



ФИЛОЛОГИЯ – PHILOLOGY

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Polyanichko Maria*

**Lesgaft National State University of Physical Education, Sport and Health,
St. Petersburg, Russia**

*Correspondence: marias777@rambler.ru

E-mail: marias777@rambler.ru

THE ROLE OF PHONETICS IN STUDYING ENGLISH IN NON-LINGUISTIC UNIVERSITIES

Annotation. The world has changed and so have its demands. Nowadays students even from non-linguistic universities should know at least one foreign language to communicate successfully. Phonetics is considered not only a brunch of linguistics but also one of the main reasons of typical mistakes which students often commit when they study a new foreign language. Aspects needed for the more successful learning of phonetics as the first step of mastering international communicative skills should be taken into consideration, as well as the ways of avoiding typical phonetic mistakes for a more productive studying of a new foreign language.

Phonetic exercises are the essential way in mastering the skills of international communication, as well as studying the phonetic transcription, articulation, sound system, speech structure, diphthongs, intonation, homographs, stress and phonetic exercises. There are a lot of different ways of studying phonetics, such as practical recommendations, examples of using phonetic symbols and ways to avoid typical mistakes, which should be considered.

Phonetics is discovered to be one of the reasons of typical mistakes, which students of non -linguistic universities often commit when they begin to learn a new foreign language. Despite the extensive passive vocabulary of modern students, their erudition and understanding of the rules of elementary grammar, in some cases it is impossible even to understand what language they speak. But it is the sounds uttered by a person that are used in any language to express thoughts. Therefore, it became necessary to single out phonetics from many aspects of any language.

Teaching phonetics as a productive process requires the student to know the structure of the speech apparatus. Successful mastery of this skill will provide the student with a motivational level and a reliable basis for the formation of other speech activities. Therefore, it is worth starting to pay attention to the study of phonetics from the earliest stages of language acquisition to avoid these mistakes and to achieve the best results in mastering the subject.

Keywords: phonetics; transcription; articulation; sound system; speech structure; phonetic alphabet; communication; sounds; diphthongs; intonation; homographs; English language; stress; phonetic exercises.

Introduction

Learning foreign languages today is relevant for many people of all ages, interests, professions, nationalities and social status in all corners of the globe. The world is gradually becoming more open, a flight to other countries takes only a few hours, and people have the opportunity not only to travel more and establish business relations with representatives of other states, but also to do it remotely, without leaving from home - thanks to the development and popularity of the international information network Internet. In our age of crazy information race, access to any information is no longer a luxury, but a necessity.

«Who owns the information, owns the world» [1] are not just the words of a world's most famous financier Nathan Rothschild [2], but also the motto of the modern society. Today, anyone has the opportunity to find, download or gain access to the required information in the original language, be the first to know the latest news and become a participant in events taking place in various countries all over the world, sharing their impressions through social networks, as well as exchanging experiences and opinions with representatives of different cultures. The only obstacle to this can be the language barrier. Despite the fact that both computer programs for simultaneous translation and similar virtual online services are being improved and developed every day, which greatly simplify things by helping people understand the main essence of the information received in a foreign language, still no artificial intelligence can compare with a native speaker and convey all the language nuances. In addition, in order to enter the required information into an international search service with voice recognition, at least you need to pronounce the required words correctly. In addition, if a native speaker can still guess what is being said even from a distorted word form, a computer program will simply give “zero results” instead of all possible ones, and that is all just because of one incorrectly pronounced sound.



Modern world requires the ability to communicate freely, and therefore knowledge of English - as a generally accepted means of international communication - has become not only relevant as never before, but also a meaningful necessity, the basic minimum of required knowledge. It is no coincidence that the study of the discipline "Foreign language" is included in the compulsory curriculum of universities in our country, including non-linguistic ones. The need for learning foreign languages is growing in proportion to the growth of scientific, technical, commercial, cultural and other ties, and the desire of people and governments worldwide to develop cooperation in the development of civilization.

There are about 2800 languages in the world. They are very different, but for all their differences, they are very similar in the most essential things and have much in common with each other. All languages constitute a single class of phenomena. Each language is the property of some collective. Each language is used to express thought with sounds uttered by a person. Sounds are the first thing that small children begin to pronounce in order to convey their desire to their parents. Therefore, it became necessary to single out phonetics from many aspects of any language. The formation of phonetic skills is an indispensable condition for adequate understanding of a speech message. While many aspects of the English language - such as spelling, grammar, syntax, vocabulary - can be learned, pronunciation requires not only memorization, but also much more effort. Teaching correct pronunciation is extremely difficult. Without the correct pronunciation, the manifestation of the communicative function of the language is impossible. Teaching phonetics as a productive process requires the student to know the structure of the speech apparatus, which is a difficult methodological task, since at this stage this information is the most difficult and requires a lot of time and effort from both the teacher and the student. However, if a student masters this skill, then this will provide him with a motivational level and a reliable basis for the formation of other speech activities.

Phonetics as an aspect of learning is understood as the sound structure of a language - the totality of all sound means that make up its material side (sounds, sound combinations, stress, rhythm, melody, intonation, pauses). Language as a means of communication has appeared and exists, first of all, as a sound language and knowledge of its linguistic structure is a prerequisite for communication in any of its forms. Listeners will understand the speech with difficulty, incorrectly or not at all if the speaker violates the phonetic norms of the language. The main task of practical phonetics of the English language comes from the realization of the possibility to speak correctly and beautifully, to express an idea in another language. When teaching phonetics, the techniques of conscious and unconscious imitation are used. Conscious imitation involves communicating pronunciation rules, such as where to raise the tip of the tongue and pronounce a certain sound. Unconscious imitation is the assimilation of the sound system by repeating after the teacher. This is the only way sounds are learned. It is very important to remember how the teacher pronounces words and phrases. The most important thing is that the student does not feel fear for a mistake and strives with all the means at his disposal to realize his communicative intention.

It is important to listen to spoken English as often as possible. It is necessary not only to listen to texts and dialogues, but also to listen how the speaker pronounces certain words exactly, modeling your own pronunciation according to the model. At the same time, speech patterns should be chosen very carefully so as not to spoil your own pronunciation, echoing the speaker's incorrect pronunciation. The world-famous polyglot Kato Lomb [3], the number one figure on the world stage of famous translators, being of Hungarian origin, has gained wide popularity precisely because of her abilities in the field of studying a wide variety of foreign languages, with special emphasis on the study of phonetics. In addition to her native language, she spoke, read and wrote in English, German, Russian, French, could speak and understand Italian, Spanish, Japanese, Chinese, Polish. In addition - thanks to the skills of working with transcription and a correct understanding of phonetics - she read with a dictionary in Bulgarian, Danish, Romanian, Slovak, Ukrainian, Latin and Polish. One of her "golden rules" [4], designed specifically to make it easier for others to learn a foreign language, is: "Don't be afraid to speak, don't be afraid of possible mistakes, but ask to be corrected."

Unlike English, Russian speech is characterized by a general muscular relaxation of the speech apparatus, therefore, in order to rebuild the articulatory base, it is necessary to develop the muscular tension of the speech apparatus and, first of all, the lips, tongue and palatine curtain, for which it is necessary to regularly conduct a series of exercises called articulatory gymnastics. Among the complex of different exercises (including mimic) for different language organs, phonetic exercises are of great importance. The most important thing is that this kind of exercises do not need a fixed place, both during the lessons and in everyday life. Material of phonetic exercises can be individual sounds, sound combinations, words, sentences and small texts containing phonetic phenomena that need training.

The importance of phonetic exercises and their huge social role in human life was immortalized in 1912 by the 56-year-old prominent Irish playwright and novelist, Nobel Prize winner in literature, Bernard Shaw. He is known throughout the world as the author of *Pygmalion*, a story about a poor flower girl from the lower segments of society, whom the London professor of phonetics decided to teach the correct classical pronunciation, giving her out at the end of the story as a duchess. In this play, the author decided to reflect his many years of passion for phonetics. He believed that it was the pronunciation that divided the social groups of England much more than many other factors, and that this injustice must be eliminated [5]. At the same time, Shaw sought to show that there is no impassable gulf between the "lower" and "upper" classes, one has only to teach a person to speak fluently and pronounce the words correctly.

For studying the correct phonetic transcription you can use the page with the phonetic alphabet, which is placed on the first pages of serious dictionaries. It is advisable to choose the Oxford Dictionary, the quality and



correctness of which is beyond doubt. Thanks to this, the student will be able to pronounce correctly even the most difficult words. Moreover, English is a language in which you can never be sure exactly how a word is pronounced without first specifying its phonetic transcription in the dictionary [6], so to achieve the result, first of all, you just need to listen and read as much as possible, memorizing. If we take the standard table of letter combinations of the English language as the basis for understanding the rules of reading and pronunciation, see **Table № 1** [7], [10]:

Table 1 - "Rules for reading a combination of letters and diphthongs"

(Combination of letters)	(Transcription)	(Examples)
1	ee	/ i: / tree
2	ea	/ ɪ: / tea
3	oo	/ u / book
4	th	/ ð//θ/ three,this
5	sh	/ʃ/ she
6	ch	/ tʃ/ chess
7	ph	/ f / photo
8	ck	/ k / black
9	ng	/ŋ/ long
10	wh	/ w / why
11	wr	/ r / write
12	qu	/ kw / queen
13	igh	/ aɪ/ high
14	all	/ oɪ/ ball
15	ai	/ eɪ/ Spain
16	ay	/ eɪ/ day
17	oi	/ oɪ/ point
18	oy	/ oɪ/ boy
19	ow	/ aʊ/ brown
20	ou	/ aʊ/ out
21	ew	/ ju: / new
22	aw	/ ɔ: / draw
23	ee+r	/ ɪə/ engineer
24	ou+r	/ aʊə/ our
25	oo+r	/ ɔ: / door
26	wo+r	/ ɜ: / work
27	ai+r	/ eə/ chair
28	oa+r	/ ɔ: / roar
29	ould	/ ʊd/ could
30	ound	/ aʊnd / round
31	eigh	/ eɪ/ eight
32	-y	/ ɪ/ tiny
33	wa	/ wə/ want
34	au	/ ə/ Paul
35	gh	/ f / laugh
36	aught	/ ɔt / caught

The principle of " any rule`s exceptions" will become visible on the example of the combination of letters (diphthong) "ea" in the words *lead, break, bread*: although all three words have the same combination of letters and a closed syllable, only the first word "lead" is read according to the main rule as /lɪ:d/.

In the word "break" it is already pronounced as |breɪk| , and in "bread" as |brɛd|.

Surely, everyone who studied English came across such a playful definition of this language: "We write - "Manchester", but read - "Liverpool". This happened because the spelling of the language practically did not change over time, but phonetics began to develop at a rapid pace and sound speech evolved so much that the letters for its expression became sorely lacking. This was the reason for such an inconvenience in the English language when so many words had to be simply memorized, because they differed so much from their pronunciation. At the same time, one should pay special attention to the fight against such a beloved habit of transcribing the English sound of a word with the letters of the native language. It radically disfigures its original pronunciation, or even worse, reduces the learner's chances of learning the language correctly.



The most effective way to start acquaintance with the discipline is to spend your energy on studying dictionary phonetic transcription. It is a guarantee for further successful independent work, the skill of which will be useful for life, as well as forever avoiding the aforementioned addiction, and never transcribing, for example, the English word "daughter" in Russian sounds as "doote". In addition, never voice its spelling in Russian letters, such as "даугхтер", choosing instead the only correct option:

[di:] - [eɪ] - [ju:] - [dʒi:] - [etʃ] - [ti:] - [i:] - [ɑ:].

To do this, you can start by studying the simplest tables of the phonetic alphabet and how to use them in everyday speech, as, for example, shown in **Table №. 2** [7], [10]:

Table 2 - "Phonetic alphabet with examples of reading"

Consonants		Vowels\ Diphthongs	
p	pen, copy, happen	i	kit, bid, hymn, minute
b	back, baby, job	e	dress, bed, head, many
t	tea, tight, button	æ	trap, bad
d	day, ladder, odd	ɒ	lot, odd, wash
k	key, clock, school	ʌ	strut, mud, love, blood
g	get, giggle, ghost	ʊ	foot, good, put
tʃ	church, match, nature	i:	fleece, sea, machine
f	fat, coffee, rough, photo	eɪ	face, day, break
v	view, heavy, move	aɪ	price, high, try
θ	thing, author, path	ɔɪ	choice, boy
ð	this, other, smooth	u:	goose, two, blue, group
s	soon, cease, sister	əʊ	goat, show, no
z	zero, music, roses, buzz	aʊ	mouth, now
ʃ	ship, sure, national	ɪə	near, here, weary
ʒ	pleasure, vision	eə	square, fair, various
h	hot, whole, ahead	ɑ:	start, father
m	more, hammer, sum	ɔ:	thought, law, north, war
n	nice, know, funny, sun	ʊə	poor, jury, cure
ŋ	ring, anger, thanks, sung	u	thankyou, influence, situation
l	light, valley, feel		
ɜ:	nurse, stir, learn, refer		
ə	about, common, standard		
i	happy, radiate, glorious		
r	right, wrong, sorry, arrange		
j	yet, use, beauty, few		
w	wet, one, when, queen		

During the study of vocabulary, you must immediately pay attention to the correct stress of the word. Any English word has a certain intonation and its own stress. In English, stress plays an extremely important role - if a person pronounces a word with the wrong stress, the probability that he will not be understood is much higher than if he pronounces this or that sound incorrectly.

Stress can change not only the phonetic transcription of a word, but also its semantic meaning.

Important aspects of English phonetics are diphthongs and different pronunciations of words - homographs. Homographs are words that, unlike homonyms (words that are written and read the same way, but have different meanings), are not only written the same way and have different meanings, but are also read and pronounced differently, for example, **desert** ['dezət] and desert [dɪ'zə:t] [8].



Difficulties in recognizing and reproducing the speech of a foreign language also come from the difference in the perception of the alphabet: the English version of written speech is based on the Latin alphabet, the Russian version is on the Cyrillic alphabet, so there are practically no sounds in English that would be similar to Russian. For example, in the first one there are often diphthongs that cannot be pronounced correctly without knowing the transcription [9], [10]:

Diphthong	[ei]:	claim	[cleim];	game	[geim];	pain	[pein];	day	[dei].		
Diphthong	[ai]:	crime	[kraim];	fly	[flai];	pie	[pai];	pride	[praid];	wine	[wain].
Diphthong	[ɔɪ]:	joy	[dʒɔɪ];	toy	[tɔɪ];	boy	[bɔɪ];	enjoy	[in'dʒɔɪ];	oil	[ɔɪ].
Diphthong	[eə]:	care	[keə];	fair	[feə];	scare	[skeə];	swear	[sweə];	prepare	[pri'peə].
Diphthong	[uə]:	poor	[puə];	boor	[buə];	sure	[ʃuə];	cruel	[kruəl];	moor	[muə].
Diphthong	[aʊ]:	town	[taun];	crown	[kraun];	loud	[laud];	wow	[wau].		
Diphthong	[əʊ]:	only	[ˈəʊnli];	coat	[kəʊt];	comb	[kəʊmb].				

As you learn, you need to work out carefully the sounds, pronunciation of which poses the greatest difficulty. Depending on the native language, there may be difficulty in pronouncing vowels or consonants. It is necessary to train carefully those sounds that are the worst. A useful exercise that many experts advise is the “minimal pair”. To do this, words are selected with pairs of sounds that are consonant with each other, which are repeated, and thus the student can learn the pronunciation of what he gets. For example, minimal pair with the initial consonant, vowel or a final consonant [10]:

Pin /**p**ɪn/ - bin /**b**ɪn/
 Rot /**r**ɒt/ - lot /**l**ɒt/
 Thigh /**θ**aɪ/ - thy /**ð**aɪ/
 Zeal /**z**i:l/ - seal /**s**i:l/
 Bin /**b**ɪn/ - bean /**b**i:n/
 Pen /**p**ɛn/ - pan /**p**æn/
 Cook /**k**ʊk/ - kook /**k**u:k/
 Hat /**h**æt/ - had /**h**æd/
 Mean /**m**i:n/ - meme /**m**i:m/

You should also always remember about stress and intonation within a sentence, which is extremely important for British English. So, the English do not allocate all the words within the sentence equally with the use of stress. As a rule, only the main “informational” words are distinguished by intonation - these are the words on which the informational load of the entire sentence lies in general. The rest are pronounced without stress and rather quickly and smoothly [11].

Summing up all the above, we can say that the subject of phonetics in its narrow sense is the sound substance of broadcasting. Thus, the result in language learning could be obtained much faster if teachers paid more attention to the problem of phonetics, starting with English-speaking kindergartens and continuing with school material. It is very sad to speak with students, who have extensive passive vocabulary, erudition, understanding the rules of elementary grammar or limitless access to all the global informational networks, where they can find an instant translation or a synonym for almost any word in seconds, but still can't express themselves properly. Sometimes it is even impossible to understand what foreign language they speak.

Conclusion

We briefly reviewed various aspects of phonetics as the main cause of errors that occur when studying English, especially among students of non-linguistic universities in order to avoid these errors at the initial stage of learning, thereby contributing to the successful mastery of the discipline and achieving the best result.

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Поляничко М.В.

ТІЛДІК ЕМЕС УНИВЕРСИТЕТТЕР МЫСАЛЫНДА АҒЫЛШЫН ТІЛІН ҮЙРЕНУДЕГІ ФОНЕТИКАНЫҢ РӨЛІ

Андатпа. Көптеген жылдар бойғы жұмыстар мен зерттеулер барысында шет тілін сәтті меңгеруге негізгі кедергі болып табылатын фонетикалық қателер екендігі байқалды. Зерттеу саласында тілдік емес жоғары оқу орындарында ағылшын тілінің фонетикасын оқытудың ерекшелігіне ерекше назар аударылады. Фонетиканы игерудің фонетикалық жаттығулар кешені, артикуляциялық гимнастика, фонетикалық транскрипцияны оқуды тез игеру сияқты аспектілері қозғалды. Зерттеуде дифтонг игографтары сияқты фонетика аспектілеріне ерекше назар аударылады.

Фонетиканы тар мағынада зерттеу пәні хабар таратудың дыбыстық мәні болғандықтан, тілдік емес университеттерде сөздердің дұрыс айтылуына ерекше назар аудару керек, өйткені екпін сөздің фонетикалық транскрипциясын ғана емес, сонымен қатар оның семантикалық мағынасын да өзгерте алады. Бұл студенттермен жұмыс жасау кезінде басқаларға қарағанда ағылшын тілін үйренудің фонетикалық қателіктері. Қазіргі студенттердің кең пассивті сөздік қорына, олардың Оқылуына және қарапайым грамматика ережелерін түсінуіне қарамастан, кейбір жағдайларда олардың қай тілде сөйлейтінін түсіну мүмкін емес. Бірақ бұл кез-келген тілде ойды білдіру үшін қолданылатын адам айтқан дыбыстар. Сондықтан кез-келген тілдің көптеген аспектілерінен фонетиканы бөліп көрсету қажет болды.

Фонетиканы өнімді процесс ретінде оқыту студенттен сөйлеу аппаратының құрылымын білуді талап етеді. Бұл шеберлікті сәтті игеру студентке мотивациялық деңгей мен басқа сөйлеу әрекетін қалыптастырудың сенімді негізін қамтамасыз етеді. Сондықтан, тілді меңгерудің алғашқы кезеңдерінен бастап фонетиканы зерттеуге назар аудару керек. Осының арқасында білім алушылар, атап айтқанда - тілдік емес жоғары оқу орындарының студенттері Шет тілін меңгеруде табысқа жетіп, өрескел қателіктерден аулақ бола алады.

Кілт сөздер: фонетика; транскрипция; артикуляция; дыбыстық құрылым; сөйлеуді еліктеу; фонетикалық алфавит; байланыс; дыбыстар; дифтонгтар; интонация; гомографтар; тілді үйрену; стресс; фонетикалық зарядтау.

Поляничко М.В.

РОЛЬ ФОНЕТИКИ В ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА НА ПРИМЕРЕ НЕЯЗЫКОВЫХ ВУЗОВ

Аннотация. В ходе многолетней работы и исследований было замечено, что именно фонетические ошибки являются основным препятствием для успешного овладения иностранным языком. В области исследования особое внимание уделяется именно специфике изучения фонетики английского языка в неязыковых вузах. Затронуты такие аспекты овладения фонетикой, как комплексы фонетических упражнений, артикуляционная гимнастика, быстрое усвоение чтения фонетической транскрипции. Особое внимание в исследовании уделяется таким аспектам фонетики как дифтонги игографы.

Поскольку предметом изучения фонетики в узком ее понимании является звуковая субстанция вещания, в неязыковых вузах нужно особенно заострять внимание на правильном произношении слов, ведь ударение может изменить не только фонетическую транскрипцию слова, но и его семантическое значение. Именно фонетические ошибки изучения английского языка чаще других проявляются при работе со студентами. Несмотря на обширный пассивный словарный запас современных обучающихся, их начитанность и понимание правил элементарной грамматики, в ряде случаев невозможно даже понять, на каком языке они изъясняются. А ведь именно звуки, произносимые человеком, используются в любом языке для выражения мысли. Поэтому возникла необходимость выделить из многих аспектов любого языка именно фонетику.

Обучение фонетике как продуктивному процессу требует от учащегося знания строения речевого аппарата. Успешное овладение этим умением обеспечит студенту мотивационный уровень и надежную базу для формирования другой речевой деятельности. Поэтому начинать обращать внимание на изучение фонетики стоит с самых ранних стадий овладения языком. Благодаря этому обучающиеся, в частности – студенты неязыковых вузов - смогут добиться успехов в овладении иностранным языком и избежать грубых ошибок.

Ключевые слова: фонетика; транскрипция; артикуляция; звуковой строй; имитация речи; фонетический алфавит; коммуникация; звуки; дифтонги; интонация; гомографы; изучение языка; ударение; фонетическая зарядка.