуковой).

Fon (fonik) - nutq tovushi (tovush jihati).

Phonetics - фонетика. Наука, изучающая звуковую сторону языка.

Fonetika - tilning tovush jihatini o'rganuvchi fan.

Phoneme - фонема - фонологическая единица. Наименьшая единица системы языка, служащая для различения слов и морфем. Напр., tall - ball, sit - lit.

Fonema. Fonologik birlik; so'zlar va morfemalarni o'zaro farqlashga xizmat qiluvchi eng kichik til birligi. Masalan: kon - non, bir - kir kabi.

Phonetic (allophonic) transcription - фонетическая (аллофоническая) транскрипция, при которой один знак соответствует одному звуку. Например, pen [pen], sit [sit].

Fonetik (allofonik) transripsiya - bir tovush bir belgi bilan ko'rsatiluvchi transkripsiya. Masalan: kitob (kitop) kabi.

Phonology - фонология - раздел фонетики, изучающий функциональную сторону звуковых явлений языка.

Fonologiya - fonetikaning tildagi tovush jihatining funktsional tomonlarini o'rganuvchi bo'limi.

Phonological neutralization - фонологическая нейтрализация. Нейтрализация фонологической оппозиции в тех позициях, где реализуется только часть фонологических средств у данной оппозиции; условия для реализации архифонемы, гиперфонемы и альтерфонемы. Напр., в словах луг - лук оппозиция (г - к) нейтрализуется.

Fonologik neytralizatsiya. Fonologik oppozitsiyaning ma'lum holatda neytralizatsiyaga uchrashi. Bu o'rinda ma'lum oppozitsiyaning fonologik vositalaridan

bir qismi qo'llanadi: arxifonema, giperfonema va altemofonemaning namoyon bo'lishi uchun sharoit yaratadi. Masalan: kitob (kitop) (b - p) oppozitsiyasi neytralizatsiyaga uchraydi.

Phonological (phonemic) opposition - фонологическая (фонематическая) оппозиция, т.е. различие слов и морфем с помощью противопоставления фонем. Напр, bet - set, ball - bought. Fonologik oppozitsiya (yoki fonemalar oppozitsiyasi) - fonemalarni fonologik belgilari asosida qarama-qarshi qo'yish orqali so'z va morfemalarni farqlash. Masalan, bir - sir kabi.

Phonological (phonematic) transcription - фонологическая, (или фонематическая)

Phonostylistics - фоностилистика. Раздел стилистики, изучающий эмоционально-экспрессивные средства произношения. Иногда ее часть, связанную с интонацией, называют интонационной стилистикой. Fonostilistika. Stilistikaning talaffuzdagi emotsional-ekspressiv vositalarni o'rganuvchi bo'limi. Intonatsiya bilan bog'liq qismini ba'zan «Intonatsion stilistika» deb ham ataladi.

Quantity reduction - количественная редукция. Сокращение длительности звука (гласного) в безударном слоге.

Miqdor reduksiya. Urg'usiz bo'g'inlarda unlilar cho'ziqligining qisqarishi.

Quality reduction - качественная редукция, при которой в безударном слоге гласные изменяют свои качества (тембр).

Sifat reduksiyasi. Urg'usiz bo'g'inlarda unlilar sifati (tem-br)ning o'zgarishi.

Quantitative Stress (Accent by length) - количественное ударение, т.е. выделение слога (или слогов) преимущественно долготой произношения.

Cho'ziqlik (kvantitativ) miqdoriy urg'usi, ya'ni bo'g'in (yoki bo'g'inlar)ni cho'zib aytish orqali bo'g'inga ajratish.

Recessive stress [ri'sesiv] - рецессивное ударение, которое падает на первый слог или на корневой слог слова.

Resessiv urg'u. Birinchi bo'g'inga yoki so'z o'zagiga tushuvchi urg'u.

Recognitive function - рекогнитивная (опознавательная) функция. Осознанное литературной нормой произношение (звука, слога, ударения и интонации), единое для всех представителей данного языка. Rekognitiv (tanib olish) funksiyasi. Adabiy norma sifatida tanib olingan ma'lum tilda so'zlashuvchilarning barchasi uchun bir xil bo'lgan talaffuz.

Reduction - редукция, т.е. ослабление, сокращение и изменение артикуляции безударных элементов речи. Reduksiya - urg'usiz elementlarning kuchsizlashuvi va talaf-fuzining o'zgarishi.

Regressive assimilation - регрессивная ассимиляция. Уподобляющие влияния артикуляции ка-кого-либо звука, распространяющегося назад на предшествующий звук или слог.

Regressiv assimillatsiya - keyingi tovushning oldingi tovush yoki bo'g'in talaffuziga ta'siri.

Rolled consonant - раскатистые согласные; вибранты, в артикуляции которых наблюдается быстрая смена смыканий - размыканий. Напр., [r].

Titroq (sonor) tovushlar - talaffuzida nutq organlarining davomiy titrashi ro'y beruvchi undoshlar. Masalan: [r].

Rhythm - Ритм. Чередование ударных и безударных, а также долгих и кратких слогов в речи. Ritm. Nutqda urg'uli va urg'usiz hamda cho'ziq va qisqa bo'g'inlarning almashinuvi.

Rounded Vowels - лабиализованные (округленные) гласные, при образовании которых участвуют губы. Напр, [o, o:, и, и:].

Lablangan unli. Talaffuzida lablar harakat qiluvchi unli tovushlar. Masalan: [u], [o'], [o].

Segment - отрезок речи. Большой отрезок - макросегмент, маленький отрезок - микросегмент.

Segment - talaffuzdagi nutq bo'lagi. Katta nutq bo'lagi - makrosegment, kichik nutq bo'lagi - mikrosegment deyiladi.

Sentence stress - фразовое ударение. Выделение слов во фразе. Один из важных компонентов интонации.

Fraza urg'usi (ba'zan gap urg'usi deyiladi) - nutqda (gapda) frazalarga, so'z birikmalariga tushuvchi urg'u. Intonatsiyaning muhim bir komponenti.

Sociolinguistics - социолингвистика (социология языка). 1. Раздел языкознания, изучающий отношение между языком и социальной (общественной) жизнью. 2. Раздел языкознания, изучающий социальную дифференциацию языков, т.е. различные его социальные диалекты.

Sotsiolingvistika. (Til sotsiologiyasi). 1. Til va sotsial (ijti- moi) hayot o'rtasidagi bog'lanishni ilmiy o'rganuvchi tilshunoslik bo'limi; 2. Tillami sotsial farqlashni, ya'ni uning turli sotsial dialektlarini ilmiy o'rganuvchi tilshunoslik fanining bo'limi.

Social Phonetics - социофонетика. Раздел фонетики, изучающий фонетические особенности социальных диалектов (социальных групп людей).

Sotsiofonetika. Sotsial dialektlarga (kishilarning sotsial gruppasi) xos fonetik xususiyatlarni o'rganuvchi fonetikaning bo'limi.

Sonorants (sonants) - сонанты. Звуки, содержащие голосовой тон, звучные, с минимальной примесью шума. Напр. [l, r, j, w, m, n, d]. s Sonor tovushlar (yoki sonantlar) - talaffuzida shovqindan ton kuchli bo'lgan tovushlar. Masalan: [l, r, m, n].

Southern drawl (in American pronunciation) - так называется монофтонгизация дифтонгов в южно-американском произношении.

Janubiy Amerika talaffuzida diftonglarning monofon- glashuv hodisasi shunday deb ataladi.

Structural Linguistics (or trend) (Structuralism) - структурализм; структурная лингвистика, широко разветвленное направление в современном языкознании, изучающее внутренние уровневые соотношения элементов языка. (Существуют американский, датский, пражский структуральные направления).

Strukturalizm (struktural oqim) - tildagi ichki aloqalarni va tildagi bosqichlar o'rtasidagi bog'lanishlarni hozirgi davr tilshunosligida ilmiy o'rganuvchi oqim (AQSH, Daniya, Praga kabi strukturalizm maktablari mavjud).

Syntagmatics - синтагматика. Рассмотрение единиц языка в ^пане их сочетаемости в горизонтальной плоскости. Напр., $A^1 A_2 \dots A_n = A_x$.

Sintagmatika - tildagi elementlarni gorizontaal bir yo'nalishda birikishini o'rganish. Masalan: $A_1 A_2 A_3 \dots A_n = A_x$.

Syllabeme - Силлабема. Фонологическая (просодическая) единица, служащая для различения минимальных пар с помощью слогоделения. Напр., К Ире - Кире, a name - an aim.

Sillabema. Fonologik (prosodik) birlik bo'lib, bo'g'in bo'linishi yordamida minimal juftlarni farqlaydi Masalan, g'isht 'in - g'ishtin kabi.

Substance (of expression) - субстанция. Материальная (звуковая) сторона языка.

Substansiya. Tilning material (tovush) jihati.

Syllable - Слог. Один звук или сочетание нескольких звуков, артикулируемое едино голосовым элементом.

Bo'g'in - bir yoki bir necha tovushlarning birikuvidan hosil bo'lgan bir yo'la talaffuz etiluvchi nutq bo'lagi.

Syllabic sounds - Слоговые звуки, т.е. звуки, образующие слог и произносимые с большой звучностью; они находятся в вершине слога. Как правило, такими звуками считаются гласные и сонорные согласные. Bo'g'in hosil qiluvchi tovushlar. Ular juda jarangli bo'lib, bo'g'in cho'qqisini hosil qiladi. Odatda bunday tovushlarga unlilar va sonor undoshlar kiradi.

Syllable boundary - граница слога. Слогораздел. Bo'g'in chegarasi (chizig'i) - bo'g'inlarni ikkiga bo'lish chegarasi.

Tagmeme - тагмема. Мельчайшая единица грамматического членения речи на уровне предложения; единица морфосинтаксической организации речи.

Nutqning gap bosqichidagi eng kichik grammatik bo'linishdagi birligi; nutqning morfosintaktik tashkil bo'lishidagi birlik.

Tagmemics (Phonotagmemics) - тагмемика лингвистическое направление в США, имеющее свой раздел «фонотагмемика». Главой этой школы является К.Л. Пайк.

Tagmemika. AQSHdagi tilshunoslik oqimi. Uning bir bo'limi «fonotagmemika» deb ataladi. Bu oqim boshlig'i - K.L. Payk.

Tempo, of speech - темпы речи, время звучания (бывают слабый, нормальный и быстрый темпы). Nutq tempi - nutqning aytilish vaqti (sekin, normal, tez talaffuz qilish).

Tense [tens] (Fortes) - напряженность. При артикуляции долгих гласных английского языка органы речи бывают напряженными.

Kuchli. Ingliz tilidagi cho'ziq unlilarning talaffuzida nutq organlari kuchli holatda bo'ladi.

Timbre (tambr) - качество (тембр) голоса (бывает нейтральным и эмоциональным).

Ovozning sifati (tembri) (u bevosita neytral va emotsional bo'ladi).

Toneme - Тонема. 1. Фонологическая единица, служащая для дифференциации слов с помощью тонового ударения. Напр., в китайском, тайском и др. языках. 2. Фонологическая единица во фразе, служащая для их различения с помощью высоты тона, ч Tonema. 1. Ton urg'usi yordamida so'zlammg ma'nolarini farqlovchi fonologik birlik. Masalan, xitoy, tay va boshqa tillarda. 2. Frazalarni tonning balandligi yordamida farqlashga xizmat qiluvchi fonologik birlik.

Transcription - Транскрипция. Способ записи устной речи с помощью специальных знаков.

Transkripsiya - og'zaki nutqni maxsus belgilar orqali yozib olish usuli.

Unidimensional (bilateral) opposition - одномерная оппозиция, т.е. совокупность признаков, которыми обладают в равной мере оба члена оппозиции. Она присуща только этим двум членам оппозиции и не присуща никакому другому члену той же системы. Напр., англ. [p - b], [t - d], [k - g], [b - m], [d - n], [g - n], [f - v], [s - z], [s - j].

Bir o'lchovli oppozitsiya - a'zolariga tegishli belgilar yig'indisi faqat shu fonemalarga tegishli bo'lib, sistemadagi boshqa a'zoga teg'shli emas. Masalan, [p - b], [t - d], [k -

g], [b - m], [d - n], [g - n], [f - v].

Unrounded vowels - нелабиализованные гласные, при образовании которых губы не участвуют. Напр., [i:, e, i, ae, л, э:, э, a:].

Lablanmagan unlilar talaffuzida lablar ishtirok etmovchi unlilar. Masalan: [i, e, a].

Uvular consonants - увулярные или языковые согласные, артикулируемые нёбным язычком или задней спинкой языка. Напр., узб. [g'] и франц. [r].

Uvulyar undoshlar - kichik til yordamida hosil bo'luvchi tovushlar. Masalan, o'zbekcha [g'], fransuz tilida [r].

Variations of the phoneme второстепенные звуки, относящиеся к определенной фонеме и отличающиеся от ее вариантов (аллофонов).

Fonemaning variatsiyasi - fonemaning asosiy variantidan (allofonidan) farqlanuvchi ikkinchi darajali tovushlar.

Variphone - Варифон (свободная фонема). Совокупность реализации определенной фонемы, необусловленной позиционными изменениями и произвольно возникающей в разных диалектах.

Varifon (erkin fonema). Ma'lum fonemaning pozitsion o'zgarishlar bilan bog'liq bo'lmagan va turli dialektlarda uchraydigan vakillarining yig'indisi.

Velar consonants - Велярные, задненёбные согласные, образуемые нёбной занавеской. Напр., [k, g].

Tanglay, til orqa (velar) undoshlari (yoki chuqur til orqa undoshlar); til orqa qismining tanglayning orqa qismiga tomon ko'tarilishi bilan talaffuz etiluvchi tovushlar. Masalan, [q, g', x].

Velarization - веляризация (отверждение). Дополнительная артикуляция (подъем) задней части спинки языка по направлению к заднему или мягкому нёбу, что вызывает твердость согласных.

Velyarizatsiya - til orqa qismining yumshoq tanglayga ko'tarilishi orqali qattiqlashuv hodisasi. Masalan, qattiq [t].

Voiced consonants - звонкие согласные, при образовании которых голосовые связки вибрируют: [d, z, ʒ, dʒ, ʒ, v, b, g],

Jarangli undoshlar talaffuzida tovush paychalari titraydigan undoshlar. Masalan, [b, d, g, z, v] kabi.

Voiceless consonants - глухие согласные, при артикуляции которых голосовые связки не вибрируют.

Jarangsiz undoshlar. Talaffuzida tovush paychalari tit- ramaydigan undosh tovushlar. Masalan: [p, t, k, s, f] kabi.

Word stress - словесное ударение; выделение слога или слогов в слове.

So'z urg'usi; so'zdagi bo'g'in yoki bo'g'inlami ajratuvchi urg'u

THEMES FOR INDEPENDENT STUDY

Фан бўйича талаба мустақил ишлари мавзулари, тақдимот мавзулари, мустақил ишга ажратилган соат. Мустақил ишларни бажариш бўйича умумий тавсиялар.

Mustaqil ishni tashkil etishning shakli va mazmuni

Talaba mustaqil ishni tayyorlashda muayyan fanning xususiyatlarini xisobga olgan holda quyidagi shakllardan foydalanish tavsiya etiladi:

- darslik va o'quv qo'llanmalar bo'yicha fan boblari va mavzularini o'rganish;
- tarqatma materiallar bo'yicha ma'ruzalar qismini o'zlashtirish;
- maxsus adabiyotlar bo'yicha fanlar bo'limlari yoki mavzulari ustida ishlash;
- talabaning o'quv ilmiy-tadqiqot ishlarini bajarish bilan boqliq bo'lgan fanlar bo'limlari va mavzularni chuqur o'rganish;
- faol va muammoli o'qitish uslubidan foydalaniladigan o'quv mashg'ulotlari;
- masofaviy (distantion ta'lim).

Tavsiya etilayotgan mustaqil ishlarning mavzulari:

Darslik va o'quv qo'llanmalarining (ularning to'la ta'minlanganligi taqdirda) boblari va mavzularini o'rganish. Tarqatma materiallar bo'yicha ma'ruza qismlarini o'zlashtirish. O'qitish va nazorat qilishning avtomatlashtirilgan tizimlari bilan ishlash. Fanning boblari va mavzulari ustida ishlash.

Ingliz tilining nazariy fonetikasi fanidan nazariy va amaliy mashqulotlar o'tish davomida talabalarni ijodiy jarayonga yo'naltirish, ularni taqlil qilish, mustaqil ishlashga o'rgatish, mashqlar bajarish. Badiiy asarlarni estetik-g'oyaviy jihatdan tahlil qilish, klassik asarlar matni ustida ishlash, adabiy jarayonni kuzatib borish. Malakaviy amaliyotni o'tish chog'ida yangi texnika, jihozlar, keng ko'lamli ilmiy ish olib borishga qulay jarayonlar va texnologiyalarni o'rganish. Talabalarning ilmiy-tadqiqot ishlarini bajarish bilan boqliq holda fanning muayyan boblari va mavzularini chuqur o'rganish.

Tavsiya etilayotgan mustaqil ish mavzulari:

1. Who is the founder of the phonological theory? What periods can be distinguished in the formation of the phonological theory?
2. What phonological trends exist in the USA?
3. The Principal Types of English Pronunciation.
4. What is a national language? What is a literary variant of a language?
5. Explain three principal types of English pronunciation distinguished on the British Isles.
6. What pronunciation types exist in the USA? The differences exist between GB and GA pronunciation.
7. The System of Consonant Phonemes.
8. The distinction between a vowel and a consonant sound.

9. Phonological oppositions exist between the English (Uzbek and Russian) consonants according to the manner of production.
10. Allophonic variations of consonant phonemes are distinguished in English.
11. The System of Vowel Phonemes.
12. General principles of classifying vowels.
13. What vowels are unstressed? Explain the phonological status of /ə/.
14. Reduction. What types of reduction may be distinguished?
15. The Syllabic Structure of English.
16. Syllable. The classification of syllables. What types of syllables exist in English (Uzbek and Russian).

LIST OF USED LITERATURE

Dasturning informatsion -uslubiy ta'minoti

Mazkur fanni o'qitish jarayonida ta'limning zamonaviy metodlari, pedagogik va axborot- kommunikatsiya texnologiyalari qo'llanilishi nazarda tutilgan.

Ma'ruza darslarda zamonaviy kompyuter texnologiyalari yordamida prezentatsion va elektron – didaktik texnologiyalardan, seminar va amaliy mashqulotlarda aqliy xujum, guruhli fikrlash va boshqa pedagogik texnologiyalardan foydalanish nazarda tutiladi.

Foydalaniladigan asosiy darsliklar va o'quv qo'llanmalar ro'yxati

Asosiy darsliklar va o'quv qo'llanmalar

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BASIC ABSTRACT

Lecture 1. Phonetics as a Linguistic Science

Language as “the most important means of human intercourse” exists in the material form of speech sounds. It cannot exist without being spoken. Oral speech is the primary process of communication by means of language. Written speech is secondary; it represents what exists in oral speech.

In oral speech grammar and vocabulary as language aspects are expressed in sounds. The modification of words and their combination into sentences are first of all phonetic phenomena. We cannot change the grammatical form of a verb or a noun without changing the corresponding sounds. The communicative type of sentences can often be determined only by intonation. Hence the importance of the sound (phonetic) aspect of a language is obvious. To speak any language a person must know nearly all the 100% of its phonetics while only 50-90% of the grammar and 1% (1) of the vocabulary may be sufficient.

Lecture 2. Phonological Theories

I.A. Baudouin de Courtenay defined the phoneme as the «psychological» equivalent of the speech sound». But he was aware of the fact that acoustic and motor images of the speech sound do not correspond to each other. I.A. Baudouin de Courtenay also tried to analyse phonemes on the bases of phonetic alternations in morphemes. Besides psychological and morphological definitions of the phoneme, he could propose the distinctive function of the speech sound in notions’ as he considered that words may be realized in notions. I.A. Baudouin de Courtenay repeatedly stated

The St. Petersburg Phonological School. L.V. Scherba Phonemic Concept

The Moscow Phonological School

The Prague Phonological School

The London Phonological School

Phonological Trends in the USA

Lecture 3. Types of English Pronunciation

There is wide range of pronunciation of any language, the English language as well. The pronunciation of almost every locality in the British Isles has peculiar features that distinguish it from other varieties of English pronunciation. Moreover pronunciation is socially influenced, i.e. it is influenced by education and upbringing. At the same time all these varieties have much more in common that what differentiates them. They are varieties of one and the same language, the English language.

The varieties that are spoken by a socially limited number of people only in certain localities are known as dialects.

Due to communication media (radio, TV, cinema), the increased mobility of the population, concentration of the population in the cities, the dialectal differences are becoming less marked. That, of course, does not mean that the pronunciation of a Manchester dialect speaker does not differ from the pronunciation of a London dialect speaker. Dialect speakers are, as a rule, the less educated part of the population. With the more educated people pronunciation generally tends to conform to a particular standard. In present-day English the number of local speech dialects is being reduced to a fewer, more or less general, regional types.

Lecture 4. The Vowel System of English

Vowels are speech sounds based on voice which is modified in the supralaryngeal cavities. There is no obstruction in their articulation. The muscular tension is spread evenly throughout the speech organs. The force of the air stream is rather weak.

D. Jones gives the following definition: "A vowel (in normal speech) is defined as a voiced sound in forming which the air issues in a continuous stream through the pharynx and mouth, there being no obstruction and no narrowing such as would cause audible friction.

All other sounds (in normal speech) are called consonants."

The fact the vowels are usually syllabic, doesn't mean that consonants are incapable of forming syllables. On the contrary, they may be syllabic too, and we find many instances in the English language of the syllabic sonorants forming syllables by themselves.

Acoustically, vowels are musical sounds. Nevertheless, in the formation vowels considerable noise-producing narrowings are sometimes created; on the other hand, some consonants possess musical tone.

Lecture 5. The Consonant System of English

The distinction between vowels and consonants is a very old one. The principle of this division, however, is not sufficiently clear up to the present time, the boundary between them being rather uncertain. The old term, "consonants" precludes the idea that consonants cannot be pronounced without vowels. Yet we know that they can and often are; for instance, in the sound that calls for silence: [ʃ:].

An indispensable constituent of a consonant is noise. The source of noise is an obstruction. There are the following types of obstruction in the production of consonant: 1) complete occlusion (closure), 2) constriction (narrowing) and 3) occlusion-constriction (closure immediately followed by a constriction).

The noise produced by the removal of a closure is that of a plosion, the noise resulting from the movement of the air stream in the narrowing is that of friction. The two effects are combined when closure is followed by a narrowing.

The acoustic character of a consonant is conditioned by its articulation.

Plosives and affricates (e.g. /t, d, tʃ, dʒ/) differ from fricatives (e.g. /f, v/) mainly in that part of their spectra which corresponds to the articulatory "stop". A

plosive is characterized by the absence of noise in part of the spectrum. The plosion is marked by a burst of noise, i.e. the formant of noise appears.

Fricatives are characterized by the presence of a noise formant throughout the spectrum.

Hence plosives and affricates are classed as discontinuous and fricatives as continuant.

Lecture 6. The Syllabic Structure of English

One of the physiological theories is the expiratory, or chest pulse, theory. It defines the syllable as a sound or a group of sounds that are pronounced in one chest pulse, accompanied by increases in air pressure. There are as many syllables in a word as there are chest pulses (expirations) made during the utterance of the word. Each vowel sound is pronounced with increased expiration. Consequently, vowels are always syllabic. Boundaries between syllables are in the places where there occur changes in the air pressure. The American phonetician R.H. Stetson, who tried to prove the validity of the expiratory theory, measured the action of the respiratory muscles and pointed out the existence of a relationship between syllables and the stimulation of the respiratory muscles. But later scholars doubted Stetson's results. A.C. Gimson notes that it is doubtful whether a double chest pulse will be evident in the pronunciation of juxtaposed vowels as, for instance, in "seeing" /si:-ɪŋ/, though such words consist of two syllables. It is impossible to explain all cases of syllable formation on the basis of the expiratory theory, and therefore, to determine boundaries between syllables.

Lecture 7. Word Stress in English

Stress is a prosodic (suprasegmental) phenomenon, which characterizes phonetic units higher than segmental phonemes. It can characterize syllables, rhythmic groups, intonation groups and utterances.

Linguists generally distinguish between two types of stress: word stress and sentence stress.

Word stress is a feature of the phonetic structure of a word as a vocabulary unit, i.e. of a word pronounced in isolation. Word stress, as all other phonetic phenomena, can be described and analyzed on three different levels: the auditory level, the acoustic level and the linguistic level.

The auditory impression of word stress is that of prominence. Therefore, on the auditory level, word stress is generally defined as the greater degree of special prominence given to one or more syllables in one and the same word.

But it should be emphasized that word stress refers to the relative prominence of all the syllables of a word. One or more syllables of the word may be marked by different degrees of prominence as compared to the rest of the syllables of the same word. There may be one prominent syllable in a word (as in "mother"), two equally prominent syllables (as in "'misbe'have"), two unequally prominent syllables (as in

“e,xami'nation”) or more prominent syllables (as in “'unre,lia'bility”). And this correlation of degrees of prominence in the syllables of a word forms the accentual structure of the word.

Lecture 8. The Intonation System of English

Acoustically, intonation is a complex combination of varying fundamental frequency, intensity and duration (see the intonograms).

Speech melody is primarily related with fundamental frequency, tempo – with duration. But there is no one – to – one relation between any of the acoustic parameters and stress, any parameter and rhythm. About the acoustic nature of voice timbre little is known as yet.

On the articulatory, or production, level intonation is a complex phenomenon. In the production of speech melody the subglottal, laryngeal and supraglottal respiratory nucleus regulate the subglottal air – pressure, which makes the vocal cords vibrate. An increase of subglottal pressure raise the pith of the voice, and its decrease lowers the pith.

There is no single mechanism to which the production of stress can be attributed.

Further investigations are necessary to discover the articulatory mechanisms of the components of intonation.

The definition of intonation given above is a broad definition. It reflects the actual interconnection and interaction of melody, sentence stress, rhythm and timbre in speech.

A great number of phoneticians abroad, including Jones, Armstrong and Ward, Pike, Kingdon, Gimson, O'Connor and Arnold define intonation as the variation of the pitch of the voice, thus reducing it to just one component – speech melody. This is a narrow definition of intonation.

Modification of Phonemes in Speech

In a speech continuum sounds are so closely one to another it is hardly to say exactly where the articulatory and acoustic boundary between the sounds occurs. The reason of this is the fact that while one sound is being formed the speech organs are already moving on to the position in which the next sound is to be formed. So the articulation of a sound in a speech continuum is modified under the influence of neighbouring sounds.

For purposes of analysis it is convenient to distinguish between the following three phases in the articulation of an isolated speech sound;

- (1) the initial phase, when the speech organs are placed in the position necessary to produce the sound;
 - (2) the central phase, during which the speech organs retain their position for a certain period of time;
 - (3) The final phase, during which the speech organs return to a position of rest.
- In connected speech the phases of the sounds interpenetrate.

The extent to which the phases of the neighbouring sounds interpenetrate depends mainly on the nature of those sounds (whether both the sounds are consonants, or one of them is a consonant and the other a vowel).

When the neighbouring sounds are of a different nature (e.g. a consonant+ a vowel, or vice versa), the final phase of the first sound penetrates into the initial phase of the following sound, and both the sounds are but slightly modified. This process is called accommodation.

PHONOSTYLISTICS

The branch of linguistics, which focuses on the study of styles, is called **stylistics**. The word *stylistics* was first registered in English dictionaries in 1882. It meant 'the science of literary style; the study of stylistic features'.

Modern stylistics was elaborated at the end of the 19th century - the beginning of the 20th century. It has inherited much from ancient **rhetoric**, the art of public speaking and writing that appeared in the 5th century BC. Rhetoric dealt with the choice of words in sentences and their detailed organization (*elocutio*). Modern stylistics is reconsidering, from a different perspective, the problems that formerly constituted the object of rhetoric.

Stylistics further splits into a number of interrelated disciplines that investigate style from different angles. The subject-matter of **phonetic stylistics** (or **phonostylistics**) is versatile and not clearly determined. It studies variation in the use of sounds of a language, its phonetic expressive inventory, as well as typical prosodic features of different types of discourses and registers.

TEACHING MATERIALS (LECTURES, METHODOLOGICAL PACKAGES)

LECTURE 1

Phonetics as a Linguistic Science

Questions to be discussed:

1. Introduction to Phonetics
2. Connection of Phonetics with Other Sciences
3. Aspects of Speech Sounds
4. Branches of Phonetics
5. Methods of Phonetic Investigation
6. Significance of Phonetics

1. Introduction to Phonetics

The problem questions:

2. What aspects of phonetics do we distinguish?

3. Why do we use transcription?

Language as “the most important means of human intercourse” exists in the material form of speech sounds. It cannot exist without being spoken. Oral speech is the primary process of communication by means of language. Written speech is secondary; it represents what exists in oral speech.

The terms “phonetics” and “phonetic” come from the Greek word $\varphi\omega\nu\eta$ (fo:ne:) sound. The term “phonetics” may denote either the phonetic system of a concrete language or the phonetic science. Both the phonetic system of a language and the phonetic science are inseparably connected with each other but at the same time the one cannot be taken for the other. The phonetic system of a language is an objective reality while the phonetic science is a reflected reality.

Phonetics as a science is a branch of linguistics. It is concerned with the study of the sound system of a language. Phonetics has a long history. It was known to the ancient Greeks and Hindus. But up to the 19th century it was considered to be a part of grammar. As an independent linguistic science it began to develop in Russia and Western Europe in the 2nd half of the 19th century.

Connection of Phonetics with Other Sciences

Aspects of Speech Sounds

Consequently, sound phenomena have different aspects, which are closely interconnected: articulatory, acoustic, auditory and linguistic.

Branches of Phonetics

Besides the three branches given above there are other branches of phonetics: special, general, historical, descriptive, comparative, applied.

Special phonetics is concerned with the study of the phonetics system of a concrete language. When the phonetic system is studied in its static form, at a particular period (synchronically, we speak about descriptive phonetics. When the

system is studied in its historical development (diachronically) we speak about historical, or evolutionary phonetics. Historical phonetics uses the philological method of investigation. It studies written documents and compares the spelling and pronunciation of one and the same word in different periods of the history of the language.

Generally phonetics is concerned with the study of man's sound-producing possibilities and the functioning of his speech mechanism.

Self-control questions

1. What does the term "language" denote?
2. Explain the theoretical and practical importance of phonetics.
3. What types of phonetics do you know?
4. What aspects of phonetics do we distinguish?

LECTURE 2

Phonological Theories

Questions to be discussed:

1. I.A. Baudouin de Courtenay's Theory of Phonology
2. The St. Petersburg Phonological School. L.V. Scherba's Phonemic Concept
3. The Moscow Phonological School
4. The Prague Phonological School
5. The London Phonological School
6. Phonological Trends in the USA

I.A. Baudouin de Courtenay's Theory of Phonology

The problem question: What marked differences exist between the theories of St. Petersburg and Moscow phonological schools?

The formation of the phonological theory may be divided into two periods:

1. **The «prephoneme» period**, i.e. when there was no distinction between «speech sound» and «phoneme» until 1870;
2. **The «phonemic» period**, which began in 1870 and includes the twentieth century. In this period the basic phonetic and phonological terms and concepts were proposed, and the distinction between the actually pronounced speech sounds and the phonemes as functional units of the language was recognized.

The St. Petersburg Phonological School. L.V. Scherba Phonemic Concept

The St. Petersburg Phonological School's theory is closely connected with the name of academician Lev Vladimirovich Shcherba (1880-1944), a talented student of I.A. Baudouin de Courtenay. L.V. Shcherba developed the phonemic concept represented by his research advisor. L.V. Shcherba repeatedly stressed the differential function of the phoneme.

The Moscow Phonological School

Another scientific approach to the phoneme concept in Russia is known as the Moscow phonological school. This school is represented by R.I. Avanesov, V.N.

Sidorov, A.A. Reformatsky (1901-1978), P.S. Kuznetsov (1899-1968), A.M. Sukhotin, M.V. Panov, N.F. Jakovlev.

One of the first linguists to give a definition of phoneme void of psychologic elements was N.F. Jakovlev: «Phonemes are understood those phonic properties that can be analyzed from the speech flow as the shortest elements serving to differentiate units of meaning.

The London Phonological School

There is a long tradition of phonetic and phonological studies in England. One of the first linguists who made a serious study in English phonetics was Henry Sweet. He distinguished broad and narrow transcriptions and gave the classification of English vowels and consonants in his "Handbook of Phonetics" (Oxford, 1877).

Under "The London Phonological School" we mean the theory and methods of phonetic and phonological analysis proposed by the British linguists. This school is represented by J.R. Firth, Daniel Jones, D. Abercrombie, I. Ward, L. Armstrong, D. B. Fry, H. Kingdon, J.D. O'Connor, A.C. Gimson. The British linguists presented original idea on phonemic and prosodic analysis. Well-known British linguist D. Jones and J.R. Firth gave brief explanations of the phoneme concept.

Self-control questions

1. Who is the founder of the phonological theory?
2. Explain I.A. Baudoin de Courtenay's phonological theory. How did he define the phoneme?
3. Give L.V. Scherba's definition of the phoneme.
4. Give the definition of the phoneme by the Moscow Phonological School.
5. What marked differences exist between the theories of St. Petersburg and Moscow phonological schools?

LECTURE 3

Types of English Pronunciation

Questions to be discussed:

4. Types of English Pronunciation
5. Types of Received Pronunciation
6. Northern English Pronunciation
7. Scottish English Pronunciation
8. American English Pronunciation
9. Canadian English Pronunciation
10. Australian English Pronunciation
11. New Zealand English Pronunciation
12. The South African English Pronunciation

Types of English Pronunciation

The problem question: Why has RP been chosen as a standard for teaching in many countries?

There is wide range of pronunciation of any language, the English language as well. The pronunciation of almost every locality in the British Isles has peculiar features that distinguish it from other varieties of English pronunciation. Moreover pronunciation is socially influenced, i.e. it is influenced by education and upbringing. At the same time all these varieties have much more in common than what differentiates them. They are varieties of one and the same language, the English language.

The varieties that are spoken by a socially limited number of people only in certain localities are known as dialects.

Due to communication media (radio, TV, cinema), the increased mobility of the population, concentration of the population in the cities, the dialectal differences are becoming less marked. That, of course, does not mean that the pronunciation of a Manchester dialect speaker does not differ from the pronunciation of a London dialect speaker. Dialect speakers are, as a rule, the less educated part of the population. With the more educated people pronunciation generally tends to conform to a particular standard. In present-day English the number of local speech dialects is being reduced to a fewer, more or less general, regional types.

Every regional type of pronunciation is characterized by features that are common to all the dialects used in the region. The dialects, in their turn, are marked one from another by a number of peculiarities specific to each of them.

The orthoepic norm of a language is the standard pronunciation adopted by native speakers as the right and proper way of speaking. It comprises the variants of pronunciation which reflect the main tendencies in pronunciation that exist in the language. It is the pronunciation used by the most educated part of the population, the pronunciation that is recorded in pronouncing dictionaries as the best.

Self-control questions

What is a national language?

What is a literary variant of a language?

What is an orthoepic norm?

Why has RP been chosen as a standard for teaching in many countries?

LECTURE 4

The Vowel System of English

Questions to be discussed:

1. Vowel-Consonant Distinction
2. General Principles of Vowel Formation
3. The Phonological Status of Diphthongs
4. The Articulatory Classification of Vowels
5. The Acoustic Classification of Vowels
6. Unstressed Vowels in English

Vowel-Consonant Distinctions

The problem questions: What are the two basic approaches to the Phonological status of vowels? According to what principles we distinguish vowels as compact and diffuse?

Speech sounds are divided into two main classes – vowels and consonants.

The main articulatory principles according to which speech sounds are classified are as follows:

- the presence or absence of obstruction;
- the distribution of muscular tension;
- the force of the air stream coming from the lungs.

Vowels are speech sounds based on voice which is modified in the supralaryngeal cavities. There is no obstruction in their articulation. The muscular tension is spread evenly throughout the speech organs. The force of the air stream is rather weak.

Consonants are speech sounds in the articulation of which the air stream is obstructed. The removal of this obstruction causes noise, an acoustic effect (plosion or friction) which is perceived as a certain consonant. The muscular tension is concentrated at the place of obstruction. The air stream is strong.

The articulatory boundary between vowels and consonants is not well marked. There exist speech sounds that occupy an intermediate position between vowels and consonants and have common features with both. These are sonants (or sonorous sounds /m, n, ŋ, j, l, w, r/). Like vowels they are based on voice. There is an obstruction in their articulation and the muscular tension is concentrated at the place of obstruction as in the production of consonants. But the air passage is wide and the force of the air is weak as in the case of vowels. Because of their strong vocalic characteristics some sonants /w, j, r/ are referred to as semi-vowels.

From the acoustic point of view vowels are complex periodic vibrations-tones. They are combinations of the main tone and overtones amplified by the supralaryngeal cavities.

Self-control questions

1. What are the main differences between vowels and consonants?
2. What are the 7 principles of classification of vowels?
3. What are the two basic approaches to the Phonological status of vowels?
4. What classes of vowels are distinguished by the horizontal movement of the tongue?
5. What classes of vowels are distinguished by the vertical movement of the tongue?

LECTURE 5

The Consonant System of English

Questions to be discussed:

1. General Principles of Consonant Formation

2. The Articulatory Classification of English Consonants
3. The Acoustic Classification of English Consonants
4. Dichotomic Classification of the Acoustic Distinctive Features of English
5. Consonant Phonemes and its Articulatory Correlates
6. Allophonic Variations of English Consonant Phonemes

1. General Principles of Consonant Formation

The problem questions:

9. *How are the consonants classified according to the position of the soft palate?*

10. *What consonants are called discontinuous and continuant?*

The distinction between vowels and consonants is a very old one. The principle of this division, however, is not sufficiently clear up to the present time, the boundary between them being rather uncertain. The old term, “consonants” precludes the idea that consonants cannot be pronounced without vowels. Yet we know that they can and often are; for instance, in the sound that calls for silence: [ʃ:].

The fact vowels are usually syllabic, does not mean that consonants are incapable of forming syllables. On the contrary, they may be syllabic too, and we find many instances in the English language of syllabic sonorants forming syllables by themselves.

Acoustically, vowels are musical sounds. Nevertheless, in the formation of vowels considerable noise-producing narrowings are sometimes created; on the other hand, some consonants possess musical tone.

According to Prof. D. Jones: “The distinction between vowels and consonants is not an arbitrary physiological distinction. It is in reality a distinction based on acoustic considerations, namely on the **relative sonority or carrying power** of the various sounds.” In the opinion of D. Jones, vowels are more sonorous than consonants. This is correct in most cases, but some consonants, especially sonorants, are very sonorous (for example, [l], [m], [n], [ŋ]).

Self-control questions

1. What are the general principles of Consonant function?
2. How are English consonants classified according to the type of obstruction and the manner of production of noise?
3. How are the English Consonants classified according to the active speech organ?
4. How do we classify consonants according to the place of obstruction?
5. How do we classify consonants according to the presence or absence of voice?

LECTURE 6

The Syllabic Structure of English

Questions to be discussed:

1. The Definition of a Syllable
2. Theories of Syllable Formation and Syllable Division
3. Syllable Formation and Syllable Division in English
4. The Syllable Structure of English

5. Functions of Syllable
6. The Phonological Status of Syllables

1. The Definition of a Syllable

In the speech continuum sounds are not pronounced separately “by themselves”. The final and the initial phases of the articulation of two neighbouring sounds interpenetrate. So it is practically impossible to draw articulatory and, consequently, acoustic boundaries between them. Sounds are the smallest phonetic units resulting from the linguistic analysis as representatives of phonemes, though they are not articulatory ones.

The minimal pronunciation (articulatory) unit is the syllable which may consist of sound or a group of sounds. The notion of the syllable is one of the fundamental notions of phonetics.

The problem of the syllable in modern phonetics is the problem of syllable formation, syllable division and the phonological status of the syllable. Phoneticians are not always in agreement in their definition of the syllable. This is due to the fact that the syllable may be defined in different ways – functionally, physiologically, acoustically.

According to the oldest conception, expressed by the ancient Greek scholars, the syllable consists of a vowel, surrounded by consonants. The function of the vowel in the syllable is to serve as its nucleus, or peak. The function of the consonants is to be the margins of the syllable. Hence the name consonant, which means “sounding with something” (con + sonorant), incapable of sounding alone. This definition of the syllables is inapplicable to all languages. There are languages where a syllable may consist of consonants only. For instance, in Czech – “krk” (neck), in English – the second syllable of words like “garden” /gɑ:-dn/, “needn’t” /ˈni:-dnt/, “fasten” /fɑ:-sn/, “lighten” /laɪ-tn/.

Self-control questions

1. What is a syllable?
2. What theories of syllable formation and syllable division do you know?
3. What is relative sonority theory?
4. What is the essence of the expiratory theory?
5. Explain L. V. Sherba’s 3 types of consonants theory.

LECTURE 7

Word Stress in English

Questions to be discussed:

9. Stress as a Suprasegmental Unit
10. Types of Stress in Languages
11. Approaches to Explain Nature of Stress
12. Degrees of Stress
13. Accentual Structure of English Words

14. The Place of Word Stress in English
15. Functions of Word Stress
16. Accentual Tendencies in English

1. Stress as a Suprasegmental Unit

Stress is a prosodic (suprasegmental) phenomenon, which characterizes phonetic units higher than segmental phonemes. It can characterize syllables, rhythmic groups, intonation groups and utterances.

Linguists generally distinguish between two types of stress: word stress and sentence stress.

Word stress is a feature of the phonetic structure of a word as a vocabulary unit, i.e. of a word pronounced in isolation. Word stress, as all other phonetic phenomena, can be described and analyzed on three different levels: the auditory level, the acoustic level and the linguistic level.

The auditory impression of word stress is that of prominence. Therefore, on the auditory level, word stress is generally defined as the greater degree of special prominence given to one or more syllables in one and the same word.

But it should be emphasized that word stress refers to the relative prominence of all the syllables of a word. One or more syllables of the word may be marked by different degrees of prominence as compared to the rest of the syllables of the same word. There may be one prominent syllable in a word (as in “mother”), two equally prominent syllables (as in “'misbe'have”), two unequally prominent syllables (as in “e,xami'nation”) or more prominent syllables (as in “'unre,lia'bility”). And this correlation of degrees of prominence in the syllables of a word forms the accentual structure of the word.

Monosyllabic words, therefore, have no accentual structure, and they cannot be said to have, by themselves, one degree of stress rather than another. But it is generally agreed that in isolation a monosyllabic word is stressed.

The accentual structure of a word is generally perceived without difficulty. People easily distinguish between “'subject” and “sub'ject”.

Self-control questions

1. What is the definition of stress?
2. Explain Segmental and Suprasegmental units.
3. What approaches exist to explain the nature of stress?
4. What can you say about degrees of stress?
5. How many accentual structures of English word stress do you know?

LECTURE 8

The Intonation System of English

Questions to be discussed:

1. Narrow and Broad Definitions of Intonation
2. Intonation and Prosody
3. Rhythmic Group and Intonation Group

4. Syntagm Theory
5. Elements of an Intonation Group
6. Functions of Intonation
7. Summary

1. Narrow and Broad Definitions of Intonation

Phonemes, syllables and words, as lower – level linguistic units, constitute a higher phonetic unit – the utterance. Every concrete utterance, alongside of its phonemic and syllabic structures has a certain intonation.

Most Russian and Uzbek phoneticians define intonation as a complex unity of speech melody, sentence stress, tempo, rhythm and voice timbre, which enables the speaker to express his thoughts, emotions and attitudes towards the contents of the utterance and the hearer. Speech melody, sentence stress, tempo, rhythm and timbre are all components of intonation. These are perceptible qualities of intonation.

Acoustically, intonation is a complex combination of varying fundamental frequency, intensity and duration (see the intonograms).

Speech melody is primarily related with fundamental frequency, tempo – with duration. But there is no one – to – one relation between any of the acoustic parameters and stress, any parameter and rhythm. About the acoustic nature of voice timbre little is known as yet.

On the articulatory, or production, level intonation is a complex phenomenon. In the production of speech melody the subglottal, laryngeal and supraglottal respiratory nucleus regulate the subglottal air – pressure, which makes the vocal cords vibrate. An increase of subglottal pressure raise the pith of the voice, and its decrease lowers the pith.

There is no single mechanism to which the production of stress can be attributed.

Further investigations are necessary to discover the articulatory mechanisms of the components of intonation.

The definition of intonation given above is a broad definition. It reflects the actual interconnection and interaction of melody, sentence stress, rhythm and timbre in speech.

A great number of phoneticians abroad, including Jones, Armstrong and Ward, Pike, Kingdon, Gimson, O'Connor and Arnold define intonation as the variation of the pitch of the voice, thus reducing it to just one component – speech melody. This is a narrow definition of intonation.

Summary

Thus, the linguistic character or intonation can be summarized in the following way:

1. Intonation is significant and meaningful.
2. Intonation is systematic. It is not invented in speaking but produced according to the system of intonation structures of a given language.
3. Intonation is a characteristic feature of each concrete language and cannot be used in speaking another language.

Seminar 1 Phonetic as a science.

Identified aims of the lesson:

- To acquaint the students with the notions of “phonetics”
- To acquaint the students with general theories in the field of phonetics

The main notions: linguistics, phonetics, phonology, sound, voice, general phonetics, special phonetics, articulation, the sound system, syllabic structure, word-stress, intonation.

The form of the lesson: working in groups and separately

Equipment: book, desk, distributing materials etc.

Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis

Seminar1

To speak about: Consequently, sound phenomena have different aspects, which are closely interconnected: articulatory, acoustic, auditory and linguistic.

The articulatory (sound-production) aspect. Speech sounds are products of human organism. They result from the activities of the diaphragm, the lungs, the bronchi, the trachea, the larynx with the vocal cords in it, the pharynx, the mouth cavity with the speech organs situated in it and the nasal cavity.

Sound production is impossible without respiration, which consists of two alternating phases-inspiration and expiration. Speech sounds are based chiefly on expiration, though in some African languages there are sounds produced by inspiration.

Expiration, during which speech sounds are produced, is called phonic expiration. Phonic expiration differs from ordinary biological non-phonic expiration. In phonic expiration the air comes from the lungs not freely but in spurts, because the speech organs often block the air-passage.

The lungs are the source of energy. They supply the air-pressure (the spectral component of sounds) and at the same time they regulate the force of the air-pressure, thus producing variations in the intensity of speech sounds.

Sound production actually takes place in the larynx, the pharynx and the oral and the nasal cavities. The air-stream coming from the lungs undergoes important modifications in them.

One part of sound production is phonation, or voice-production.

When the vocal cords, situated in the larynx, are tensed and brought loosely together, the air-pressure below the vocal cords becomes very high and the air comes from the lungs in regular puffs making the vocal cords vibrate. Their vibrations are complex and, mainly, regular or periodic. The regular vibrations of the vocal cords are transmitted to the air-stream and the acoustic effect perceived by the human ear is that of a vocal tone.

This is what we call voice.

Self-independent work

Home assignment

Seminar 2. Phonological schools and phoneticians theory

Identified aims of the lesson:

- To acquaint the students with aspects of phoneme
- To acquaint the students with general theories in the field of phoneme
- To acquaint the students with transcription rules

The main notions: phoneme, material aspect, abstract (generalized) aspect, functional aspect, allophones, generalization.

The form of the lesson: working in groups and separately

Equipment: book, desk, distributing materials etc.

Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis

To speak about: I.A. Baudouin de Courtenay defined the phoneme as the «psychological» equivalent of the speech sound». But he was aware of the fact that acoustic and motor images of the speech sound do not correspond to each other. I.A. Baudouin de Courtenay also tried to analyse phonemes on the bases of phonetic alternations in morphemes. Besides psychological and morphological definitions of the phoneme, he could propose the distinctive function of the speech sound in notions' as he considered that words may be realized in notions. I.A. Baudouin de Courtenay repeatedly stated that semantically the utterance breaks up into sentences, sentences into significative words, words into morphological components or morphemes and morphemes into phonemes. As a morpheme is only divided into components of the same nature as itself: these components - phonemes must also be significative.

He admitted the division of morphemes into physical or physiological elements to be unjustified in linguistic analysis. He criticized N.V. Krushevsky's conception of this problem. Incidentally, N.V. Krushevsky, was one of his students who introduced the term «phoneme» at the same time as F. de Saussure, an eminent Swiss linguist did. I.A. Baudouin de Courtenay's fundamental ideas had a great influence on the development of later phonological theories both in our country and abroad.

Self-independent work

Home assignment

Seminar 3. The principal types of English pronunciation.

Identified aims of the lesson:

- To acquaint the students with the notions of "British Type of Pronunciation"
- To acquaint the students with the notion of "American Type of Pronunciation"

The main notions: [r] sound, vocalization, accent, IPA, nasalization, neutralization.

The form of the lesson: working in groups and separately

Equipment: book, desk, distributing materials etc.

Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis

Seminar 3

To speak about: Received pronunciation (RP) appeared about a century ago. It is mainly based on Southern English Pronunciation, but it has developed its own

features which have given it a non-regional character, i.e. there is no district in Britain to which it is native. RP is spoken all over Britain by a comparatively small number of Englishmen who have had the most privileged education in the country – public school education, public schools being the best and most expensive fee-paying schools in the country. Suffice it to say, that almost all the leading positions in the Cabinet, the armed forces, the judiciary are occupied by those who have had public school education. RP is not taught at these schools, “it is absorbed automatically by the pupils” (as D. Jones puts it), for children are sent to live there at the age of 11 when pronunciation is most flexible. The children isolated in the school from their parents and other children, contact only with their teachers and schoolmates, and very soon acquire the so-called “public school accent”, or RP.

Though RP is carefully preserved by the public schools and the privileged class in England, the RP of today differs in some respects from the former classic RP used half a century ago. A. Gimson claims that the exclusive purity of the classic RP has been diluted, as some features of regional types of speech are “received” now, though some 50 years ago those features were considered to be regional, non-RP.

Self-independent work

Home assignment

Seminar 4. Vowel phonemes.

Identified aims of the lesson:

- To acquaint the students with the system of English vowels and consonants
- To acquaint the students with specific traits of English vowels
- To acquaint the students with specific traits of English consonants

The main notions: vowel phoneme, consonant phoneme, monophthongs, diphthongs, diphthongoids, morphophonology.

The form of the lesson: working in groups and separately

Equipment: book, desk, distributing materials etc.

Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis

Seminar 4

To speak about: Various qualities (timbres) of English vowels are determined by the oral resonator – its size, volume and shape. The resonator is modified by the most movable speech organs – the tongue and the lips. Moreover, the quality of a vowel depends on whether the speech organs are tense or lax and whether the force of articulation weakens or is stable throughout articulation.

The position of the speech organs in the articulation of vowels may be kept for a variable period of time.

All these factors predetermine the principles according to which vowels are classified:

according to the horizontal movement of the tongue;

according to the vertical movement of the tongue;

according to the position of the lips;

according to the degree of the muscular tension of the articulatory organs;

according to the force of articulation at the end of a vowel;
according to the stability of articulation;
according to the length of a vowel.

1. According to the first principle English vowels are classified into front /i:, e, æ/ and the nuclei of the diphthongs /eI, εə, aI/, front-retracted /I/ and the nucleus of the diphthong /Iə/, mixed /ɜ:, ə/, back-advanced /u, ʌ, ɑ:/ and the nuclei of the diphthongs /ou, uə/ and back /u:, ɔ:, ɒ/.

Self-independent work **Home assignment**

Seminar 5 The system of the English consonant phoneme.

Identified aims of the lesson:

- To acquaint the students with the system of English consonants
- To acquaint the students with specific traits of English consonants

The main notions: consonant phoneme, monophthongs, diphthongs, diphthongoids, morphophonology.

The form of the lesson: working in groups and separately

Equipment: book, desk, distributing materials etc.

Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis

To speak about: “All other sounds (in normal speech) are called **consonants**”.

I.A. Baudouin de Courtenay has discovered a physiological distinction between vowels and consonants; according to his theory the main principle of their articulation is different: in consonant articulation the muscular tension is concentrated at one point which is the place of articulation in vowel articulation the muscular tension is spread over all the speech organs. Knowing this, we have no difficulty in ascertaining whether one or another particular sound is a vowel or a consonant.

Acoustically, a vowel is a musical sound; it is formed by means of periodic vibrations of the vocal cords in the larynx.

The resulting sound waves are transmitted to the supra-laryngeal cavities (the pharynx and the mouth cavity), where vowels receive their characteristic timbre.

We know from acoustics that the quality of a sound depends on the shape and the size of the resonance chamber, the material which it is made of and, also, on the size and shape of the aperture of its outlet. In the case of vowels, the resonance chamber is always the same – the supra-laryngeal cavities. However, the shape and size of the chamber can be made to vary, depending upon the different positions that the tongue occupies in the mouth cavity; and also depending on any slight alterations in the position of the back wall of the pharynx, the position of the soft palate and of the lips which form the outlet of the resonance chamber. The lips may be neutral or rounded, protruded or not protruded, forming a small or a large aperture, or they may be spread, forming a narrow slit-like opening.

Self-independent work

Home assignment

Seminar 6 Syllable formation and syllable division in English

Identified aims of the lesson:

- To acquaint the students with the system of English syllabic structure
- To acquaint the students with specific traits of English syllable

The main notions: syllable, articulatory effort, phonological status, open syllable, closed syllable, covered syllable

The form of the lesson: working in groups and separately

Equipment: book, desk, distributing materials etc.

Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis

To speak about: One of the physiological theories is the expiratory, or chest pulse, theory. It defines the syllable as a sound or a group of sounds that are pronounced in one chest pulse, accompanied by increases in air pressure. There are as many syllables in a word as there are chest pulses (expirations) made during the utterance of the word. Each vowel sound is pronounced with increased expiration. Consequently, vowels are always syllabic. Boundaries between syllables are in the places where there occur changes in the air pressure. The American phonetician R.H. Stetson, who tried to prove the validity of the expiratory theory, measured the action of the respiratory muscles and pointed out the existence of a relationship between syllables and the stimulation of the respiratory muscles. But later scholars doubted Stetson's results. A.C. Gimson notes that it is doubtful whether a double chest pulse will be evident in the pronunciation of juxtaposed vowels as, for instance, in "seeing" /si:-In/, though such words consist of two syllables. It is impossible to explain all cases of syllable formation on the basis of the expiratory theory, and therefore, to determine boundaries between syllables.

Self-independent work

Home assignment

Seminar 7 The principal system of word Stress

Identified aims of the lesson:

- To acquaint the students with general rules of stress making
- To acquaint the students with different types and components of word-stress

The main notions: word-stress, type, pattern, accentual structure, acoustic, syllable, sentence stress, placement, semantic, morphological, and rhythmic factors.

The form of the lesson: working in groups and separately

Equipment: book, desk, distributing materials etc.

Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis

To speak about: Word stress is a feature of the phonetic structure of a word as a vocabulary unit, i.e. of a word pronounced in isolation. Word stress, as all other phonetic phenomena, can be described and analyzed on three different levels: the auditory level, the acoustic level and the linguistic level.

The auditory impression of word stress is that of prominence. Therefore, on the auditory level, word stress is generally defined as the greater degree of special prominence given to one or more syllables in one and the same word.

But it should be emphasized that word stress refers to the relative prominence of all the syllables of a word. One or more syllables of the word may be marked by different degrees of prominence as compared to the rest of the syllables of the same word. There may be one prominent syllable in a word (as in “mother”), two equally prominent syllables (as in “'misbe'have”), two unequally prominent syllables (as in “e,xami'nation”) or more prominent syllables (as in “'unre,lia'bility”). And this correlation of degrees of prominence in the syllables of a word forms the accentual structure of the word.

Monosyllabic words, therefore, have no accentual structure, and they cannot be said to have, by themselves, one degree of stress rather than another. But it is generally agreed that in isolation a monosyllabic word is stressed.

The accentual structure of a word is generally perceived without difficulty. People easily distinguish between “'subject” and “sub'ject”.

Self-independent work

Home assignment

Seminar 8. Elements of intonation group

Identified aims of the lesson:

- To acquaint the students with the notions of “intonation”
- To acquaint the students with general intonation patterns
- To acquaint the students with functions of intonation

The main notions: intonation, pitch, acoustic, the nucleus, delimitation, integration, pragmatic function, phonostylistics.

The form of the lesson: working in groups and separately

Equipment: book, desk, distributing materials etc.

Methods & methodology: working with a book, method of explanation, practical exercises, method of analysis & synthesis

To speak about: Alongside of the term “intonation” the term “prosody” is widely used. “Prosody” and “prosodic” denote non – segmental phenomena, i.e. those which do not enter into the system of segmental phonemes. The British phonetician Crystal defines prosodic features as “vocal effects constituted by variations along the parameters of pitch, loudness, duration and silence”.

Some phoneticians distinguish the prosody of the syllable from the prosody of the word and the prosody of the syllable from the prosody of the word and the prosody of the utterance. Others apply the terms “prosody” and “prosodic” only to the features pertaining to the syllable and phonetic word or rhythmic group (which are regarded as meaningless prosodic units) and oppose prosody to intonation (which is a meaningful phenomenon).

We adhere to the point of view, that prosodic features pertain not only to syllables, words and rhythmic group, but to the intonation group and the utterance as well, since the latter are constituted by these units.

Therefore the notion of prosody is broader than the notion of intonation as it can characterize both the utterance and its smaller units.

Whatever the views on the linguistic nature of prosodic phenomenon, the phonic substance of prosody is regarded by all phoneticians as the modifications of fundamental frequency, intensity and duration. The most complicated and unsolved problems of prosody are 1) the interaction between its acoustic properties, 2) their functioning in speech and 3) their systematization. Jakobson says that prosody is one of the most difficult and controversial problems of modern linguistic studies.

Self-independent work

Home assignment

Seminar 9. Modification of Phonemes in Speech

Questions to be discussed:

1. The Phenomenon of Assimilation
2. Phonetic Modifications of the Sound Structure of Speech
 - a) Three phases of articulation of speech sounds
 - b) The process of accommodation and its types
 - c) The process of assimilation and its types
 - d) Elision
 - e) Liaison
3. Modifications of the Syllabic Structure of Speech
4. Modifications of the Accentual Structure of Words in Speech.

1. The Phenomenon of Assimilation

Every utterance is a continuous flow of speech interrupted by pauses. There is no break between the sounds, not even between the words. In connected speech the sounds undergo various modifications under the influence of neighbouring sounds and the rhythmic patterns they occur in. Consequently, sounds uttered in isolation are not identical to the sounds uttered in connected speech, not even in smaller phonetic units as a rhythmic group, or a syllable. /p/, for instance, loses its aspiration when preceded by /s/; /l/ is clear when followed by /j/ or a vowel.

When interpreted linguistically, it means that in a speech continuum there appears a variety of realizations of one and the same phoneme, its allophones. The number of allophones of each phoneme is, therefore, no less than the number of phonetic positions in which the phoneme occurs.

The modifications that the sounds undergo in connected speech vary a great deal. The speaker avoids articulatory movements which are not absolutely necessary for intelligibility of speech. But this process is to some extent regulated by the articulatory habits, the orthoepic norm, by the system of phonemes in the language and the system of phonological oppositions the phonemes form in the language.

Thus, in English lenis consonants /b, d, g/ in final position can be voiceless, but they cannot be replaced by fortis /p, t, k/, as in English fortis and lenis consonants distinguish words (e.g. “cab-cap”, “had-hat”, “bag-back”). It has been noted that /l/ may be “clear” or “dark” in one and the same phonetic position; but the “clear” allophone of /l/ does not occur in the positions in which the “dark” allophone of /l/ is used, if the former is used instead of the latter, it is immediately detected by the native speakers as a foreign accent.

Self-control questions

1. What are three phases of speech sounds?
2. Explain the phenomenon of adaptation.
3. What types of accommodation do you know?
4. Explain the phenomenon of assimilation.
5. What types of assimilation do you know?

LECTURE 10 PHONOSTYLISTICS

Questions to be discussed:

1. What is Style?
2. The Origin and Present-day Status of Phonostylistics
3. Phonetics and Discourse
4. Phonosemantics
5. Phonotactics
6. Communication and its Types

1. What is Style?

One of the most important notions of linguistics is that of **style**. In fact, the word "style" has a very broad meaning. The Latin word *stylus*, from which it has originated, meant 'a tool used for writing on waxed tablets'.

Besides linguistics, style can be found in other areas of human knowledge and activity. There is style in architecture (e.g. Gothic, baroque), painting (classical, impressionistic), fashion, and sports. Also, we can speak of the style of one's behaviour, (independent, authoritative, etc.) or lifestyle as a whole. G. Buffon, a French thinker, used to say: "The style is the man himself."

Style is a feature of not only human activity as such but also of its resultant artefacts - works of art, clothes, cars, buildings, etc. Each epoch facilitates the appearance and development of different styles and trends.

Our choice of style is actually determined by a set of codified rules and social restrictions (e.g. choice of particular clothes, speech etiquette acceptable on different social occasions, etc.). Such restrictions are liable to change and can differ from culture to culture.

Self-control questions

1. Where did the term style come from? What did it mean first?

2. What factors influence our choice of style?
3. How did stylistics originate?
4. What is the subject matter of phonetic stylistics?

Give different definitions of discourse.

THEMES FOR SYNOPSIS (GUIDE)

ФАН БЎЙИЧА РЕФЕРАТ ТОПШИРИҚЛАРИ

1. Phonetics as a branch of linguistics
2. Branches of the phonetics
3. Methods of phonetic analysis
4. Connections of phonetics to other sciences
5. Scherba's and Vasiliev's theory
6. What is phoneme
7. Aspects of phoneme
8. Allophone
9. Transcription
10. Phonetic notations
11. Generalization
12. The history of phonological sciences
13. 3 groups of conceptions
14. Neutralization
15. Moscow school
16. Leningrad school
17. Intonation
18. Functions of intonation
19. Distinctive (Phonological) function of intonation
20. The Pragmatic function of intonation
21. The Social function of intonation
22. What is a tempo and its function
23. What is a pause and its function

24. Problems of phonostylistics
25. The role of intonation in conveying the information content of the text
26. Phonetic styles
27. British pronunciation
28. Intonation and non-verbal means of communication
29. Spectrography
30. American pronunciation
31. The Northern Cities Shift
32. The Southern Shift
33. The California Shift
34. General definition of English vowel and consonant phonemes
35. Monophthongs
36. Diphthongs
37. Diphthongoids
38. Opposition
39. Articulatory classification of English consonants and vowels
40. The system of consonant phonemes and the problem of affricates
41. General definition of word-stress. Its types and components
42. Difference between word stress and sentence stress
43. The functions of word-stress