

## Мавжуд бўлган ЎММ таркиби

1. Титул варағи
2. Фан бўйича ўқув-услубий мажмуаниниг кафедра ва факультет Илмий Кенгашида тасдиқланганлиги ҳақида баённомадан кўчирма
3. Намунавий ўқув дастури (барча фанлардан) I, II, III блок фанлари вазирликда тасдиқдан ўтади.  
IV, V блокдаги фанлар университет ўқув-услубий кенгашида тасдиқланади.
4. Ишчи ўқув дастури (барча фанлардан университет ўқув-услубий кенгашида тасдиқланади).
5. Ўқув-услубий харита
6. Календар тематик режа
7. Маърузалар матни.
8. Лаборатория, амалий ва семинар машғулотларини ўтказиш бўйича ишланмалар ва тарқатма материаллар.
9. Фанлардан ЖБ, ОБ ва ЯБ бўйича баллар тақсимооти кўра топшириқлар тури.
10. Жорий ва оралиқ баҳолашлар топшириқлари бўйича саволномалар (тестлар, ёзма иш, оғзаки сўров вариантлари).
11. Якуний баҳолаш саволномалари (тестлар ёки ёзма иш вариантлари).
12. Талабаларни ЖБ, ОБ ва ЯБ бўйича мезонлар.
13. Мустақил иш бажариш бўйича услубий кўрсатма ва баҳолаш мезони.
14. Машғулотларда педагогик ва инфор­мацион технологияларни қўллаш бўйича услубий кўрсатмалар.
15. Фан бўйича курс иши, ўқув лойиҳаси, топшириқлари ва реферат мавзулари.
16. Ўқув-малакавий амалиёт дастури.
17. Ўқув-малакавий амалиётни ўтказиш бўйича услубий кўрсатма.

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# 1. Titul varag`i

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O`ZBEKISTAN RESPUBLIKASI OLIIY va O`rta MAXSUS  
TA`LIM VAZIRLIGI

BUXORO DAVLAT UNIVERSITETI

Qayd raqami \_\_\_\_\_

“Tasdiqlayman”  
O`quv ishlari bo`yicha propektor

“ ” - 2018 y.

INGLIZ XORIЖИЙ TИЛЛAPSI KAFEDRASI

Gadoyeva M.I.

O`QUV METODIK MAJMUA

NAZARIY FONETIKA

Buxoro-2018

Taqrizchilar:

f.f.n. A.AQ Haydarov  
Z.I.Rasulov

Kafedra mudiri: f.f.n. Z.I.Rasulov  
Kafedra yig`ilish qarori N\_\_\_\_ «\_\_\_\_»\_2018 yil

Kelishilgan:  
Fakultet kengashi raisi \_\_\_\_\_ A.A.Haydarov

Fakultet yig`ilishi qarori N\_\_\_\_ «\_\_\_\_»\_2018 yil

OTMO`MK raisi \_\_\_\_\_

OTMO`MK yig`ilishi bayonnomasi N\_\_\_\_ «\_\_\_\_»\_2018 yil

Axborot texnologiyalari markazi rahbari \_\_\_\_\_

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2. Fan bo`yicha o`quv uslubiy  
majmuaning kafedra va fakultet  
ilmiy kengashida  
tasdiqlanganligi haqida  
bayonnomadan ko`chirma

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Бухоро давлат университети инглиз тилшунослиги  
кафедрасининг 1- йигилиши  
БАЁННОМАСИ

Бухоро ш. 2018 йил 27 август

Катнашди: Барча кафедра аъзолари.

Кун тартиби.

5. Инглиз тилшунослиги кафедраси профессор -укитувчилари томонидан укув-усулий мажмуалар муҳокамаси ва тасдиқлаш.

Эшитилди:

Кафедра мудири ф.ф.н.Z.I.Rasulov.- Кафедра жамоаси Ўзбекистан Республикасининг "Таълим тугрисида"ги Қонун ва "Кадрлар тайёрлаш миллий дастури" талабларини бажаришга қатъиян эътибор бериб келмоқдалар. Жумладан, укув, укув-усулий, илмий-тадқиқот ва маънавий-маърифий ишлар салоҳиятини янада ошириш мақсадида ишчи укув режалари, маърузалар матни, таркатма материаллар, рейтинг ишланмаларининг янги вариантларини ишлаб чиқиш; битирув малакавий ишлари ва курс ишлари сифат даражасини янада устириш; педагогик амалиёт мазмунини янги материаллар билан бойитиб, дарсларни сифатли утишга эришиш; талабаларда фанлар бўйича мантиқан фикрлай олиш малакасини устириб бориш; аспирантлар илмий - тадқиқот ишларини жонлантириш; дарслик, укув - қўлланма, монография ва илмий мақолаларнинг янги авлодини яратиш йўналишида укув-усулий мажмуаларини тайёрлашни ташкил этишини таъкидлади.

Ҳозирги кунда инглиз тилшунослиги кафедраси профессор-укитувчилари томонидан тайёрланган 2018-2019 укув йили учун мулжалланган \_\_\_\_ та укув-усулий мажмуа тайёрланганлиги ҳамда ушбу укув-усулий мажмуалар кафедранинг 25.08.2018 й. 1-йигилишида муҳокама қилинганлигини айтиб утиб, факультет илмий кенгаши аъзолари томонидан ушбу мажмуаларни тасдиқлаб беришларини суради.

Сузга чиқдилар.

Филология фанлари номзоди Z.I.Rasulov (Инглиз тилшунослиги кафедраси мудири): - Чиндан ҳам кафедрамиз профессор -укитувчилари томонидан инглиз филология \_\_\_\_ та укув-усулий мажмуа тайёрланган. Шу жумладан доц.М.И.Гадоева Nazariy fonetika fanidan magistrantlar uchun мажмуани яратганлар. Бу мажмуалардан укув жараёнига керак бўладиган барча меъёрий ҳужжатлар ўз аксини топган бўлиб, таълим самарадорлигини оширишда бевосита хизмат қилади. Шу сабабли юқоридаги мажмуаларни тасдиқлаб беришларингизни сурайман. <sup>1</sup>

Қарор қилинди:

1. Инглиз филология кафедраси доценти М.И.Гадоева томонидан тайёрланган 2018-2019 укув йили учун мулжалланган nazariy fonetika fanidan укув-усулий мажмуа тасдиқдансин.
2. Тасдиқланган укув-усулий мажмуалар укув жараёнига татбиқ этилсин.

Йигилиш раиси:

ф.ф.н.Z.I.Rasulov

Қотиба:

Бухоро давлат университети хорижий филология факультета илмий  
кенгашининг 1- йигилиши  
БАЁННОМАСИ

Бухоро ш. 2018 йил 27 август

Катнашдилар: Илмий кенгашнинг 27 аъзоси ва факультет профессор-  
укитувчилари.

Кун тартиби.

6. Хар хил масалалар.

А) Инглиз тилшунослиги кафедраси профессор -укитувчилари томонидан  
укув-усулий мажмуалар муҳокамаси.

Эшитилди: А.А.Найдаров. (факультет декани). - Факультет жамоаси  
Ўзбекистан Республикасининг "Таълим тугрисида"ги Қонун ва "Кадрлар тайёрлаш  
миллий дастури" талабларини бажаришга қатъиямдор бериб келмоқдалар.  
Жумладан, укув, укув-усулий, илмий-тадқиқот ва маънавий-маърифий ишлар  
салоҳиятини янада ошириш мақсадида ишчи укув режалари, маърузалар матни,  
тарқатма материаллар, рейтинг ишланмаларининг янги вариантларини ишлаб  
чиқиш; битирув малакавий ишлари ва курс ишлари сифат даражасини янада  
устириш; педагогик амалиёт мазмунини янги материаллар билан бойитиб,  
дарсларни сифатли утишга эришиш; талабаларда фанлар бўйича мантиқан фикрлай  
олиш малакасини устириб бориш; аспирантлар илмий - тадқиқот ишларини  
жонлантириш; дарслик, укув - қўлланма, монография ва илмий мақолаларнинг янги  
авлодини яратиш йўналишида укув-усулий мажмуаларини тайёрлаш шу силсилани  
ташқил этишини таъкидлади.

Ҳозирги кунда инглиз тилшунослиги кафедраси профессор-укитувчилари  
томонидан тайёрланган 2018-2019 укув йили учун мулжалланган \_\_\_\_ та укув-  
усулий мажмуа тайёрланганлиги ҳамда ушбу укув-усулий мажмуалар кафедранинг  
25.08.2018 й. 1-йигилишида муҳокама қилинганлигини айтиб утиб, факультет  
илмий кенгаши аъзолари томонидан ушбу мажмуаларни тасдиқлаб беришларини  
суради.

Сузга чиқдилар.

Филология фанлари номзоди Z.I.Rasulov. (Инглиз филология кафедраси мудири): -  
Чиндан ҳам кафедрамиз профессор -укитувчилари томонидан инглиз филология  
\_\_\_\_ та укув-усулий мажмуа тайёрланган. Бу мажмуалардан укув жараёнига керак  
бўладиган барча меъёрий ҳужжатлар ўз аксини топган бўлиб, таълим  
самарадорлигини оширишда бевосита хизмат қилади. Шу сабабли юқоридаги  
мажмуаларни тасдиқлаб беришларингизни сурайман.<sup>1</sup>

Қарор қилинди:

1. Инглиз филология кафедраси профессор-укитувчилари томонидан тайёрланган  
2018-2019 укув йили учун мулжалланган укув-усулий мажмуалар тасдиқдансин.
2. Тасдиқланган укув-усулий мажмуалар укув жараёнига татбиқ этилсин.

Йигилиш раиси: А.А.Найдаров

Kotiba:

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### 3. Namunaviy o`quv dasturi

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ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС  
ТАЪЛИМ ВАЗИРЛИГИ

TAJRIBA-SINOV

Рўйхатга олинди

№ 62-52201-3.01

2008 йил 23 август

Ўзбекистон Республикаси Олий  
ва ўрта махсус таълим  
вазирлигининг 2008 йил "23"  
август даги 263 - сонли  
буйруғи билан тасдиқланган

АСОСИЙ ЎРГАНИЛАЁТГАН ЧЕТ ТИЛИ

(инглиз тили)

фанининг

ЎҚУВ ДАСТУРИ

|                  |         |                              |
|------------------|---------|------------------------------|
| Билим соҳаси:    | 200000  | - Гуманитар фанлар ва санъат |
| Таълим соҳаси:   | 220000  | - Гуманитар фанлар           |
| Таълим йўналиши: | 5220100 | - Филология (инглиз тили)    |

Тошкент – 2008

2

Фаннинг ўқув дастури Олий ва ўрта махсус, касб-хунар таълими ўқув-услубий бирлашмалари фаолиятини Мувофиқлаштирувчи Кенгашнинг 2008 йил “20 08” даги “У” – сонли мажлис баёни билан маъқулланган.

Фаннинг ўқув дастури Ўзбекистон давлат жаҳон тиллари университетидида ишлаб чиқилди.

**Тузувчилар:**

Ирискулов М.Т. – ЎзДЖТУ инглиз тили грамматикаси ва тарихи кафедраси доценти, ф.ф.н.  
Расулова М.И. – ЎзДЖТУ назарий фанлар кафедраси профессори, ф.ф.д.  
Матякубов Ж.И. – ЎзДЖТУ инглиз тили лексикологияси кафедраси доценти, ф.ф.н.  
Р.А. Алимардонов – ЎзДЖТУ инглиз тили фонетика кафедраси доценти, ф.ф.н.  
А.М.Қўлдошев – ЎзДЖТУ инглиз тили грамматикаси ва тарихи кафедраси мудири, филология фанлари номзоди, доцент  
Ғ.Х.Сатимов – ЎзДЖТУ инглиз тили грамматикаси ва тарихи кафедраси доценти, филология фанлари номзоди  
А.С. Шатунова – ЎзДЖТУ инглиз тили фонетика кафедраси мудири, катта ўқитувчи  
Атаханова Г.Ш. – ЎзДЖТУ инглиз тили амалий фанлар кафедраси мудири, ф.ф.н.

**Такризчилар:**

Цаканян А.А. – Жаҳон иқтисодиёти ва дипломатия университети доценти, п.ф.н.  
Қўлдошев А.Н. – ЎзДЖТУ, инглиз тили грамматикаси ва тил тарихи кафедраси мудири, ф.ф.н., доцент  
Сиддикова И.А. – М.Улугбек номидаги Ўзбекистон Миллий университети доценти, ф.ф.н.

Фаннинг ўқув дастури Ўзбекистон давлат жаҳон тиллари университетининг Илмий кенгашида кўриб чиқилган ва тавсия қилинган. 2008 йил 26 июл даги “11” – сонли баённома

# Назарий Фонетика

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.

## Инглиз тили фонетик қурилишининг қисмлари

Сегмент фонемалар: унли ва ундош товушлар, уларнинг бир биридан фарқи, товушлар дистрибуцияси ва бирикиши ва улар ўртасидаги артикуляцион ўзгаришлар. Инглиз тилининг бўғин қурилиши: бўғин ясалиши ва бўғин ажратилиши. Инглиз тилида сўз урғуси, унинг ўрни, даражаси, вазифалари. Инглиз тили интонацияси ва унинг ташкилий қисмлари-нутқ мелодикаси, гап урғуси, темпорал ва тембрал бўлақларнинг яхлитлиги ва уларнинг ўзига хос хусусиятлари. Интонациянинг нутқдаги ўрни ва вазифалари.

## Ҳозирги инглиз тилида сегмент фонемалар

Сегмент фонемаларнинг артикуляцион томони: товушлар ҳосил бўлишининг тўрт механизми (куч, тебраниш, резонаторлик ва тўсиқни енгил), 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, муסיқий, 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. Интонема 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.

### Фойдаланиладиган асосий дарсликлар ва ўқув қўлланмалар рўйхати

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## 4. Ishchi o`quv dasturi

O`ZBEKISTON RESPUBLIKASI OLIY VA ORTA MAXSUS TA LIM  
VAZIRLIGI BUXORO DAVLAT UNIVERSITETI

“Tasdiqlandi”  
Buxoro Davlat Universiteti  
o`quv ishlari bo`yicha propektor  
dotsent D.Q.Durdiyev  
“27”avgust 2018 yil

“Tasdiqlandi”  
Хорижий тиллар fakulteti  
ilmiy kengashida muhokama  
qilingan va tasdiqlangan.  
Kengash raisi \_\_\_\_\_  
“27” avgust 2018 yil

NAZARIY FONETIKA FANIDAN

ISHCHI O`QUV DASTURI

BUXORO-2018

Ishchi dastur Oz.R.OOMTVning 2011 yil 23- avgust N263 sonli buyrug`i bilan tasdiqlangan namunaviy o'quv dasturi asosida tuzildi.

TUZUVCHI:

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"Nazariy fonetika" fanidan ishchi dastur. Buxoro. BuxDU, 2018 yil.

TAQRIZCHILAR:

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Ishchi dastur BuxDU Хорижий тиллар fakulteti "Ingliz tilshunosligi" kafedrası majlisida muhokama qilingan va tavsiya etilgan. (Kafedra majlisining I - sonli bayonnomasi 27-avgust 2018 yil)

Kafedra mudiri:\_\_\_\_\_ f.f.n. Z.I.Rasulov

## KIRISH

### 1.1. Nazariy fonetika fanining maqsad va vazifalari

Nazariy fonetika universitetlarda o`qitiladigan til talaffusi haqidagi nazariy bilimlarni umumlashtiruvchi fandir.

Nazariy fonetika «Ingliz tili fonetikasi», «Tilshunoslik tarixi», «Tilshunoslikka kirish», «Umumiy tilshunoslik» fanlari bilan chambarchas bog`liq bo`lib, bu fanlarda bayon etilgan fonetik va fonologik masalalarni umumlashtiradi.

Bu jihatdan, nazariy fonetika oliy o`quv yurtlarida o`qitiladigan konkret tilshunoslik fanlari (ingliz tili, nemis tili, rus tili, o`zbek tili va hokazo)dan so`ng yakunlovchi kurs vazifasini bajaradi. Nazariy fonetika muammolari fanining asosiy vazifasi – bakalavrlarni nazariy fonetika fanining muammolari va bu muammolarni hozirgi zamon tilshunosligida qanday talqin qilinishi bilan tanishtirishdan iboratdir.

Nazariy fonetika kursining o`rgatilishi jarayonida jahon tilshunosligidagi yutuqlar haqida ham fikr yuritadi.

### 1.2. «Nazariy fonetika» fanini o`zlashtirishga qo`yiladigan umumiy talablar

Nazariy fonetika inson tilining tabiati, mohiyati, uning taraqqiyoti, tilning funktsiyasi va uning ichki mexanizmlariga xos bo`lgan qonuniyatlarni tahlil qiladi va umumlashtiradi.

Bu jihatdan, nazariy fonetika oliy o`quv yurtlarida o`qitiladigan konkret tilshunoslik fanlari (ingliz tili, nemis tili, rus tili, o`zbek tili va hokazo)dan so`ng yakunlovchi kurs vazifasini bajaradi. Nazariy fonetika fanining asosiy vazifasi – bakalavrlarni nazariy fonetika fanining muammolari va bu muammolarni hozirgi zamon tilshunosligida qanday talqin qilinishi bilan tanishtirishdan iboratdir.

Dasturning asosiy qismi tilning murakkab tizimli hodisa ekanligi va bu tizimni o`rganish metodlari masalalariga bag`ishlangan.

Bundan tashqari, nazariy fonetika «Til va tafakkur», «Til va jamiyat» kabi fanlarning dolzarb muammolarini hozirgi zamon tilshunosligi darajasida o`rganilishini ham o`z oldiga maqsad qilib qo`yadi.

Nazariy fonetika fani til haqidagi muhim masalalarni har tomonlama o`rganib, hozirgi zamon tilshunoslik fanining holati haqidagi tasavvurni shakllantirishga imkon beradi.

Nazariy fonetika kursining o`rgatilishi jarayonida jahon tilshunosligidagi yutuqlar, nazariy fonetika fanining boshqa fanlar bilan munosabatining hozirgi holati va nazariy fonetika fanining istiqbollari haqida ham fikr yuritadi.

### 1.3. Talabalarga beriladigan topshiriq turlari

Talabalarga beriladigan topshiriqlar: testlar, o`tilgan ma`ruzalar yuzasidan savollar majmuasi, nazorat savollari, taqdimotlar, talabani ijodiy fikrlash qobiliyatini yanada takomillashtiradigan og`zaki muhokamalardan iborat.

#### 1.4. Fanning o`qitilishida qo`llanadigan vositalar, usul va texnologiyalar

«Nazariy fonetika» fani uchun mo`ljallangan namunaviy dastur, ishchi reja ma`ruzalar matni, tarqatma materiallar, texnik vositalar (kompyuter, elektron darsliklar, audio va video yozuv, slaydlar) dan foydalaniladi.

#### 1.5. Boshqa fanlar bilan aloqasi:

Nazariy fonetika «Tilshunoslikka kirish», «Tilshunoslik tarixi», «Tizimli lingvistika», «Matnni sharhlash» kabi fanlar bilan chambarchas bog`liq bulib, bu fanlarda bayon etilgan masalalarni umumlashtiradi.

Bu fan amaliy fonetika, amaliy grammatika, leksikologiya, stilistika, tarjima, shuningdek, psixologiya, pedagogika va metodika fanlari bilan chambarchas bog`liq.

#### 1.6. «Nazariy fonetika» faniga ajratilgan o`quv soatlarining o`quv turlari bo`yicha taqsimoti

Nazariy fonetika fanini o`qitish uchun **72** soat ajratilgan bo`lib, shundan 16 soat ma`ruza, 18 soat amaliy (seminar), 38 soat mustaqil ta`limlarga bo`linadi.

| N                                         | Mavzu nomi                                                                                                                                                                        | Auditoriya soatlari |                               | MT |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------------------------|----|
|                                           |                                                                                                                                                                                   | Ma`ruza             | Amaliy mashg`ul.<br>(seminar) |    |
| I. Ma`ruza mashg`ulotlari taqvimiy rejasi |                                                                                                                                                                                   |                     |                               |    |
| 1                                         | 1. Introduction. Phonetics as a Branch of Linguistics<br>1- Phonetics and its aspects.<br>2- Types of phonetics.<br>3. The functions of phonetic elements.                        | 2                   | 2                             | 2  |
| 2                                         | 2. The organs of speech and their functions<br>1.The organs of speech.<br>2.Active organs and passive organs.<br>3.The classification of Speech Sounds<br>4. Types of Obstruction | 2                   | 2                             | 2  |
| 3                                         | 1.The classification of Speech Sounds<br>2. Types of Obstruction                                                                                                                  | 2                   | 2                             | 2  |
| 4                                         | 3. Transcription<br>1.Phonetic transcription.<br>2.Phonological transcription.<br>3. English vowels.<br>4. English consonants.                                                    | 2                   | 2                             | 2  |

|                                          |                                                                                                                                                                                                                                           |    |        |        |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--------|--------|
| 5                                        | 4. Phonological theories.<br>1.The phonological schools.<br>2.The Sankt-Petersburg phonological school<br>3.The Moscow phonological school<br>4. The Prague phonological school<br>5. The London phonological school                      | 2  | 2      | 2      |
| 6                                        | 5. The principal types of English pronunciation<br>1. English pronunciation in Great Britain.<br>2.The pronunciation types of English in the USA as compared with General British.                                                        | 2  | 2      | 2      |
| 7                                        | 6.The pronunciation of English in other countries.<br>1.In the Scottish type of pronunciation.<br>2. Northern English pronunciation.<br>3. The South African pronunciation.                                                               | 2  | 2      | 2      |
| 8                                        | 7. The system of consonant phonemes in English<br>1.Vowel consonant distinction.<br>2. The articulatory and acoustic classification of English consonants (in comparison with Uzbek).<br>3. The system of the English consonant phonemes. | 2  | 2      | 2      |
| 9                                        | 8. The system of vowel phonemes in English<br>1.The articulatory and acoustic classification of the English vowels compared with Uzbek.<br>2.Phonological analysis of English vowels.                                                     | 2  | 2      | 2      |
| 10                                       | 1.Unstressed vowels English. The phonetic approach.<br>2. The prosodic system of the English language.<br>General remarks.                                                                                                                | 2  | 2      | 2      |
| Jami:                                    |                                                                                                                                                                                                                                           | 20 | 20     | 20     |
| II. Amaliy mashg`ulotlar taqvimiy rejasi |                                                                                                                                                                                                                                           |    |        |        |
| 1                                        | 1. Introduction. Phonetics as a Branch of Linguistics<br>3- Phonetics and its aspects.<br>4- Types of phonetics.<br>3. The functions of phonetic elements.                                                                                | 2  | 2-term | 2-term |
| 2                                        | 2. The organs of speech and their functions<br>1.The organs of speech.<br>2.Active organs and passive organs.<br>3.The classification of Speech Sounds<br>4. Types of Obstruction                                                         | 2  | 2-term | 2-term |
| 3                                        | 3. Transcription<br>1.Phonetic transcription.<br>2.Phonological transcription.<br>3. English vowels.<br>4. English consonants.                                                                                                            | 2  | 2-term | 2-term |

|                              |                                                                                                                                                                                                                                                                                                                  |    |         |         |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------|---------|
| 4                            | 4. Phonological theories.<br>1.The phonological schools.<br>2.The Sankt-Petersburg phonological school<br>3.The Moscow phonological school<br>4. The Prague phonological school<br>5. The London phonological school                                                                                             | 2  | 2-term  | 2-term  |
| 5                            | 5. The principal types of English pronunciation<br>1. English pronunciation in Great Britain.<br>2.The pronunciation types of English in the USA as compared with General British.                                                                                                                               | 2  | 2-term  | 2-term  |
| 6                            | 6.The pronunciation of English in other countries.<br>1.In the Scottish type of pronunciation.<br>2. Northern English pronunciation.<br>3. The South African pronunciation.                                                                                                                                      | 2  | 2-term  | 2-term  |
| 7                            | 7. The system of consonant phonemes in English<br>1.Vowel consonant distinction.<br>3. The articulatory and acoustic classification of English consonants (in comparison with Uzbek).<br>3. The system of the English consonant phonemes.                                                                        | 2  | 2-term  | 2-term  |
| 8                            | 8. The system of vowel phonemes in English<br>1.The articulatory and acoustic classification of the English vowels compared with Uzbek.<br>2.Phonological analysis of English vowels.<br>3.Unstressed vowels English. The phonetic approach.<br>4. The prosodic system of the English language. General remarks. | 2  | 2-term  | 2-term  |
| 9                            | 9. The syllabic structure of English<br>1.The definition of the syllable.<br>2.The functions of the syllable.                                                                                                                                                                                                    | 2  | 2-term  | 2-term  |
| Jami:                        |                                                                                                                                                                                                                                                                                                                  | 18 |         |         |
| 2.3. Mustaqil ishlar mavzusi |                                                                                                                                                                                                                                                                                                                  |    |         |         |
| 1                            | Phonetics as a Branch of Linguistics                                                                                                                                                                                                                                                                             | 2  | II term | II term |
| 2                            | Phonetics and its aspects.                                                                                                                                                                                                                                                                                       | 2  | II term | II term |

|         |                                                                                                |    |         |         |
|---------|------------------------------------------------------------------------------------------------|----|---------|---------|
| 3       | Types of phonetics.                                                                            | 2  | II term | II term |
| 4       | The functions of phonetic elements.                                                            | 2  | II term | II term |
| 5       | The organs of speech.                                                                          | 2  | II term | II term |
| 6       | Active organs and passive organs.                                                              | 2  | II term | II term |
| 7       | The classification of Speech Sounds                                                            | 2  | II term | II term |
| 8       | Types of Obstruction                                                                           | 2  | II term | II term |
| 9       | Transcription                                                                                  | 2  | II term | II term |
| 10      | Phonological theories.                                                                         | 2  | II term | II term |
| 11      | The principal types of English pronunciation                                                   | 2  | II term | II term |
| 12      | The system of consonant phonemes in English                                                    | 2  | II term | II term |
| 13      | Vowel consonant distinction.                                                                   | 2  | II term | II term |
| 14      | The articulatory and acoustic classification of English consonants (in comparison with Uzbek). | 2  | II term | II term |
| 15      | The system of the English consonant phonemes.                                                  | 2  | II term | II term |
| 16      | The syllabic structure of English                                                              | 2  | II term | II term |
| JAMI:   |                                                                                                | 38 |         |         |
| HAMMASI |                                                                                                | 72 |         |         |

## 2. ASOSIY QISM

### 2.1. NAZARIY FONETIKA FANIDAN MA'RUZA MASHG'ULOTLARI MAVZUSI va REJALARI (16 soat)

1-Ma'ruza: Introduction. Phonetics as a Branch of Linguistics (2 soat)

Reja:

1. Phonetics and its aspects.
2. Types of phonetics.
3. The functions of phonetic elements.

**IPT sharhlovchi ma'ruza.**

**2- Ma`ruza: The organs of speech and their functions (2 soat)**

**Reja:**

1. The organs of speech.
2. Active organs and passive organs.
3. The classification of Speech Sounds
4. Types of Obstruction

**IPT sharhlovchi ma'ruza.**

**3- Ma`ruza: Transcription (2 soat)**

**Reja:**

1. Phonetic transcription.
2. Phonological transcription.
3. English vowels.
4. English consonants.

**IPT sharhlovchi ma'ruza.**

**4- Ma`ruza: Phonological theories. (2 soat)**

**Reja:**

1. The phonological schools.
2. The Sankt-Petersburg phonological school
3. The Moscow phonological school
4. The Prague phonological school
5. The London phonological school

**IPT sharhlovchi ma'ruza.**

**5- Ma`ruza: The principal types of English pronunciation (2 soat)**

**Reja:**

1. English pronunciation in Great Britain.
2. The pronunciation types of English in the USA as compared with General British.

**6- Ma`ruza: The pronunciation of English in other countries. (2 soat)**

**Reja:**

1. In the Scottish type of pronunciation.
2. Northern English pronunciation.
3. The South African pronunciation.

**IPT sharhlovchi ma'ruza.**

**7- Ma`ruza: The system of consonant phonemes in English (2 soat)**

**Reja:**

1. Vowel consonant distinction.
2. The articulatory and acoustic classification of English consonants (in comparison with Uzbek).
3. The system of the English consonant phonemes.

**IPT sharhlovchi ma'ruza.**

**8- Ma`ruza: The system of vowel phonemes in English (2 soat)**

Reja:

1. The articulatory and acoustic classification of the English vowels compared with Uzbek.
2. Phonological analysis of English vowels.
3. Unstressed vowels English. The phonetic approach.
4. The prosodic system of the English language. General remarks.

**IPT sharhlovchi ma'ruza.**

Ma'ruza mashg'ulotlari uchun tavsiya etiladigan adabiyotlar

1. M.I.Gadoeva. Lecture texts on theoretical phonetics. 2018. Bukhara. 60 p.
2. Васильев В.А. English phonetics. A Theoretical course.-M., 1970.

2.2. NAZARIY FONETIKA FANIDAN AMALIY (SEMINAR)  
MASHG'ULOTLARI MAVZUSI va REJALARI (18 soat)

1-SEMINAR: Reja:

1. Introduction. Phonetics as a Branch of Linguistics
4. Phonetics and its aspects.
5. Types of phonetics.
3. The functions of phonetic elements.

IPT-Aqliy hujum.

2-SEMINAR: Reja:

2. The organs of speech and their functions
1. The organs of speech.
2. Active organs and passive organs.
3. The classification of Speech Sounds
4. Types of Obstruction

IPT-Aqliy hujum.

3-SEMINAR: Reja:

3. Transcription
1. Phonetic transcription.
2. Phonological transcription.
3. English vowels.
4. English consonants.

IPT-Aqliy hujum.

4-SEMINAR: Reja:

4. Phonological theories.
1. The phonological schools.
2. The Sankt-Petersburg phonological school
3. The Moscow phonological school
4. The Prague phonological school
5. The London phonological school

IPT-Aqliy hujum.

5-SEMINAR: Reja:

5. The principal types of English pronunciation

1. English pronunciation in Great Britain.

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

IPT-Aqliy hujum.

6-SEMINAR: Reja:

6. The pronunciation of English in other countries.

1. In the Scottish type of pronunciation.

2. Northern English pronunciation.

3. The South African pronunciation.

IPT-Aqliy hujum.

7-SEMINAR: Reja:

7. The system of consonant phonemes in English

1. Vowel consonant distinction.

4. The articulatory and acoustic classification of English consonants (in comparison with Uzbek).

3. The system of the English consonant phonemes.

IPT-Aqliy hujum.

8-SEMINAR: Reja:

8. The system of vowel phonemes in English

1. The articulatory and acoustic classification of the English vowels compared with Uzbek.

2. Phonological analysis of English vowels.

3. Unstressed vowels English. The phonetic approach.

4. The prosodic system of the English language. General remarks.

IPT-Aqliy hujum.

9-SEMINAR: Reja:

9. The syllabic structure of English

1. The definition of the syllable.

2. The functions of the syllable.

IPT-Aqliy hujum.

### **Seminar mashg'ulotlariga tayyorlanish uchun tavsiya etiladigan adabiyotlar**

1. M.I. Gadoeva. Lecture texts on theoretical phonetics. 2018. Bukhara. 60 p.

2. Васильев В.А. English phonetics. A Theoretical course.-M., 1970.

## **2.3. Nazariy fonetika fanidan mustaqil ish uchun mavzular va topshiriqlar (38 soat)**

1. Introduction. Phonetics as a Branch of Linguistics (2 hour)

2. Phonetics and its aspects. (2 hours)

3. Types of phonetics. (2 hours)

4. The functions of phonetic elements. (2 hours)

5. The organs of speech. (2 hours)

6. Active organs and passive organs. (2 hours)

7. The classification of Speech Sounds(2 hours)
8. Types of Obstruction(2 hours)
9. Transcription(2 hours)
10. Phonological theories. (2 hours)
11. The principal types of English pronunciation(2 hours)
12. The system of consonant phonemes in English (2 hours)
13. Vowel consonant distinction. (2 hours)
14. The articulatory and acoustic classification of English consonants (in comparison with Uzbek). (2 hours)
15. The system of the English consonant phonemes. (2 hours)
16. The syllabic structure of English(2 hours)

Mustaqil ishlarni bajarish uchun tavsiya etiladigan adabiyotlar

- 1.M.I.Gadoeva. Lecture texts on theoretical phonetics. 2018. Bukhara. 60 p.
2. Gimson A.C. An Introduction to the Pronunciation of English.-Lnd., 2001.
3. Leontyeva S.F. A Theoretical Course of English,- M., 2004.
4. Jones D Everyman's English Pronouncing Dictionary- Lnd., New. edition. 2001.
5. Shakhbagova D.A. Variets of English Pronunciation.- M., 1982.

**2.4. NAZARIY FONETIKA FANIDAN TALABALAR BILIMINI  
BAHOLASHNING REYTING OTKAZISH  
TARTIBI**

Ma`ruza 16 soat, amaliy (seminar) mashg'ulotlari 18 soat, mustaqil ta'lim 38 soat.

| Jami | YaB | OB | JB | JORIY BAHOLASH                                              |                                                                |                                                    |                                                    | Baho-<br>lash | Hafta |
|------|-----|----|----|-------------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------|----------------------------------------------------|---------------|-------|
|      |     |    |    | Mustaqil<br>ish uchun<br>ajratilgan<br>mavzuni<br>o'rganish | Amaqliy<br>mashg'ulotl<br>arida uy<br>vazifalarini<br>bajarish | Amaqliy<br>mashg'ulotl<br>arida faol<br>qatnashish | Ma'ruza<br>mashg'ulotl<br>arida faol<br>qatnashish |               |       |
|      |     |    |    | 1.0 (2)                                                     | 1.0                                                            | 0.5                                                | 0.5                                                |               | 1     |
|      |     |    |    | 0.5 (1)                                                     | 0.5                                                            | 1.0                                                | 0.5                                                |               | 2     |
|      |     |    |    | 1.0 (2)                                                     | 1.0                                                            | 0.5                                                | 1.0                                                |               | 3     |
|      |     |    |    | 0.5 (1)                                                     | 0.5                                                            | 1.0                                                | 0.5                                                |               | 4     |
|      |     |    |    | 1.0 (2)                                                     | 1.0                                                            | 0.5                                                | 0.5                                                |               | 5     |
|      |     |    | 15 | 0.5 (1)                                                     | 0.5                                                            | 1.0                                                | 0.5                                                |               | 6     |
|      |     |    |    | 1.0 (2)                                                     | 1.0                                                            | 0.5                                                | 1.0                                                |               | 7     |
|      |     |    |    | 0.5 (1)                                                     | 0.5                                                            | 1.0                                                | 0.5                                                |               | 8     |
|      |     |    |    | 1.0 (3)                                                     | 1.0                                                            | 1.0                                                | 0.5                                                |               | 9     |
|      |     |    |    | 1.0 (1)                                                     | 1.0                                                            | 1.0                                                | 0.5                                                |               | 10    |
|      |     | 40 | 15 |                                                             |                                                                |                                                    |                                                    |               | 11    |
|      | 30  |    |    |                                                             |                                                                |                                                    |                                                    |               | 12    |
| 100  | 30  | 40 | 40 | 8                                                           | 8                                                              | 8                                                  | 6                                                  |               | JAMI  |

**NAZARIY FONETIKA fani BO'YICHA SOATLAR TAQSIMOTI**

| Ma'ruza | Amaliy yoki<br>seminar mashg'ulot | Mustaqil ish | JAMI |
|---------|-----------------------------------|--------------|------|
| 16      | 18                                | 38           | 72   |

**NAZARIY FONETIKA fani BOYICHA BALLAR  
TAQSIMOTI**

| Ma'ruza, seminar va mustaqil ish materiallari bo'yicha |    |     |      |
|--------------------------------------------------------|----|-----|------|
| JB                                                     | OB | YaB | JAMI |

|               |            |    |     |
|---------------|------------|----|-----|
| 10+10+10MT=30 | 20+20MT=40 | 30 | 100 |
|---------------|------------|----|-----|

Nazariy fonetika fanidan  
2010-2018 o'quv yili II -jarayon uchun  
REYTING NAZORATI KO`RSATGICHLARI

| N | Reyting nazorati | Mavzu raqami | Soni  | Ajratilgan ball | Nazorat turi  | Nazorat vaqti |
|---|------------------|--------------|-------|-----------------|---------------|---------------|
| 1 | JB               | 1-4          | JB -1 | 10 ball         | 1-ish og'zaki | 5-hafta       |
|   |                  | 5-8          | JB -2 | 10 ball         | 2-ish og'zaki | 9-hafta       |
|   |                  | MT           | JB -3 | 10 ball         |               |               |
|   |                  |              |       | 30 ball         |               |               |
| 2 | OB               | 1-8          | OB    | 40 ball         | yozma         | 9-hafta       |
| 3 | YaB              | 1-8          | YaN   | 30 ball         | Yozma         | 10-hafta      |

Eslatma: Reyting nazorati ko`rsatkichlari O`zbekiston Respublikasi Olry va O`rta maxsus talim vazirligining 07 avgust 2009 yil N° 276 sonli buyrugi asosida tuzildi.

Joriy nazoratni baholash mezonlari – 30 ball

| № | Reyting nazorati | Nazorat shakli | Nazoratni tashkil qilish       | Eslatma                                                                            |
|---|------------------|----------------|--------------------------------|------------------------------------------------------------------------------------|
| 1 | JB -1<br>10 ball | Og`zaki        | 5 savol har bir savolga 3 ball | Fan ishchi dasturining seminar mashg`ulotlari 1-4 mavzular yuzasidan kelib chiqqan |
| 2 | JB -2<br>10 ball | Og`zaki        | 5 savol har bir savolga 3 ball | Fan ishchi dasturining seminar mashg`ulotlari 5-8 mavzular yuzasidan kelib chiqqan |
| 3 | JB -3<br>10 ball | Og`zaki        | 5 savol har bir savolga 3 ball | Fan ishchi dasturining MT uchun 1-38 mavzular yuzasidan kelib chiqqan              |

Oraliq nazoratni baholash mezonlari – 40 ball

| № | Reyting nazorati | Nazorat shakli | Nazoratni tashkil qilish    | Eslatma                                                                           |
|---|------------------|----------------|-----------------------------|-----------------------------------------------------------------------------------|
| 1 | ON-1             | TEST           | 20 ta TEST savoli 1 balldan | Test savollari fan ishchi dasturining ma`ruza va seminar mavzularini qamrab olgan |

|   |      |         |                                            |                                                                   |
|---|------|---------|--------------------------------------------|-------------------------------------------------------------------|
| 2 | ON-2 | Og`zaki | MT<br>mavzuidan 5<br>ta savol 4<br>balldan | Savollar fan ishchi<br>dasturining MT mavzularini<br>qamrab olgan |
|---|------|---------|--------------------------------------------|-------------------------------------------------------------------|

YaB nazoratni baholash mezonlari –30 ball

| № | Reyting<br>nazorati | Nazorat<br>shakli | Nazoratni<br>tashkil qilish                     | Eslatma                                                                                                        |
|---|---------------------|-------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| 1 | YaN                 | Og`zaki<br>(TEST) | 30 ta Test<br>savoli har<br>biriga 1<br>balldan | Test savollari fan ishchi<br>dasturining ma`ruza,<br>seminar va mustaqil ta`lim<br>mavzulari asosida tuzilgan. |

JB uchun ballar taqsimoti(10+10+10MT=30 ball)  
1-JB-10 ball                      2-JB-10 ball                      3-JB MT-10 ball

8.6-10 = "5"

7.1-8.5 = "4"

5.6- 7.0 = "3"

OB uchun ballar taqsimoti (20+20MT = 40 ball)  
1-OB-20 ball                      2-OBMT -20 ball

19-20 = "5"

15-18 = "4"

11-14 = "3"

YaB uchun ballar taqsimoti (30 ball)

26-30 = "5"

22-25 = "4"

18-21 = "3"

## NAZARIY FONETIKA FANIDAN JORIY NAZORAT UCHUN TESTLAR MAJMUASI (100 ta TEST)

1. Who were the representatives of the Moscow Phonological School?

L.R. Zinder, L.V. Shcherba, V.N. Sidorov, M.V. Panov, A.A.

Reformatsky

# R.I. Avanesov, V.N. Sidorov, A.A. Reformatsky, M.V. Panov

L.R. Zinder, V.N. Sidorov, G.P. Torsuyev, L.V. Shcherba

L.V. Shcherba, L.A. Badouin de Courtenay, V.N. Sidorov

2. What types of phonetics do you know?

#A) General, descriptive, historical or diachronically, comparative

- B) General, acoustic, phonological, descriptive
  - C) Descriptive, general, phonological, comparative
  - D) Historical or diachronically, descriptive, general, acoustic
3. Who did make attempt to draw and sentence-stress and said that the sentence-stress was based on 4 principles?
- A) L.A. Badouin de Courtenay    B) L.V. Shcherba
  - C) L.R. Zinder        #D) G.P. Torsuyev
4. In what principles sentence-stress based on?
- A) Descriptive, general, phonological, syntactic
  - B) General, descriptive, historical or diachronically, comparative
  - # C) Musical, dynamic, quantities, qualitative
  - D) Dynamic, quantities, Descriptive, general
5. What types of English pronunciation is in USA?
- # A) Eastern English, southern English, western English
  - B) Western English, northern English, eastern English
  - C) Eastern English, southern English, western English, historical
  - D) Northern English, western English, eastern English
6. How many principle types of English pronunciation in Great Britain?
- A) Eastern English, southern English, western English, historical
  - B) Eastern English, Scottish English, Northern English
  - #C) Northern English, Scottish English, Irish English, Southern English
  - D) Southern English, Eastern English, Scottish English
7. In what parts Russian intonation was divided and what are they?
- A) 3parts; 1.falling 2. Normal 3. Rising    #B) 2parts; 1.falling 2. rising
  - C) 2parts; 1. normal 2. rising    D) 2parts; 1.falls 2. rising
8. What kind of principle methods are of investigation?
- A) Direct observation, definition, and the linguistic
  - B) Definitions, observation, linguistic
  - #C) Direct observation, the linguistic, and experimental
  - D) The linguistic, direct observation, experimental
9. We know that the formation of the phonological theory may be divided into 2 periods. What are they?
- #A) The phenomena period; the phonemic period
  - B) The phonemic period; the centurial period
  - C) The centurial period; the phenomena period
  - D) The phenomena period; the phonological period

10. £, 8, ¥, E, b - what are they meant?  
 A) £ - the vocal, parts, B - the tongue, ¥ - the lip, E - uvular, b - soft palate  
 B) £ - the tongue, B - soft palate, ¥ - vocal parts, E - the lip, b - uvular  
 C) £ - soft palate, B - the lip, ¥ - the tongue, E - the vocal parts, b- uvular  
 #D) £ - the lip, B - the tongue, ¥ - the tongue, E - the vocal parts, b- the soft palate & uvular
11. What kind of stress is it?  
 ““Brings into prominence the most important element in a syntagma?”  
 A) Syntactic stress # B) Logical stress C) Emphatic stress D) Word stress
12. Whom the phonetic theory in America are headed by?  
 A) Edward Sapir and Shcherba B) L.R, Zinder and Bloomfield  
 # C) Edward Sapir and Leonard Bloomfield  
 D) L.R. Zinder and Edward Sapir
13. What is object of phonetics?  
 A) Oral speech B) Biological features  
 C) Intonation #D) Physical features of a language
14. What does lexicology deal with?  
 A) With their meaning B) With word building  
 C) With consonants # D) A & B
15. Whom the London. School of Phonology is headed by?  
 #A) Daniel Tones B) L.R. Zinder  
 C) Edward Sapir D) Leonard Bloomfield
16. Flow many stress are in English?  
 A) primendary B) Secondary C) Unstressed #D) A, B & C
17. What is used in experimental methods of investigation?  
 A) It analyses in observing actual fact of language  
 #B) It is based up on the use of special apparatuses or instruments  
 C) It analyses by ear, by sight  
 D)A&B
18. Who was Otto Jespersen?  
 A) He had proved speech #B) He had proved least sonorous sounds  
 C) He was a writer D) B & C
19. How many consonants are there in English?

A) 22    B) 12    #C) 20    D) 10

20. How many types of obstruction do you know?

#A) 2 complete & incomplete    B) 1 complete  
C) 1 bilabial    D) 2 voiced & voiceless

21. What does Descriptive phonetics study?

A) history of the language    B) discussion of phonetics  
#C) one certain language    D) phonetical figures

22. Where did derive from the word " phonetic " ?

A) from Latin word    #B) from Greek word  
C) from Russian    D) from German word

23. Find the main terms of phonetics

A) sounds ,stress, flower    B) name, language, syllable  
C) object, subject, vowel    #D) stress, consonant, intonation

24. How many branches in phonetics ?

A)6    B)7    #C)5    D)3

25. Who is the one of the representative of the Leningrade phonological school ?

#A)L.V.Shcherba    B) A.A. Reformatsky    C) N.S. Trubetzkoy    D) D.B.Fry

26. J.R.Firth, D.Jones, D. Abercrombie, I.Ward, L.Armstrong from what phonological school they were?

A) from Prague    #B) from London    C) from USA    D)from Russian

27. Find the third method of investigation , first is the direct observativation, the second is the linguistic and the third -?

A) phonetical    B) articular    #C) experimental    D) perceptual

28. What is a biological science and is concerned with physical and physiological characteristics of speech sounds .

A) Physiology    #B) Phonetics    C) Phonology    D) Sound

29. Where does the Southern type of a pronunciation is used ?

#A) In Florida, Texas, North and South Carolina, Georgia Virginia  
B) in USA, Holland, Ireland    C) In Russia, Japan, South Korea, India  
D0 In Texas , Virginia, Netherlands

30. What does Perceptual aspect study ?

A) The voice producing mechanism and the way

- #B) The way of the hearing speech utterances  
C) The way of the pronouncing D) The way of the transcription
31. Find the best answer .....comprises three important modes of phonetics analyses by ear ,by sight and muscular sensation.  
A) the linguistic B) experimental C) perceptual #D) direct observation
32. Who did distinguish two sub types of recessive stress in words with prefix which have lost their referential meaning unrestricted and restricted.  
#A) V.A.Vassilyev B) Otto Jespersen C) D. Jones D) G .P.Torsuyev
33. What is the bulk of the English words are ?  
A) A German origin B) a Latin origin C) a Romanic origin #D) a, c
34. What origins words consist of two syllables ?  
A) Latin origin B) Roman origin #C) German origin D) English origin
35. Who used the terra phoneme in the meaning of the speech sounds ?  
A) L.V.Shcherba #B) Ferdinand de Saussure C) M.V.Panov D) N.V.Sidorov
36. Which School's representatives based their definition of a phoneme on the concept of the morpheme ?  
#A) Moscow B) Prague C) London D) The USA
37. Who's theory may be called "atomistic " ?  
A) L.V.Shcherba #B) D.Jones C) F .De Saussure D) S.Edward
38. How many Pronouncing types exist in Great Britain ?  
A) 5 B) 3 #C) 4 D) 7
39. Where does Northern English pronouncing is used ?  
A) In Northern Ireland B) In Wales  
C) In London #D) In the region between Birmingham & Scotland
40. Find the best answer. Bloomfieldian descriptive phonology is called the relative ... .  
A) syllabic theory B) phonetical theory #C) acoustic theory D) perceptual theory
41. Intonation is an essential prosodic element of ....speech.  
A) dog's B) people's #C) human D) my friend's
42. There are .... principles of describing intonation.  
A) 5 #B) 3 C) 4 D) 7

43. Baundonin de Courtenay defined the phoneme as the:  
 #A)“psychological” B)“psychology” C)“psychologically” D)“psycho lingual”
44. Phonetics connected with:  
 A) lexicology #B)grammar C) stylistics D)all linguistics sciences
45. Phonetics is of:  
 A) only theoretically value, B) practical value,  
 #C) both: theoretically and practical value. D) only practical value
46. Phonetics is:  
 A) a separate independent science. B) not a separate independent science.  
 #C) independent branch of linguistics. D) a new science.
47. There are several branches (types) of phonetics. They are:  
 A) General phonetics descriptive phonetics, diachronical phonetics.  
 B) Descriptive phonetics, comparative typological phonetics  
 #C) General phonetics, descriptive phonetics, historical or diachronical  
 phonetics, comparative - typological-phonetics.  
 D) Comparative typological phonetics
48. Speech sounds have:  
 #A) 4 aspects, B) 5 aspects, C) 3 aspects D) 6 aspects.
49. Phonetics is:  
 #A) a linguistic science. B) a biological science. C) both linguistic and  
 biological science D) both linguistic science
50. There are ... principal methods of investigation:  
 A) 6 #B) 3 C) 4 D) 5
51. The bulk of English words are:  
 A) of Germany origin (Anglo-Saxon and Scandinavia)  
 B) of Romanic origin (Norman-French and French)  
 #C) both of Germanic and Romanic origin. D) Romanic origin.
52. Mainly in phonetics the following parts of speech are stressed:  
 A) only the noun #B) the nouns, adjectives, notional verbs,  
 adverbs, numeral demonstrative pronouns. C) notional verbs  
 D) prepositions, articles
53. According to the direction of assimilation we distinguish;  
 A) regressive assimilation #B) progressive assimilation

C) filolateral assimilation D) regressive progressive; fifeferal assimilation.

54. The main parts of Trubetskoy's theory are:

- A) the separation of the phonology from phonetics.
- B) the theory of the phonological oppositions
- C) the theory of the arch-phoneme
- D) the separation of the phonology from phonetics, the theory of tin oppositions, the theory of the arch-phoneme.

55. The American Phonological School is headed by:

- A) Leonard Bloomfield B) Ferdinand de Saussure
- #C) Edward Sapir D) a and c

56. The London Phonological school is headed by:

- A) Prof. D. Jones B) N.S.Trubetskoy
- C) Ferdinand de Saussure D) L.Hjelmslev

57. A syllable may consists of:

- #A) one phoneme B) two phonemes
- C a number of phonemes D) one phoneme or of a number of phonemes

58. Phonetic transcription is:

- #A) a special script, which is used to represent the phonetic from of words accurately
- B) a type of transcription, which provides -special variants
- C) a special script, which is used to represent
- D) a special script, which is used to represent the phonetic from of sentences accurately

59. At present there are the following regional pronunciation types exist in Great Britain:

- A) Southern English Pronunciation B) Northern English Pronunciation
- #C) a, b, c. D) b, c.

60. There are at least major speech areas in the USA

- A) 5 B) 6 #C) 3 D) 7

61. There are... types of intonation in English

- A) 5 types B) 6 types #C) 7 types D) 9 types

62. English monophthongs are classified according to the ... principles.

- A) 6 principles B) 7 principles C) 5 principles #D) 4 principles

63. English consonants are classified according to the... principles.  
A) 4 principles B) 3 principles C) 5 principles D) 6 principles
64. The Sankt-Petersburg phonological school is headed by .. .  
# A) L. V. Shcherba B) I. A. Baundonin de Courtenay  
C) A. A. Reformatzky D) I. Word, H. Kingdom
65. The Moscow phonological school is headed by .. .  
A) L. V. Shcherba # B) A. A. Reformatzky  
C) W. Matezius , B. Havranek D) J. R. Firth, D. Jones, I. Word, H. Kingdom, and A. C. Gimson.
66. The Prague phonological school is headed by .. .  
A) L. V. Shcherba B) A. A. Reformatzky  
# C) W. Matezius, B. Havranek  
D) J. R. Firth, D. Jones, I. Word, H. Kingdom, and A. C. Gimson.
67. The London phonological school is headed by .. .  
A) L. V. Shcherba B) A. A. Reformatzky  
C) W. Matezius, B. Havranek # D) J. R. Firth, D. Jones, I. Word, H. Kingdom, and A. C. Gimson.
68. When did the book “Principles of Phonology” publish?  
A) in 1999 B) in 1945 C) in 2005 # D) in 1939
69. Where did the book “Principles of Phonology” publish?  
A) in German B) in Tashkent C) in Russia # D) in Uzbekistan
70. The fundamental scientific works have been done by ....  
A) L. V. Shcherba B) A. A. Reformatzky #C) W. Matezius, B. Havranek D) J. R. Firth, D. Jones
71. ... linguists presented original ideas on phonemic and prosodic analyses.  
#A) The British B) the Uzbek C) the Latin D) the French
72. A new approach to the description of English phonemics and prosodic is given by ...  
A) L. V. Shcherba # B) A. C. Gimson C) W. Matezius, B. Havranek  
D) J. R. Firth, D. Jones
73. Phonetic transcription – represents ....  
A) a system of words. B) a system of syllables. C) a system of letters.  
# D) a system of sounds.

74. Northern English pronunciation is used in the region between ...  
 #A) .Birmingham and the border of Scotland. B) Scotland and Russia.  
 C) England and France D) London and Tashkent
75. There is no difference between the written forms of ...  
 A) Birmingham and the border of Scotland. B) Scotland and Russia.  
 C) England and France # D) Scottish and British English.
76. The southern types of American pronunciation is used in ... .  
 A) in German B) in Tashkent C) in Russia # D) in Pennsylvania
77. G. P. Torsuev distinguished ... types of variations of the English phonemes.  
 A) 8 B) 4 #C) 2 D) 6
78. There are ..... monophthongs. In English.  
 A) 2 B) 3 #C) 10 D) 5
79. There are ..... diphthongs in English.  
 A) 4 B) 3 C) 9 D) 5
80. There are ..... diphthongoids in English.  
 A) 20 #B) 2 C) 3 D) 6
81. There are ..... principles of describing intonation.  
 A) 20 B) 2 #C) 3 D) 6
82. Acoustic Phonetics studies .....  
 A) the acoustic properties of letters #B) the acoustic properties of sounds  
 C) the acoustic properties of words D) the acoustic properties of sentences
83. Prosody (Intonation) is a complex unity of .....  
 A) sentence stress, rhythm, tempo, speech melody  
 #B) sentence stress, rhythm, tempo, speech melody and voice timbre  
 C) sentence stress, rhythm, tempo and voice timbre  
 D) sentence stress, tempo, speech melody and voice timbre
84. Phonetics studies the outer form of language; .....  
 A) its melody matter B) its letter matter C) its word matter # D) its sound matter
- The branch of Theoretical Phonetics investigates the appropriate aspect of ... .  
 A) talk B) speak #C) speech D) sound

86. General phonetics studies all the ..... producing possibilities of the human speech apparatus.  
A) syllables B) stresses C) speeches #D) sounds
87. Descriptive phonetics gives a description of all the .... units of the given language  
A) word #B) phonetic C) talk D) speech
88. Historical phonetics studies changes in the .....system and stages of historical development.  
A) grammatical #B) phonetic C) linguistic D) phonologic
89. Comparative phonetics studies correlation between .....systems of two languages.  
A) grammatical B) phonologic C) linguistic #D) phonetic
90. Practical phonetics studies the substance, material form of ..... phenomena in relation to meaning.  
#A) phonetic B) phonologic C) linguistic D) grammatical
91. Theoretical phonetics is concerned with functioning of .....units of the language.  
#A) phonetic B) phonologic C) linguistic D) grammatical
92. According to R. Kingdon the most important nuclear tones in English are:  
#A) Low Fall, High Fall, Low Rise, High Rise, and Fall-Rise.  
B) Low Fall, High Fall, Low Rise and Fall-Rise.  
C) Low Fall, High Fall, High Rise, and Fall-Rise.  
D) Low Fall, , Low Rise, High Rise, and Fall-Rise.
93. There are ..... types of American language  
A) 4 B) 2 #C) 3 D) 6
94. Word stress in a language performs ..... functions.  
A) 4 B) 2 C) 3 D) 6
95. How many letters are there in English?  
A) 24 #B)26 C) 20 D) 33
96. How many consonants are there in English?  
A) 24 B)26 C) 20 D) 33
97. How many vowels are there in English?  
A) 24 B)26 C) 20 #D) 6

98. How many functional styles by Sokolova do you know?

#A) 5 B) 6 C) 2 D) 3

99. Find the third method of investigation, first is the direct observativation, the second is the linguistic and the third -?

A) phonetically B) articular #C) experimental D) perceptual

100. What is a biological science and is concerned with physical and physiological characteristics of speech sounds .

A) Physiology #B) Phonetics C) Phonology D) Sound

## **NAZARIY FONETIKA FANIDAN ORALIQ NAZORAT UCHUN VARIANTLAR MAJMUASI (100 ta savol, 20 ta variant)**

### **VARIANT 1**

1. Phonetics as a Branch of Linguistics
2. Phonetics and its aspects.
3. Types of phonetics.

### **VARIANT 2**

1. The functions of phonetic elements.
2. The organs of speech and their functions
3. Active organs

### **VARIANT 3**

1. Passive organs
2. The classification of Speech Sounds
3. Vowel sound

### **VARIANT 4**

1. Consonant sound
2. Transcription
3. Phonological theories.

### **VARIANT 5**

1. The phonological schools.
2. The Sankt-Petersburg phonological school.
3. The Moscow phonological school.

### **VARIANT 6**

1. The Prague phonological school.

2. The London phonological school.
3. The principal types of English pronunciation

#### VARIANT 7

1. English pronunciation in Great Britain.
2. The pronunciation types of English in the USA as compared with General British.
3. The pronunciation of English in other countries.

#### VARIANT 8

1. In the Scottish type of pronunciation.
2. Northern English pronunciation.
3. The South African pronunciation.

#### VARIANT 9

1. The system of consonant phonemes in English
2. Vowel consonant distinction.
3. The articulatory and acoustic classification of English consonants (in comparison with Uzbek).
- 4.

#### VARIANT 10

1. The system of the English consonant phonemes
2. The system of the English vowel phonemes
3. The articulatory and acoustic classification of the English vowels compared with Uzbek.

#### VARIANT 11

1. Phonological analysis of English vowels.
2. Unstressed vowels English. The phonetic approach.
3. The prosodic system of the English language. General remarks.
- 4.

#### VARIANT 12

1. The syllabic structure of English
2. The definition of the syllable.
3. The functions of the syllable.

#### VARIANT 13

1. Theories of syllable formation and syllable division.
2. Phonetic and phonological definitions of the syllable.
3. Word stress in English. Definition of word stress. It's types and components

#### VARIANT 14

1. Word stress.
2. The accentual structure of words.
3. Placement and degrees of word stress.

#### VARIANT 15

1. The functions of word stress.
2. The types of grammatical stress.
3. Intonation structure of English. The specification of Intonation. It's components and function

#### VARIANT 16

1. Intonation.
2. Intonation and its components and functions.
3. Methods of indicating and describing Intonation.

#### VARIANT 17

1. The Linguistic functions of Intonation components.
2. The functions of sentence – stress.
3. The functions of other Intonation Components.

#### VARIANT 18

1. Emphatic Intonation.
2. The combinatory – positional changes of Phonemes
3. Speech sound.

#### VARIANT 19

1. Assimilation.
2. Other combinatory – positional changes.
3. The articulation of English vowels.

#### VARIANT 20

1. Explanation of phoneme and stress.
2. Phonology is the phonological structure.
3. Morphology and its functions.

## NAZARIY FONETIKA FANI BOYICHA TALABALAR BILIMINI BAHOLASH MEZONLARI

| Ball                  | Baho         | Talabaning bilim darajasi                                                                                                                                                                                    |
|-----------------------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 86-100                | "A'lo"       | Nazariy fonetika fanining barcha sathlari haqida mukammal ma'lumotga ega bo'lgan, talaffuzda xatosiz, so'z boyligidan foydalanilgan holda aniq va ravon gapira olish qobiliyatiga a'lo darajada ega bo'lgan. |
| 71-85                 | "Yaxshi"     | Nazariy fonetika fanining barcha sathlari haqida mukammalroq ma'lumotga ega bo'lgan, talaffuzda xatosiz, so'z boyligidan foydalanilgan holda gapira olish qobiliyatiga yaxshi darajada ega bo'lgan.          |
| 70-56                 | "Qoniqarli"  | Nazariy fonetika fanining barcha sathlari haqida biroz ma'lumotga ega bo'lgan, talaffuzda o'qituvchi yordamida gapira olsa.                                                                                  |
| 55<br>balldan<br>past | "Qoniqarsiz" | German хорижий тиллаpsiga kirish fanining barcha sathlari haqida hcch qanday ma'lumotga ega bo'lmagan, talaffuzda ko'p xalo qiladigan talabaga.                                                              |

### ADABIYOTLAR RO'YXATI

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“NAZARIY FONETIKA” FANINING  
MUNDARIJASI

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| 2.1.                                                            | Mavzu bo'yicha ma`ruzani olib borish texnologiyasi                                                                                                                                                                                                                                                       |
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| 4-mavzu                                                         | The system of consonant phonemes in English. Vowel<br>consonant distinction. The articulatory and acoustic<br>classification of English consonants (in comparison<br>with Uzbek). The system of the English consonant<br>phonemes.                                                                       |
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| 5-mavzu                                                         | The system of the English vowel phonemes<br>The articulatory and acoustic classification of the<br>English vowels compared with Uzbek. Phonological<br>analysis of English vowels. Unstressed vowels<br>English. The phonetic approach. The prosodic system<br>of the English language. General remarks. |
| 5.1.                                                            | Mavzu bo'yicha ma`ruzani olib borish texnologiyasi                                                                                                                                                                                                                                                       |
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|         |                                                                                                                                                                                                                                                                                                                                                                  |  |
|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|         | syllable. The functions of the syllable. Theories of syllable formation and syllable division. Phonetic and phonological definitions of the syllable.                                                                                                                                                                                                            |  |
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| 7-mavzu | Word stress in English. Definition of word stress. It's types and components. Word stress. The accentual structure of words. Placement and degrees of word stress. The functions of word stress. The types of grammatical stress.                                                                                                                                |  |
| 7.1.    | Mavzu bo'yicha ma'ruzani olib borish texnologiyasi                                                                                                                                                                                                                                                                                                               |  |
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| 8-mavzu | Intonation structure of English. The specifying of Intonation. It's components and function. Intonation. Intonation and its components and functions. Methods of indicating and describing Intonation. The Linguistic functions of Intonation components. The functions of sentence - stress. The functions of other Intonation Components. Emphatic Intonation. |  |
| 8.1.    | Mavzu bo'yicha ma'ruzani olib borish texnologiyasi                                                                                                                                                                                                                                                                                                               |  |

# Mashgʻulotlar turlari bo'yicha o'quv soatlarning taqsimlanishi

| №  |                                                                                                                                                                                                                                                                                                                  | soat |
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|    | <b>1. Mavzular mazmuni</b>                                                                                                                                                                                                                                                                                       |      |
| 1. | 1. Introduction. Phonetics as a Branch of Linguistics<br>Phonetics and its aspects.<br>Types of phonetics.<br>The functions of phonetic elements.                                                                                                                                                                | 2    |
| 2. | 2. The organs of speech and their functions<br>1.The organs of speech.<br>2.Active organs and passive organs.<br>3.The classification of Speech Sounds<br>4. Types of Obstruction                                                                                                                                | 2    |
| 3. | 3. Transcription<br>1.Phonetic transcription.<br>2.Phonological transcription.<br>3. English vowels.<br>4. English consonants.                                                                                                                                                                                   | 2    |
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| 5. | 5. The principal types of English pronunciation<br>1. English pronunciation in Great Britain.<br>2.The pronunciation types of English in the USA as compared with General British.                                                                                                                               | 2    |
| 6. | 6.The pronunciation of English in other countries.<br>1.In the Scottish type of pronunciation.<br>2. Northern English pronunciation.<br>3. The South African pronunciation.                                                                                                                                      | 2    |
| 7. | 7. The system of consonant phonemes in English<br>1.Vowel consonant distinction.<br>5. The articulatory and acoustic classification of English consonants (in comparison with Uzbek).<br>3. The system of the English consonant phonemes.                                                                        | 2    |
| 8. | 8. The system of vowel phonemes in English<br>1.The articulatory and acoustic classification of the English vowels compared with Uzbek.<br>2.Phonological analysis of English vowels.<br>3.Unstressed vowels English. The phonetic approach.<br>4. The prosodic system of the English language. General remarks. | 2    |
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| 1 | 1. Introduction. Phonetics as a Branch of Linguistics<br>5- Phonetics and its aspects.<br>6- Types of phonetics.<br>3. The functions of phonetic elements.                                                                                                                                                       | 2 |
| 2 | 2. The organs of speech and their functions<br>1.The organs of speech.<br>2.Active organs and passive organs.<br>3.The classification of Speech Sounds<br>4. Types of Obstruction                                                                                                                                | 2 |
| 3 | 3. Transcription<br>1.Phonetic transcription.<br>2.Phonological transcription.<br>3. English vowels.<br>4. English consonants.                                                                                                                                                                                   | 2 |
| 4 | 4. Phonological theories.<br>1.The phonological schools.<br>2.The Sankt-Petersburg phonological school<br>3.The Moscow phonological school<br>4. The Prague phonological school<br>5. The London phonological school                                                                                             | 2 |
| 5 | 5. The principal types of English pronunciation<br>1. English pronunciation in Great Britain.<br>2.The pronunciation types of English in the USA as compared with General British.                                                                                                                               | 2 |
| 6 | 6.The pronunciation of English in other countries.<br>1.In the Scottish type of pronunciation.<br>2. Northern English pronunciation.<br>3. The South African pronunciation.                                                                                                                                      | 2 |
| 7 | 7. The system of consonant phonemes in English<br>1.Vowel consonant distinction.<br>6. The articulatory and acoustic classification of English consonants (in comparison with Uzbek).<br>3. The system of the English consonant phonemes.                                                                        | 2 |
| 8 | 8. The system of vowel phonemes in English<br>1.The articulatory and acoustic classification of the English vowels compared with Uzbek.<br>2.Phonological analysis of English vowels.<br>3.Unstressed vowels English. The phonetic approach.<br>4. The prosodic system of the English language. General remarks. | 2 |

|    |                                                                                                                 |    |
|----|-----------------------------------------------------------------------------------------------------------------|----|
| 9  | 9. The syllabic structure of English<br>1. The definition of the syllable.<br>2. The functions of the syllable. | 2  |
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| 1  | Phonetics as a Branch of Linguistics                                                                            | 2  |
| 2  | Phonetics and its aspects.                                                                                      | 2  |
| 3  | Types of phonetics.                                                                                             | 2  |
| 4  | The functions of phonetic elements.                                                                             | 2  |
| 5  | The organs of speech.                                                                                           | 2  |
| 6  | Active organs and passive organs.                                                                               | 2  |
| 7  | The classification of Speech Sounds                                                                             | 2  |
| 8  | Types of Obstruction                                                                                            | 2  |
| 9  | Transcription                                                                                                   | 2  |
| 10 | Phonological theories.                                                                                          | 2  |
| 11 | The principal types of English pronunciation                                                                    | 2  |
| 12 | The system of consonant phonemes in English                                                                     | 2  |
| 13 | Vowel consonant distinction.                                                                                    | 2  |
| 14 | The articulatory and acoustic classification of English consonants<br>(in comparison with Uzbek).               | 2  |
| 15 | The system of the English consonant phonemes.                                                                   | 2  |
| 16 | The syllabic structure of English                                                                               | 2  |
|    | Jami:                                                                                                           | 32 |
|    | Hammasi:                                                                                                        | 66 |

|   |                                            |
|---|--------------------------------------------|
| 2 | “NAZARIY FONETIKA” o’quv kursining mazmuni |
|---|--------------------------------------------|

## Ma`ruzalar mazmuni (16 SOAT)

**1-MAVZU:** Introduction. Phonetics as a Branch of Linguistics . By the term language we mean the typically human ability to encode introaudible, or otherwise, meaning signal. Human speech is called the "Phonetic substance" in which linguistic forms are manifested. The speech maybe either oral or written. Phonetics (from the Greek word "phone" - meaning sound, voice and "-tika" a science) is a special science which studies the phonic substance and the expressions area of the language, or otherwise the physical media of a language (sounds, syllables, stress and intonation). The linguistic form and content are described by other branches of linguistics, namely grammar (morphology and syntax), lexicology (lexicon or vocabulary, the formation and the meaning of the words).

**2-MAVZU:** Transcription. Phonetic and Phonological transcription

### 1. Transcription

Transcription is a great theoretical and practical value.

It is used in the scientific - theoretical investigation of the phonetic systems and teaching foreign language pronunciation.

Transcription is a special phonetic alphabet by meaning of which the sound system or a system of phonemes of a particular language is represented. Usually two principal types of transcription are distinguished: phonetic and phonological.

### 2. Phonological theories

Bandonin de Courtenay's theory of phonology.

The formation of the phonological theory may divided into two periods: The "pre phoneme" period, i.e. when there was no destination between "speech sound" and "phoneme" until 1870; 1

The "phonemic" period, which began in 1870 and included the twentieth century. In this period the basic phonetic and phonological terms and concepts were proposed, and the destination between the speech sounds and the phonemes as functional units of the language was recognized. The first linguist to point out this distinction was I. A. Baundonin de Courtenay (1845-1929), an outstanding Russian" and Polish scholar.

**3-MAVZU:** The principal types of English pronunciation. The pronunciation of words varies considerably among the different regions in which English is spoken, so that we can easily distinguish speakers according to their 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. English pronunciation in Great Britain. At present there are the following regional pronunciation types exist in G. B. 1. Southern English pronunciation; -

2. Northern English pronunciation;

3. Scottish pronunciation;

4. Irish pronunciation;

In the Scottish type of pronunciation some phonetic features of old English the Northubrian dialect of the Anglo - Saxon language, were preserved. In the seventh century the German tribe angles and Saxes migrated to Scotland.

1. The Eastern type of pronunciation.

2. The Southern type

3. The Western General American types

Canadian English (CaE) has common phonetic features both with GB and GA English which is spoken in Ontario region, is more similar to GA than other parts of Canada as this region is situated very close to the USA. The most specific phonetic features of CaE are the following,

[book p. 39],; The Australian English is one of the types of pronunciation literary national types used since the end of the 18<sup>th</sup> century. There are three types of pronunciation in Australia: 1. Educated or cultivated Australian

#### **4-MAVZU:** The system of consonant phonemes in English

Vowel consonant 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. a 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.

Analyses of English phonemes is made in the following way:

1. The phonetic (articulatory and acoustic) classification.
2. The phonemic classification, which makes clear the distinction between phonemes and their allophonic variants.
3. The distribution of phonemes and some sound clusters. More often we compare, the phonemic system of English and Uzbek.

The articulatory and acoustic classification of English consonants (in comparison with Uzbek).

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.

According to the place of articulation the consonants may be labial and pharyngeal (ɣ). Labial consonants are divided into bilabial (as English [p], [b], [m], [ɸ], [w]) and labiodentals English [f], [v].

The lingual consonants may be fore lingual English ([t], [d], [s], [z], [l], [n]) inter lingual and back lingual ([k], [q]).

The manner of articulation makes it possible to distinguish occlusive [p, b, t, d, k, q], constrictive [f, v, s, z] consonants and affricates.

#### **5-MAVZU:** The system of the English vowel 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 vowels.
2. According to the vertical movement of the tongue (or to the height of the raised part of the tongue) vowels may be classified into a. close or high; b. mid - open or mid; c. open or low. Each of the highest of the tongue has two variations: narrow and broad. These principles of vowel classifications are very important in comparative - typological studies of the vowel systems of two or more languages and also in languages with many vowels.
3. According to the position of the lips vowels may be rounded and un rounded. Rounded vowels are of two types:
4. Traditionally, according to the quantitative features, English vowels are classified into historically long and in certain position vowel.
5. According to the degree of the muscular energy of the organs of speech, especially, the muscles of the tongue, the walls of the mouth resonator and of the pharynx, tense and lax vowels may be distinguished. Usually, all English long vowels are tense and short vowels are lax.
6. Physiologically, according to the character of their end or the last phase of articulations, English vowels may be checked in the pronunciation of which there is no diminution in the force

of utterance towards their string end. Their pronunciation is interrupted by the abrupt articulation of the consonant sound following it.

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

10 monophthongs. 9 diphthongs. 2 diphthongoids.

## **6-MAVZU:**The syllabic structure of English

1. The definition of the syllable. The functions of the syllable.

The syllable is the result of the natural segmentation of speech continuing. The definitions of the syllable differ greatly, as linguists chose 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 a word form (ex, little), making [mei - kin].

Syllables consisting of two or more phonemes, joining the articulations, have a complex structure characterized by on glides, which is essential also for the ordinary combination of phonemes.

From the functional point of view a syllable, like other phonetic units, fulfills four functions.

1. Constitutive function, i.e. a syllable or syllables acts as material carriers of words, word - joins, word - combinations and phrases.

2. Distinctive function i.e. the syllables may serve to distinguish minimal pairs of words, word - combinations and phrases.

3. Recognitive functions, 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.

## **7-MAVZU:**Word stress in English. Definition of word stress. It's types and components.

1. Word stress or accent is usually defined as the degree of force or pronounce with, which a sound or syllable is uttered. Incidentally, the syllabic structure of a word is closely connected with its accentual structure 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 pronounce in syllables of initial, medial or final positions.

2. The classification of words according to the place and degree of stress is known as the accentual structure (type, pattern) of words. Traditionally word accent has the following phonetic components

a. In articulatory aspect stress is realized by the great force of resyrngeal activity, duration of articulation (a stressed syllable may be long and tense) high frequency of the vibration of vocal chords.

b. Acoustically, a stressed syllable has greater intensity, duration and pitch or tone of voice than an unstressed syllable.

c. Perceptually, a stressed syllable is characterized by more loudness, duration and high tone of a sound in comparison with an unstressed syllable. It should be emphasized that word stress and sentence stress are different, as the terms indicate, word stress forms a word and singles out one or more of its syllables.

Sentence stress deals with the formation of a sentence or phrase and singles out one or more words in the structure of a phrase.

## **8-MAVZU:**Intonation structure of English. The specifying of Intonation. It's components and function.

1. 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 three - force its definition varies widely among linguists. The following definitions of intonation have been given by British

linguists: "Intonation maybe defined as the variations which take place in the pitch of the musical note produced by the vibration of the vocal cords". (D. Jones).

"By Intonation we mean the rise and fall of the pitch of the voice when we speak (L. Armstrong and I. Ward).

Methods of indicating and describing intonation. 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: /D. Jones, H. E. Palmer, L. E. Armstrong and I. C. Ward, A. C. Gimson/.

2. The phonological description used by American linguists of both the descriptive and tagmemic schools: (K. L. Pike, H. A. Gleason, R. Nash and etc).

3. The broad phonetic and phonological description of English intonation is given by the soviet phoneticians of English G. P. Torsuyev, V. A. Vassilyev, O. I. Dickushine, M. A. Antipova, by their followers.

The linguistic functions of intonation components. Speech melody or pitch level is regarded one of the primary or main components of intonation. Its chief function is to distinguish communicative types of sentence and to divide a sentence into sense group or intonation groups.

R. Nash distinguishes the following five basic functions of speech melody:

1. The identify function, i.e. the ability of listeners to recognize a language without understanding what he said and to pronounce utterances with a foreign accent;

2. The presentation function, i.e. in every language any utterance is pronounced with some degree of pitch inflection;

3. The structural function, i.e. the speech melody is used to signal structure boundaries and relationship across boundaries;

4. The deictic function, i.e. a certain degree of speech melody; intentionally altered by the speaker is used to emphasize a particular lexical item of an utterance;

5. The expressive function of speech melody signal the presence of a speaker's emotion. If the emotion is strong, other prosodic elements such as tempo, loudness and voice quality are added.

## Amaliy (seminar) mashg`ulotlar mazmuni (18 SOAT)

**1-SEMINAR:** 1. Introduction. Phonetics as a Branch of Linguistics. Phonetics and its aspects. Types of phonetics. The functions of phonetic elements.

**2-SEMINAR:** The organs of speech and their functions. The organs of speech. Active organs and passive organs. The classification of Speech Sounds. Types of Obstruction

**3-SEMINAR:** Transcription. Phonetic transcription.. Phonological transcription. English vowels. English consonants.

**4-SEMINAR:** Phonological theories. The phonological schools. The Sankt-Petersburg phonological school. The Moscow phonological school. The Prague phonological school. The London phonological school

**5-SEMINAR:** The principal types of English pronunciation. English pronunciation in Great Britain. The pronunciation types of English in the USA as compared with General British.

**6-SEMINAR:** The pronunciation of English in other countries. In the Scottish type of pronunciation. Northern English pronunciation. The South African pronunciation.

**7-SEMINAR:** The system of consonant phonemes in English. Vowel consonant distinction. The articulatory and acoustic classification of English consonants (in comparison with Uzbek). The system of the English consonant phonemes.

**8-SEMINAR:** The system of vowel phonemes in English. The articulatory and acoustic classification of the English vowels compared with Uzbek. Phonological analysis of English vowels. Unstressed vowels English. The phonetic approach. The prosodic system of the English language. General remarks.

**9-SEMINAR:** The syllabic structure of English. The definition of the syllable. 2. The functions of the syllable.

### **Nazariy fonetika fanidan mustaqil ish uchun mavzular va topshiriqlar mazmuni (38 soat)**

**1-Mavzu:** Introduction. Phonetics as a Branch of Linguistics

Literature:

1. Зиндер Л.Р. Общая фонетика. -М., 1980.
2. Кантер Л.А. Системный анализ речевой интонации. м., 1988.
3. Меркулова Е.М. Introduction to phonetics.- Санкт-Петербург, 2002.
4. M.I.Gadoeva. Lecture texts on theoretical phonetics. 2018. Bukhara. 60 p.

**2-Mavzu:** Phonetics and its aspects.

Literature:

1. Соколова М.А. English phonetics. A Theoretical course.-М., 1997.
2. Торсуев Г.П. Строение слога и аллофоны в английском языке. М., 1976
3. M.I.Gadoeva. Lecture texts on theoretical phonetics. 2018. Bukhara. 60 p.

**3-Mavzu:** Types of phonetics.

Literature:

1. Трубецкой А.С. Основы фонологии.- М., 2002.
2. Швейцер А.Д. Literary English in America and England.- м., 1971

**4-Mavzu:** The functions of phonetic elements.

Literature:

1. Ходжиев Л. Лингвистик терминларнинг изохли луғатн. Т., 2-нашр, 2002,
2. Jimson A.C. An Introduction to the Pronunciation of English.-Lnd., 2001.

**5-Mavzu:** The organs of speech.

Literature:

1. Leonteva S.F. A Theoretical Course of English,- М., 2004.
2. Jones D. An Outline of English Phonetics. Cambridge. 1976.
3. M.I.Gadoeva. Lecture texts on theoretical phonetics. 2018. Bukhara. 60 p.

**6-Mavzu:** Active organs and passive organs.

Literature:

1. Jones D Everyman's English Pronouncing Dictionary- Lnd., New. edition. 2001.

2. Shakhbagova D.A. Variety of English Pronunciation.- M., 1982.

3. M.I.Gadoeva. Lecture texts on theoretical phonetics. 2018. Bukhara. 60 p.

**7-Mavzu:** The classification of Speech Sounds

Literature:

1. Трубецкой А.С. Основы фонологии.- М., 2002.

2. Меркулова Е.М. Introduction to phonetics.- Санкт-Петербург, 2002.

3. M.I.Gadoeva. Lecture texts on theoretical phonetics. 2018. Bukhara. 60 p.

**8-Mavzu:** Types of Obstruction

Literature:

1. Зиндер Л.Р. Общая фонетика. -М., 1980.

2. Трубецкой А.С. Основы фонологии.- М., 2002.

3. M.I.Gadoeva. Lecture texts on theoretical phonetics. 2018. Bukhara. 60 p.

**9-Mavzu:** Transcription

Literature:

1. Зиндер Л.Р. Общая фонетика. -М., 1980.

Literature:

2. Трубецкой А.С. Основы фонологии.- М., 2002.

3. M.I.Gadoeva. Lecture texts on theoretical phonetics. 2018. Bukhara. 60 p.

**10-Mavzu:** Phonological theories.

Literature:

1. Трубецкой А.С. Основы фонологии.- М., 2002.

2. Leonteva S.F. A Theoretical Course of English,- М., 2004.

3. M.I.Gadoeva. Lecture texts on theoretical phonetics. 2018. Bukhara. 60 p.

**11-Mavzu:** The principal types of English pronunciation

Literature:

1. Трубецкой А.С. Основы фонологии.- М., 2002.

2. Leonteva S.F. A Theoretical Course of English,- М., 2004.

3. M.I.Gadoeva. Lecture texts on theoretical phonetics. 2018. Bukhara. 60 p.

**12-Mavzu:** The system of consonant phonemes in English

Literature:

1. Трубецкой А.С. Основы фонологии.- М., 2002.

2. Leonteva S.F. A Theoretical Course of English,- М., 2004.

3. M.I.Gadoeva. Lecture texts on theoretical phonetics. 2018. Bukhara. 60 p.

**13-Mavzu:** Vowel consonant distinction.

Literature:

1. Зиндер Л.Р. Общая фонетика. -М., 1980.

2. Leonteva S.F. A Theoretical Course of English,- М., 2004.

3. M.I.Gadoeva. Lecture texts on theoretical phonetics. 2018. Bukhara. 60 p.

**14-Mavzu:** The articulatory and acoustic classification of English consonants (in comparison with Uzbek).

Literature:

1. Трубецкой А.С. Основы фонологии.- М., 2002.
2. Leonteva S.F. A Theoretical Course of English,- М., 2004.

**15-Mavzu:** The system of the English consonant phonemes.

Literature:

1. Зиндер Л.Р. Общая фонетика. -М., 1980.
2. Leonteva S.F. A Theoretical Course of English,- М., 2004.
3. M.I.Gadoeva. Lecture texts on theoretical phonetics. 2018. Bukhara. 60 p.

**16-Mavzu:** The syllabic structure of English

Literature:

1. Зиндер Л.Р. Общая фонетика. -М., 1980.
2. Leonteva S.F. A Theoretical Course of English,- М., 2004.
3. M.I.Gadoeva. Lecture texts on theoretical phonetics. 2018. Bukhara. 60 p.

ADABIYOTLAR RO`YXATI

a)ASOSIY ADABIYOTLAR

1. Абдуазизов Л.Л. Хозирги инглиз тили назарий фонетикаси (инглиз тили).- Т., 1992.
2. Аракин В.Д. Сравнительная типология английского и русского языков.— М., 1979.
3. Борисова Л.В. Теоретическая фонетика английского языка. Минск, 1986.
4. Васильев В.А. English phonetics. A Theoretical course.-М., 1970.
5. Веренинова Ж.Б. Фонетическая база английского языка.- М., 1996.

b) QO`SHIMCHA ADABIYOTLAR

6. Зиндер Л.Р. Общая фонетика. -М., 1980.
7. Кантер Л.А. Системный анализ речевой интонации. м., 1988.
8. Меркулова Е.М. Introduction to phonetics.- Санкт-Петербург, 2002.
9. Соколова М.А. English phonetics. A Theoretical course.-М., 1997.
10. Трубецкой А.С. Основы фонологии.- М., 2002.
11. Швейцер А.Д. Literary English in America and England.- м., 1971
12. Ходжиев Л. Лингвистик терминларнинг изохли лугатн. Т., 2-нашр, 2002,
13. Jimson A.C. An Introduction to the Pronunciation of English.-Lnd., 2001.
14. Leonteva S.F. A Theoretical Course of English,- М., 2004.
15. Jones D. An Outline of English Phonetics Cambridge. 1976.
16. Jones D Everyman's English Pronouncing Dictionary- Lnd., New. edition. 2001.
17. Shakhbagova D.A. Variety of English Pronunciation.- М., 1982.

**Lug`atlar**

1. A.S.Hornby. Oxford Advanced Learner's Dictionary of Current English. 3<sup>rd</sup> edition, 1980.
2. The Concise Oxford Dictionary of Current English. 6<sup>th</sup> edition. 1980.
3. Мюллер Б.К. Большой Англо-Русский словарь. М., 1997.
4. Гальперин И.Р.Большой Англо-Русский словарь в 2-х томах. М., 1977

## INTERNET SAYTLARI

<http://www.philol.msu.ru>

<http://slovari.gramota.ru>

[www.krugosvet.ru](http://www.krugosvet.ru)

[www.usingenglish.com](http://www.usingenglish.com)

[www.referat.ru](http://www.referat.ru)

[www.google.com](http://www.google.com)

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## 5. O`QUV USLUBIY XARITA

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## Ma`ruzaning texnologik xaritasi

| Ish jarayoni bosqichlari vaqti               | Faoliyatning mazmuni                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                      |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              | o`qituvchi                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | talaba                                                                                                                                                                                                               |
| 1 bosqich.<br>Kirish<br>(15 daqiqa)          | <p>1.1. O`quv fanining nomini aytadi, predmetning dastlabki umu-miy tasavvurini beradi. Uslubiy va tashkiliy tomonlari, talabalar bilimlarini baholash mezonlarini va fan tuzilishini tushutiradi. (1-ilova)</p> <p>1.2. Mazkur fanning o`rganiladigan mavzulari bo`yicha nazariy va amaliy mashg`ulotlar, ularning uzviyligi haqida qisqacha ma`lumot beradi. Asosiy adabiyotlarning ro`yxati bilan tanishtiradi. (2-ilova)</p> <p>O`quv dasturini talabalarga tanishtiradi.</p> <p>1.3. Ma`ruza darsining maqsadi va o`quv faoliyati natijalarini aytadi. Talabalarni aqliy hujumga tortish uchun jonlantiruvchi savollar beradi. (???-ilova).</p>                                                                                                                                                                             | <p>Tinglaydi va yozadi</p> <p>Mavzu nomini yozib oladilar</p> <p>Savollarga javob beradi</p>                                                                                                                         |
| 2 bosqich.<br>Asosiy jarayon<br>(55 daqiqa)  | <p>2.1. Ma`ruza rejasining barcha savollari bo`yicha vizual materialni namoyish qiladi. (1-7 ilovalar)</p> <p>Mavzuning asosiy joylarini yozib olishlarini so`raydi.</p> <p>Faollashtiruvchi savol-javob o`tkazadi.</p> <p>2.2.Fanning mohiyati va ko`p qirrali ijtimoiy gumanitar fan sifatida uning tadqiqot ob`ekti.</p> <p>2.3.. Nazariy fonetika predmetining turli yondosh fanlar bilan aloqalari.</p> <p>2.4.Fonetika Tilshunoslikning bir tarmog`i haqida</p> <p>2.5.Fonetika va uning aspektlari haqida</p> <p>2.6.Fonetikaning turlari.</p> <p>2.7.Fonetikaning elementlari va funksiyasi haqida.</p> <p>2.8. Mavzuning tayanch iboralar kerakli tushuncha va iboralar qo`shiladi. Javoblarni to`g`rilaydi va xulosalaydi.</p> <p>2.9. Talabalarga erkin fikr aytishga ruxsat beriladi va ularni rag`batlantiradi.</p> | <p>Tinglaydi, o`rganadi,</p> <p>Yozadi, aniqlaydi,</p> <p>savollar beradi.</p> <p>Asosiy joylarini yozadi</p> <p>Savollarga javob beradi</p> <p>Xar bir tayanch tushuncha va iboralarni muxokama kiladi. Yozadi.</p> |
| 3 bosqich.<br>Yakuniy bosqich<br>(10 daqiqa) | <p>3.1. Mavzu bo`yicha umumiy xulosa qiladi.</p> <p>3.2. Talabalarning bilim va ko`nikmalarini baholaydi.</p> <p>3.3.Navbatdagi mashg`ulotda ko`riladigan masalani e`lon qiladi, va mustaqil tayyorgarlik ko`rishlarini so`raydi.</p> <p>3.4. Talabalarga uyga vazifa qilib:</p> <p>(1).“German tillari va ularning dunyoda tarqalishi sabablari” mavzusida esse yozib kelish;</p> <p>(2). Mustaqil ishlash uchun mavzular taklif etiladi;</p> <p>(3).Kelgusi mavzu e`lon qilinadi va unga tayyorlanib kelishni aytadi.</p> <p>(4). O`zini-o`zi nazorat qilish uchun savollar beradi. (6- ilova).</p> <p>(5). Tavsiya etilgan adabiyotlarni o`rganishga beradi.</p>                                                                                                                                                              | <p>tinglaydi</p> <p>Mustaqil ishlash uchun topshiriqni yozib oladi</p> <p>Dokladlar mavzusiga tayyorlanadi.</p>                                                                                                      |

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## 6. Kalendar tematik reja

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**“Tasdiqlandi”**  
**Ingliz хорижий тиллаpsi**  
**kafedrasi mudiri**  
**\_\_\_\_\_f.f.n.A.A.Haydarov**  
**“25” avgust 2018 yil**

**DASTUR BAJARILISHINING KALENDARLI REJASI**  
 (ma`ruza, laboratoriya, amaliyot mashg`ulotlari, kurs ishlari)

Fakultet: Хорижий тиллаp fakulteti

Akadem guruh: Ingliz хорижий тиллаpsi

Bosqich: 2,3,4\_\_\_\_\_

Fanning nomi: Nazariy fonetika

Maruza o`qiydi: **dotsent M.I.Gadoyeva**

Amaliy mashg`ulotlarini olib boruvchi: **o`qituvchi M.Safarova**

| N                                                |         | Mavzu nomi                                                                                                                                                                                                           | Rej. sana | Baj. sana | O`qituvchi imzosi |
|--------------------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|-------------------|
| <b>I. Ma`ruza mashg`ulotlari taqvimiy rejasi</b> |         |                                                                                                                                                                                                                      |           |           |                   |
| 1                                                | Ma`ruza | 1. Introduction. Phonetics as a Branch of Linguistics<br>Phonetics and its aspects.<br>Types of phonetics.<br>The functions of phonetic elements.                                                                    | 2         | 1-hafta   |                   |
| 2                                                | Ma`ruza | 2. The organs of speech and their functions<br>1.The organs of speech.<br>2.Active organs and passive organs.<br>3.The classification of Speech Sounds<br>4. Types of Obstruction                                    | 2         | 2-hafta   |                   |
| 3                                                | Ma`ruza | 3. Transcription<br>1.Phonetic transcription.<br>2.Phonological transcription.<br>3. English vowels.<br>4. English consonants.                                                                                       | 2         | 3-hafta   |                   |
| 4                                                | Ma`ruza | 4. Phonological theories.<br>1.The phonological schools.<br>2.The Sankt-Petersburg phonological school<br>3.The Moscow phonological school<br>4. The Prague phonological school<br>5. The London phonological school | 2         | 4-hafta   |                   |
| 5                                                | Ma`ruza | 5. The principal types of English pronunciation<br>1. English pronunciation in Great Britain.<br>2.The pronunciation types of English in the USA as compared with General British.                                   | 2         | 5-hafta   |                   |

|                                                            |         |                                                                                                                                                                                                                                                                                                                  |    |         |  |
|------------------------------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---------|--|
| 6                                                          | Ma`ruza | 6.The pronunciation of English in other countries.<br>1.In the Scottish type of pronunciation.<br>2. Northern English pronunciation.<br>3. The South African pronunciation.                                                                                                                                      | 2  | 6-hafta |  |
| 7                                                          | Ma`ruza | 7. The system of consonant phonemes in English<br>1.Vowel consonant distinction.<br>7. The articulatory and acoustic classification of English consonants (in comparison with Uzbek).<br>3. The system of the English consonant phonemes.                                                                        | 2  | 7-hafta |  |
| 8                                                          | Ma`ruza | 8. The system of vowel phonemes in English<br>1.The articulatory and acoustic classification of the English vowels compared with Uzbek.<br>2.Phonological analysis of English vowels.<br>3.Unstressed vowels English. The phonetic approach.<br>4. The prosodic system of the English language. General remarks. | 2  | 8-hafta |  |
| JAMI:                                                      |         |                                                                                                                                                                                                                                                                                                                  | 16 |         |  |
| <b>II. AMALIY (SEMINAR) Mashg`ulotlari taqvimiy rejasi</b> |         |                                                                                                                                                                                                                                                                                                                  |    |         |  |
| 1                                                          | Amaliy  | 1. Introduction. Phonetics as a Branch of Linguistics<br>7- Phonetics and its aspects.<br>8- Types of phonetics.<br>3. The functions of phonetic elements.                                                                                                                                                       | 2  |         |  |
| 2                                                          | Amaliy  | 2. The organs of speech and their functions<br>1.The organs of speech.<br>2.Active organs and passive organs.<br>3.The classification of Speech Sounds<br>4. Types of Obstruction                                                                                                                                | 2  |         |  |
| 3                                                          | Amaliy  | 3. Transcription<br>1.Phonetic transcription.<br>2.Phonological transcription.<br>3. English vowels.<br>4. English consonants.                                                                                                                                                                                   | 2  |         |  |
| 4                                                          | Amaliy  | 4. Phonological theories.<br>1.The phonological schools.<br>2.The Sankt-Petersburg phonological school<br>3.The Moscow phonological school<br>4. The Prague phonological school                                                                                                                                  | 2  |         |  |

|                                                         |        |                                                                                                                                                                                                                                                                                                                     |    |  |  |
|---------------------------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|--|--|
|                                                         |        | 5. The London phonological school                                                                                                                                                                                                                                                                                   |    |  |  |
| 5                                                       | Amaliy | 5. The principal types of English pronunciation<br>1. English pronunciation in Great Britain.<br>2. The pronunciation types of English in the USA as compared with General British.                                                                                                                                 | 2  |  |  |
| 6                                                       | Amaliy | 6. The pronunciation of English in other countries.<br>1. In the Scottish type of pronunciation.<br>2. Northern English pronunciation.<br>3. The South African pronunciation.                                                                                                                                       | 2  |  |  |
| 7                                                       | Amaliy | 7. The system of consonant phonemes in English<br>1. Vowel consonant distinction.<br>8. The articulatory and acoustic classification of English consonants (in comparison with Uzbek).<br>3. The system of the English consonant phonemes.                                                                          | 2  |  |  |
| 8                                                       | Amaliy | 8. The system of vowel phonemes in English<br>1. The articulatory and acoustic classification of the English vowels compared with Uzbek.<br>2. Phonological analysis of English vowels.<br>3. Unstressed vowels English. The phonetic approach.<br>4. The prosodic system of the English language. General remarks. | 2  |  |  |
| 9                                                       | Amaliy | 9. The syllabic structure of English<br>1. The definition of the syllable.<br>2. The functions of the syllable.                                                                                                                                                                                                     | 2  |  |  |
| <b>JAMI:</b>                                            |        |                                                                                                                                                                                                                                                                                                                     | 18 |  |  |
| <b>III. Mustaqil ish uchun mavzular taqvimiy rejası</b> |        |                                                                                                                                                                                                                                                                                                                     |    |  |  |
| 1                                                       | MT     | Phonetics as a Branch of Linguistics                                                                                                                                                                                                                                                                                | 2  |  |  |
| 2                                                       | MT     | Phonetics and its aspects.                                                                                                                                                                                                                                                                                          | 2  |  |  |
| 3                                                       | MT     | Types of phonetics.                                                                                                                                                                                                                                                                                                 | 2  |  |  |

|          |    |                                                                                                |    |  |  |
|----------|----|------------------------------------------------------------------------------------------------|----|--|--|
| 4        | MT | The functions of phonetic elements.                                                            | 2  |  |  |
| 5        | MT | The organs of speech.                                                                          | 2  |  |  |
| 6        | MT | Active organs and passive organs.                                                              | 2  |  |  |
| 7        | MT | The classification of Speech Sounds                                                            | 2  |  |  |
| 8        | MT | Types of Obstruction                                                                           | 2  |  |  |
| 9        | MT | Transcription                                                                                  | 2  |  |  |
| 10       | MT | Phonological theories.                                                                         | 2  |  |  |
| 11       | MT | The principal types of English pronunciation                                                   | 2  |  |  |
| 12       | MT | The system of consonant phonemes in English                                                    | 2  |  |  |
| 13       | MT | Vowel consonant distinction.                                                                   | 2  |  |  |
| 14       | MT | The articulatory and acoustic classification of English consonants (in comparison with Uzbek). | 2  |  |  |
| 15       | MT | The system of the English consonant phonemes.                                                  | 2  |  |  |
| 16       | MT | The syllabic structure of English                                                              | 2  |  |  |
| JAMI:    |    |                                                                                                | 32 |  |  |
| HAMMASI: |    |                                                                                                | 66 |  |  |

**Ma`ruzachi:** dotsent M.I.Gadoyeva  
**Amaliy mashg`ulot olib boruvchi:** M.Safarova

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**7. NAZARIY FONETIKA fanining**  
**MA`RUZALARI matni**  
**(1-8)**

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|                 |                                                                                    |
|-----------------|------------------------------------------------------------------------------------|
| <b>1- MAVZU</b> | <b>: Introduction. Phonetics as a Branch of Linguistics<br/>(Ma`ruza – 2 soat)</b> |
|-----------------|------------------------------------------------------------------------------------|

## 1.1. Ma`ruzani olib borish texnologiyasi

|                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mashg`ulot shakli</b>                                               | <b>Kirish-mavzu bo'yicha ma`ruza</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Ma`ruza rejasi</b>                                                  | 1. Phonetics and its aspects. 2. Types of phonetics.<br>3. Phonetic elements and its functions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>O'quv mashg`ulotining maqsadi</b>                                   | Mavzuning maqsati- talabalarning bilim va kunlikmalarii o`qituvchi boschiligida bajarish bo`lib hisoblanadi.<br>-har bir savol bo`yicha yangi bilimlarni mukommal o`rganish:<br>-mavjud ma`lumotlarni, jumladan german tillarining tarqalish hududlarini o`rganish, aniqlash;<br>-axborot manbalari va urinlaridan urinli foydalana olish;<br>-elektron o`quvliklar, adabiyotlar va ma`lumotlar banki bilan ishlash;<br>-internetdan foydalanish va kerakli mavzular bo'yicha yangiliklar topish;<br>-berilgan topshiriqning ratsional yeshimini topish;<br>-topshiriqni bajarish uchun erkin fikrlash, mahorat bilan yondoshuv, tilshunoslikka oid adabiyotlar bilan ishlashni o`rganish; |
| <b>Tayanch tushuncha va iboralar</b>                                   | Phonetic substance - human speech<br>Physical media - sounds, syllables, stress, intonation<br>Phonetics - a special science of phonic substance<br>Phoneme - the smallest meaningless unit of the language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Pedagogik vazifalar:</b>                                            | <b>O'quv faoliyati natijalari:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Nazariy fonertika kursining maqsadi va vazifalari bilan tanishtirish;  | Nazariy fonertika kursining maqsadi va vazifalarini aytib bera oladilar;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Nazariy fonertikaning tadqiqot predmeti haqida tushuntiriladi;         | Nazariy fonertikaning tadqiqot predmeti haqida aytib bera oladilar;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Nazariy fonertika haqida ma`lumot beriladi;                            | Nazariy fonertika haqida ma`lumot bera oladilar;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Fonertikaning elementlari va ularning vazifalari bilan tanishtiriladi. | Fonertikaning elementlari va ularning vazifalarini aytib bera oladilar.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| O`qitish usullari                                                      | Ma`ruza, namoyish, blits-so'rov, aqliy hujum, klaster                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| O`qitish vositalari                                                    | Ma`ruza matni, komp`yuter texnologiyasi, slaydlar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| O`qitish shakllari                                                     | Frontal, kollektiv ish                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| O`qitish sharoiti                                                      | Texnik vositalar bilan ta`minlangan, o`qitish usullarini qo'llash mumkin bo'lgan o`quv xona                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Monitoring va baholash                                                 | Kuzatish, og`zaki nazorat, yozma nazorat, o`quv topshiriq                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

### Ma`ruzaning texnologik xaritasi

| Ish jarayoni bosqichlari vaqti               | Faoliyatning mazmuni                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                        |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              | o'qituvchi                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | talaba                                                                                                                                                                                                 |
| 1 bosqich.<br>Kirish<br>(15 daqiqa)          | <p>1.1. O'quv fanining nomini aytadi, predmetning dastlabki umu-miy tasavvurini beradi. Uslubiy va tashkiliy tomonlari, talabalar bilimlarini baholash mezonlarini va fan tuzilishini tushutiradi. (1-ilova)</p> <p>1.2. Mazkur fanning o'rganiladigan mavzulari bo'yicha nazariy va amaliy mashg'ulotlar, ularning uzviyligi haqida qisqacha ma'lumot beradi. Asosiy adabiyotlarning ro'yxati bilan tanishtiradi. (2-ilova)</p> <p>O'quv dasturini talabalarga tanishtiradi.</p> <p>1.3. Ma`ruza darsining maqsadi va o'quv faoliyati natijalarini aytadi. Talabalarni aqliy hujumga tortish uchun jonlantiruvchi savollar beradi. (3-ilova).</p>                                                                                                                  | <p>Tinglaydi va yozadi</p> <p>Mavzu nomini yozib oladilar</p> <p>Savollarga javob beradi</p>                                                                                                           |
| 2 bosqich.<br>Asosiy jarayon<br>(55 daqiqa)  | <p>2.1. Ma`ruza rejasining barcha savollari bo'yicha vizual materialni namoyish qiladi. (4- ilovalar)</p> <p>Mavzuning asosiy joylarini yozib olishlarini so'raydi.</p> <p>Faollashtiruvchi savol-javob o'tkazadi.</p> <p>1.Fanning mohiyati va ko'p qirrali ijtimoiy gumanitar fan sifatida uning tadqiqot ob'ekti.</p> <p>2. Nazariy fonetika predmetining turli yondosh fanlar bilan aloqalari.</p> <p>3. Fonetikaning aspektlari haqida</p> <p>2. Fonetikaning turlari haqida</p> <p>3. Fonetikaning elementlari va ularning vazifalari haqida</p> <p>4.Mavzuning tayanch iborolari kerakli tushuncha va iboralar qo'shiladi. Javoblarni to'g'rilaydi va xulosalaydi.</p> <p>5. Talabalarga erkin fikr aytishga ruxsat beriladi va ularni rag'batlantiradi.</p> | <p>Tinglaydi, o'rganadi,</p> <p>Yozadi, aniqlaydi, savollar beradi.</p> <p>Asosiy joylarini yozadi</p> <p>Savollarga javob beradi</p> <p>Xar bir tayanch tushuncha va iboralarini muxokama kiladi.</p> |
| 3 bosqich.<br>Yakuniy bosqich<br>(10 daqiqa) | <p>3.3. Mavzu bo'yicha umumiy xulosa qiladi.</p> <p>3.4. Talabalarining bilim va ko'nikmalarini baholaydi.</p> <p>3.3.Navbatdagi mashg'ulotda ko'riladigan masalani e'lon qiladi, va mustaqil tayyorgarlik ko'rishlarini so'raydi.</p> <p>3.4. Talabalarga uyga vazifa qilib:</p> <p>(1).“ Phonetics as a Branch of Linguistics va Phonetics and its aspects” mavzusida esse yozib kelish;</p> <p>(2). Mustaqil ishlash uchun mavzular taklif etiladi;</p> <p>(3).Kelgusi mavzu e'lon qilinadi va unga tayyorlanib kelishni aytadi.</p> <p>(4). O'zini-o'zi nazorat qilish uchun savollar beradi. (6-ilova).</p> <p>(5). Tavsiya etilgan adabiyotlarni o'rganishga beradi.</p>                                                                                      | <p>tinglaydi</p> <p>Mustaqil ishlash uchun topshiriqni yozib oladi</p> <p>Dokladlar mavzusiga tayyorlanadi.</p>                                                                                        |

## Lecture 1.

### Introduction. Phonetics as a Branch of Linguistics

By the term language we mean the typically human ability to encode introaudible, or otherwise, meaning signal. Human speech is called the "Phonetic substance" in which linguistic forms are manifested. The speech maybe either oral or written. Phonetics (from the Greek word "phone" - meaning sound, voice and "-tika" a science) is a special science which studies the phonic substance and the expressions area of the language, or otherwise the physical media of a language (sounds, syllables, stress and intonation). The linguistic form and content are described by other branches of linguistics, namely grammar (morphology and syntax), lexicology (lexicon or vocabulary, the formation and the meaning of the words) and stylistics (expressive -emotional meanings).

Phonetics has four aspects.

1. Articulatory aspect - it studies the movement of organs of speech, during pronunciation.

2. Methods of articulatory

1<sup>st</sup> - method is called the method of direct of observation. 2<sup>nd</sup> - method is X - ray photography. 3<sup>rd</sup> - method is Palatagraphy. This method is used in investigation of consonant sounds.

3. Acoustic system - there is a science which is call physics. (In this aspect phonetics -calls acoustical phonetics). They have there own names. Methods of acoustic:

Spectography - used in modern phonetics. Here used viserable speech.

Intonography.

Oscilography.

Subjective methods - to put that what we thinking. Objective methods - include all aspects.

4. Perceptual aspect or auditory aspect - each of them has 3-4 names. The human' speech is perceive in different may. Ex, ice - cream - мороженое, I scream - я кричу, a name - an aim.

5. Phonological and functional aspect. Language functions with its own function. Language is a social phenomena.

The articulatory & acoustic features, which served to distinguish one phoneme from another is called -a phonological or a distinctive feature of phoneme.

The oneme) is the smallest meaningless unit of the language - which serve to distinguish~words arid morphemes. The contrasts, which distinguish two phonemes, are called phonological oppositions. Ex, [k. - g], [p -1], [t - s], [1 - r] etc.

The words, which are used to illustrate ph - cal words.

Take - make, hat - cat.

There are 4 types of phonetics exist in English language.

2. Historical phonetics - (anachronical, evolutionary) studies all the type of ph - tic changes in the course of the development of the science "the history of the language".

3. Comparative typological phonetics - studies similar and different features of two or ' 1 more languages, which compares two or more phonetic structure of the languages.

4. Descriptive phonetics. This type of ph - tics describes the theory of the English or other phonetics. According to its aim ph - tics maybe: 1. Practical (normative course); 2. Theoretical.

Theoretical phonetics gives the theory of the ph - tic system. Now this type of phonetics, which we are studying, is called theoretical course of phonetics. It gives the whole system, explanation how the system organized.

The functions of phonetic elements

The phoneme, syllable, stress, intonation are phonetic elements.

1. Constitutive functions means, all ph - tic elements is used as material carries of words. W. C - s and phrases. Ex, take - has phonemes. This word is constituted from 3 phonemes. This word "take" - taking is formed from the combination of 5 phonemes and two syllables. May I take your book? - a phrase - stressed - intonation.

2. Distinctive function. .Ex.. take - mistake, a name - an aim syllables maybe distinctive from each other.

a. Distinctive features of stress of words: Pres'ent - "present

Infport - "import

b. Intonation: she came - she came? Intonation is used in human speech.

3. Precognitive function: this function is used not to mix the syllables, the pronunciation of the sounds instead of aspirated without aspiration.

4. Phono - stylistic function - when two parts sciences in a very close contact, all these phonetic elements stress, syllable, phoneme used in stylistic, in order to pronounce the word we use them as sounds. Oh, she careY

### ***Phonetics as a branch of linguistics***

**Phonetics** is concerned with the physical properties of speech sounds (**phones**): their physiological production, acoustic properties, auditory perception, and neurophysiological status. **Phonology**, on the other hand, is concerned with abstract, grammatical characterization of systems of sounds.

### **The difference between phonetics and phonemes**

*Phonemes include all significant differences of sound, including features of voicing, place and manner of articulation, accents, and secondary features of nasalization and labialization. Whereas phonetics refers to the study of the production, perception, and physical nature of speech sounds.*

Phonetics as a branch of linguistics structure and functions of the speech sounds. - This branch of linguistics is called phonetics. Phonetics is an independent branch of linguistics like lexicology or grammar. These linguistic sciences study language from three different points of view. Lexicology deals with the vocabulary of

language, with the origin and development of words, with their meaning and word building. Grammar defines the rules governing the modification of words and the combination of words into sentences. Phonetics studies the outer form of language; its sound matter. Phonetics occupies itself with the study of the ways in which the sounds are organized into a system of units and the variation of the units in all types and styles of spoken language.

Theoretical Phonetics has the following branches: **articulatory, acoustic, auditory, functional phonological**. Each branch of Theoretical Phonetics investigates the appropriate aspect of speech sounds.

**Articulatory Phonetics** investigates the functioning of one's speech apparatus and mechanism. It is based on profound knowledge of physiology and the structure of one's speech apparatus. While investigating the articulatory aspect of speech sounds both subjective and objective methods are employed: the method of direct observation (concerning the lips & the tongue movements) - subjective method and X-ray photography and X-ray cinematography (objective methods).

**Acoustic Phonetics** studies the acoustic properties of sounds (quantity, timber/voice quality, intensity, the pitch of the voice and temporal factor) in terms of the frequency of vibration and the amplitude of vibration in relation to time. The analysis begins with a microphone, which converts the air movement into corresponding electrical activity. While investigating the acoustic aspect of speech sounds special laboratory equipment is employed: spectrograph, intonograph, sound analyzing & sound synthesizing machines.

**Auditory Phonetics** is aimed at investigating the hearing process which is the brain activity.

**Functional Phonetics** presupposes investigating the discriminatory (distinctive) function of speech sounds.

### **Methods of phonetic analysis**

The oldest, simplest and most readily available method is the method of direct observation. This method consists in observing the movements and positions of one's own or other people's organs of speech in pronouncing various speech sounds, as well as in analyzing one's own kinaesthetic sensations during the articulation of speech sound in comparing them with auditory impressions.

Objective methods involve the use of various instrumental techniques (palatography, laryngoscopy, photography, cinematography, X-ray photography and cinematography and electromyography). This type of investigation together with direct observation is widely used in experimental phonetics. The objective methods and the subjective ones are complementary and not opposite to one another. Nowadays we may use the up-to-date complex set to fix the articulatory parameters of speech - so called articulograph.

### **Phonetics and other sciences.**

General phon - studies all the sounds producing possibilities of the human speech apparatus. Descriptive phon - gives a description of all the phonetic units of the given language, studies the contemporary phon system. Historical phon- studies

changes in the phon system and stages of historical development. Comparative - studies correlation between

phon systems of two languages. Practical phon - studies the substance, material form of phon phenomena in relation to meaning. Theoretical phon- is concerned with functioning of phon units of the language.

### **Significance of the phoneme.**

Theoretical - is connected with further development of the synchronic study and description of the phonemic system, the comparative analysis of different languages. Practical - is connected with teaching foreign languages, its applied in methods of speech correction - film doubling, translation, radio and telephone, its used in criminal investigation when we hear humans voice we can say if hes tall o short, young old what country hes from., tired or cheerful y ect.

### **Conception of phoneme in this country.**

Vasiliev: "phoneme is the smallest further indivisible language unit existing in the speech of all the members of the given language community as such speech sounds wich are capable of differentiating the meaning." So the phoneme is abstractional, Material and functional. distinctive feature. Ferdinand de Saussure and L Hjelmslev - were interested in abstract view - нечто бестелесное не имеющ материалбной субстанции. Americans - Bloomfield and Yakobson - minimal sound unit, denied the abstractional aspect and material was exaggerated. Jones - originated the phisical view, phoneme I s a family of sounds material aspect is exaggerated.

### **The dialectic unity**

**The** phoneme is objective real, because it is realized in speech in the material form in speech in the material form of speech sounds, its allophones. On the other hand it's an abstract language unit. That is why we can look upon the phoneme as a dialectical unity of the material and abstract aspects. Thus we may state that it exists in the material form of speech sounds, its allophones. Speech sounds are necessarily allophones of one of the phonemes of the language concerned. All the allophones of the same phoneme have some articulatory features in common, that is all of them possess the same invariant. That is why while teaching pronunciation we cannot ask pupils to pronounce this or that phoneme only one of its allophone.

### **Material aspect of phoneme.**

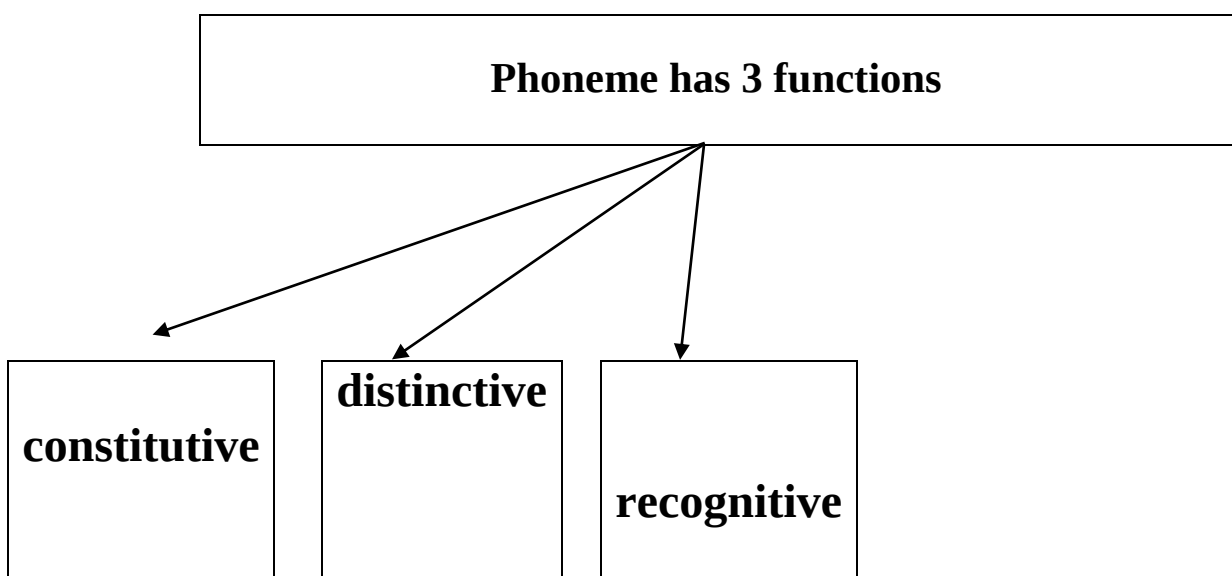
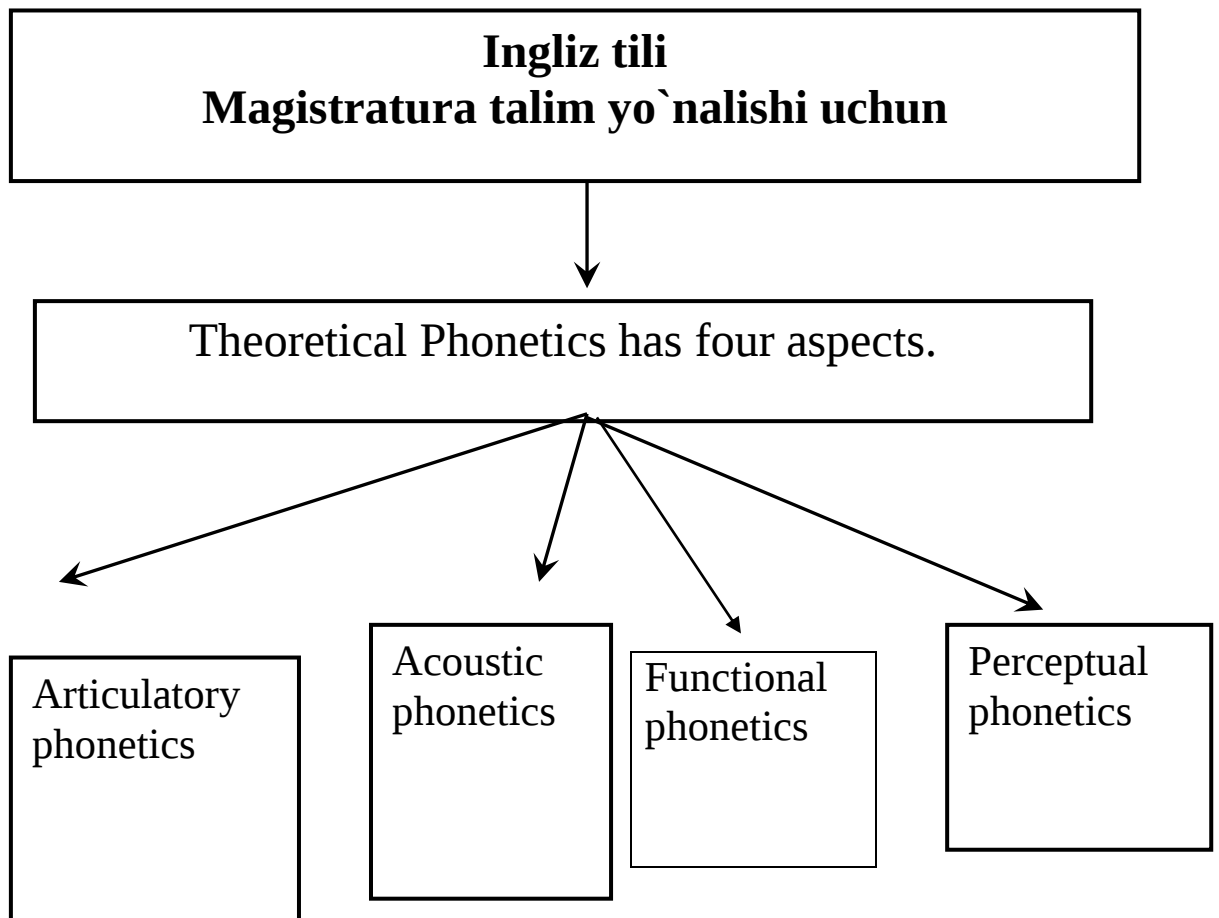
It exists in our speech in the form of speech sounds (we can Hear them they can be recordered) even if we know that speech is produced by brain and movements of organs of speech here articulatory phonetics hels us

**Abstaract. Aspect.** Ferdinand de Saussure viewed phonemes as the sum of acoustic impressions and articulatory movements. He also viewed phonemes as disembodied units of the language formed by the differences separating the acoustic image of one sound from the rest of the units. Language in his opinion contains nothing but differences. This approach is called abstractional/ abstract.

**Function aspect of the phoneme.** Phoneme has 3 functions

1. constitutive (phonemes exist in their material form speech sounds constitute morphemes words sentences all of each are meaningful)
2. distinctive (it distinguishes one word from another even whole sentences)
3. recognitive (it manifests in the process of identification native speakers can identify combination of phonemes as meaningful units.)

Fanning tarkibiy-mantiqiy tuzilishi



### Mavzuni jonlantirish uchun savollar:

1. What is phoneme?
2. What branches of the theoretical phonetics do you know?
3. What is the difference between phonetics and phoneme?
4. What types of phonetics do you know?

### O'QUV TOPSHIRIQ: Theoretical Phonetics has the following branches:

Theoretical Phonetics has the following branches: **articulatory, acoustic, auditory, functional, phonological**. Each branch of Theoretical Phonetics investigates the appropriate aspect of speech sounds.

**Articulatory Phonetics** investigates the functioning of one's speech apparatus and mechanism. It is based on profound knowledge of physiology and the structure of one's speech apparatus. While investigating the articulatory aspect of speech sounds both subjective and objective methods are employed: the method of direct observation (concerning the lips & the tongue movements) - subjective method and X-ray photography and X-ray cinematography (objective methods).

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**Auditory Phonetics** is aimed at investigating the hearing process which is the brain activity.

**Functional Phonetics** presupposes investigating the discriminatory (distinctive) function of speech sounds.

**1-Mustaqil o`rganish uchun mavzu**

1. Fonetika tilshunoslikning bir tarmog`I.

**Usul:** mini-ma`ruza, talabalarining shaxsiy ishi

**Maqsad:** talabalarni Fonetika tilshunoslikning bir tarmog`I bilan tanishish tarqatma materiallar bilan ishlash.

**Stsenariy:** ma`ruza maboynda talabalarga mustaqil fan sifatida Fonetika tilshunoslikning bir tarmog`I ijtimoiy fanlar tizimida tutgan o`rni, fandagi asosiy uslub va metodlar, Fonetika tilshunoslikning bir tarmog`Ini tushindirish. Bundan keyin talabalarga yetarli ma`lumot berilgandan so`ng quyidagi topshiriq beriladi.

**Topshiriq:** Fonetika tilshunoslikning bir tarmog`I mavzuida internet malumotlarin yig`ish.

**Topshiriq muddati:** kelgusi ma`ruzagacha

**Baholash:** ball

**2- Mustaqil o`rganish uchun mavzu**

1. Fonetika va uning aspektlari.

**Usul:** mini-ma`ruza, talabalarining shaxsiy ishi

**Maqsad:** talabalarda Fonetika va uning aspektlari bilan tanishish tarqatma materiallar bilan ishlash.

**Stsenariy:** ma`ruza maboynda talabalarga mustaqil fan sifatida Fonetika va uning aspektlari bilan tushindirish. Bundan keyin talabalarga yetarli ma`lumot berilgandan so`ng quyidagi topshiriq beriladi.

**Topshiriq:** Fonetika va uning aspektlari. mavzuida internet malumotlarin yig`ish.

**Topshiriq muddati:** kelgusi ma`ruzagacha

**Baholash:** ball

**O`zini-o`zi nazorat qilish uchun savollar:**

1. What is phonetics?
2. How many types does phonetics have?
3. What are they?
4. What is phoneme?
5. Speak about the aspects of phonetics?
6. What do phonetic elements consist of?
7. What're the functions of phonetic elements?

### **Foydalaniladigan adabiyotlar ro`yxati:**

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3. Vassilyev V. A. English Phonetics. A theoretical course. М. 1970, pp. 12-18

|                 |                                                                                             |
|-----------------|---------------------------------------------------------------------------------------------|
| <b>2- MAVZU</b> | <b>Theme: Transcription. Phonetic and Phonological transcription<br/>(Ma`ruza – 2 soat)</b> |
|-----------------|---------------------------------------------------------------------------------------------|

## 1.2. Ma`ruzani olib borish texnologiyasi

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mashg`ulot shakli</b>                | <b>Kirish-mavzu bo'yicha ma`ruza</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Ma`ruza rejasi</b>                   | 1. Transcription.<br>2. Phonological theories.<br>3. The phonological schools.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>O'quv mashg`ulotining maqsadi</b>    | Mavzuning maqsati- talabalarining bilim va kunlikmalarii o`qituvchi boschiligida bajarish bo`lib hisoblanadi.<br>-har bir savol bo'yicha yangi bilimlarni mukommal o`rganish;<br>-mavjud ma`lumotlarni, jumladan german tillarining tarqalish hududlarini o`rganish, aniqlash;<br>-axborot manbalari va urinaridan urinli foydalana olish;<br>-elektron o`quvliklar, adabiyotlar va ma`lumotlar banki bilan ishlash;<br>-internetdan foydalanish va kerakli mavzular bo'yicha yangiliklar topish;<br>-berilgan topshiriqning ratsional yeshimini topish;<br>-topshiriqni bajarish uchun erkin fikrlash, mahorat bilan yondoshuv, tilshunoslikka oid adabiyotlar bilan ishlashni o`rganish; |
| <b>Tayanch tushuncha va iboralar</b>    | The symbol of a phonetic transcription - [ ]<br>The symbol of a phonological transcription - / /.<br>Transcription - a special phonetic alphabet of the sound system                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Pedagogik vazifalar:</b>             | <b>O'quv faoliyati natijalari:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Transkripsiya bilan tanishtirish;       | Transkripsiyani aytib bera oladilar;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Transkripsiya haqida tushuntiriladi;    | Transkripsiya haqida aytib bera oladilar;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Transkripsiya haqida ma`lumot beriladi; | Transkripsiya haqida ma`lumot bera oladilar;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Transkripsiya bilan tanishtiriladi.     | Transkripsiyani aytib bera oladilar.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| O`qitish usullari                       | Ma`ruza, namoyish, blits-so'rov, aqliy hujum, klaster                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| O`qitish vositalari                     | Ma`ruza matni, komp`yuter texnologiyasi, slaydlar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| O`qitish shakllari                      | Frontal, kollektiv ish                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| O`qitish sharoiti                       | Texnik vositalar bilan ta`minlangan, o`qitish usullarini qo'llash mumkin bo'lgan o'quv xona                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Monitoring va baholash                  | Kuzatish, og`zaki nazorat, yozma nazorat, o'quv topshiriq                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

### Ma`ruzaning texnologik xaritasi

| Ish jarayoni bosqichlari vaqti               | Faoliyatning mazmuni                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                       |
|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              | o'qituvchi                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | talaba                                                                                                                                                                                                |
| 1 bosqich.<br>Kirish<br>(15 daqiqa)          | <p>1.1. O'quv fanining nomini aytadi, predmetning dastlabki umu-miy tasavvurini beradi. Uslubiy va tashkiliy tomonlari, talabalar bilimlarini baholash mezonlarini va fan tuzilishini tushitiradi. (1-ilova)</p> <p>1.2. Mazkur fanning o'rganiladigan mavzulari bo'yicha nazariy va amaliy mashg'ulotlar, ularning uzviyligi haqida qisqacha ma'lumot beradi. Asosiy adabiyotlarning ro'yxati bilan tanishtiradi. (2-ilova)</p> <p>O'quv dasturini talabalarga tanishtiradi.</p> <p>1.3. Ma`ruza darsining maqsadi va o'quv faoliyati natijalarini aytadi. Talabalarni aqliy hujumga tortish uchun jonlantiruvchi savollar beradi. (3-ilova).</p>     | <p>Tinglaydi va yozadi</p> <p>Mavzu nomini yozib oladilar</p> <p>Savollarga javob beradi</p>                                                                                                          |
| 2 bosqich.<br>Asosiy jarayon<br>(5 daqiqa)   | <p>2.1. Ma`ruza rejasining barcha savollari bo'yicha vizual materialni namoyish qiladi. (4- ilova)</p> <p>Mavzuning asosiy joylarini yozib olishlarini so'raydi.</p> <p>Faollashtiruvchi savol-javob o'tkazadi.</p> <p>1.Fanning mohiyati va ko'p qirrali ijtimoiy gumanitar fan sifatida uning tadqiqot ob'ekti.</p> <p>2. Folologik nazariyalar.</p> <p>3. Fonologik maktablar</p> <p>4. Mavzuning tayanch iboralari kerakli tushuncha va iboralar qo'shiladi. Javoblarni to'g'rilaydi va xulosalaydi. (5-ilova)</p> <p>5. Talabalarga erkin fikr aytishga ruxsat beriladi va ularni rag'batlantiradi.</p>                                           | <p>Tinglaydi, o'rganadi,</p> <p>Yozadi, aniqlaydi, savollar beradi.</p> <p>Asosiy joylarini yozadi</p> <p>Savollarga javob beradi</p> <p>Xar bir tayanch tushuncha va iboralarni muxokama kiladi.</p> |
| 3 bosqich.<br>Yakuniy bosqich<br>(10 daqiqa) | <p>3.5. Mavzu bo'yicha umumiy xulosa qiladi.</p> <p>3.6. Talabalarining bilim va ko'nikmalarini baholaydi.</p> <p>3.3.Navbatdagi mashg'ulotda ko'riladigan masalani e'lon qiladi, va mustaqil tayyorgarlik ko'rishlarini so'raydi.</p> <p>3.4. Talabalarga uyga vazifa qilib:</p> <p>(1).“Fonetikaning turlari va fonetik elementlar” mavzusida esse yozib kelish;</p> <p>(2). Mustaqil ishlash uchun mavzular taklif etiladi;</p> <p>(3).Kelgusi mavzu e'lon qilinadi va unga tayyorlanib kelishni aytadi.</p> <p>(4). O'zini-o'zi nazorat qilish uchun savollar beradi. (6-ilova).</p> <p>(5). Tavsiya etilgan adabiyotlarni o'rganishga beradi.</p> | <p>tinglaydi</p> <p>Mustaqil ishlash uchun topshiriqni yozib oladi</p> <p>Dokladlar mavzusiga tayyorlanadi.</p>                                                                                       |

## Lecture 2.

### Transcription. Phonetic and Phonological transcription

#### 1. Transcription

Transcription is a great theoretical and practical value.

It is used in the scientific - theoretical investigation of the phonetic systems and teaching foreign language pronunciation.

Transcription is a special phonetic alphabet by meaning of which the sound system or a system of phonemes of a particular language is represented. Usually two principal types of transcription are distinguished: phonetic and phonological.

Phonetic transcription - represents a system of sounds and changes their pronunciation undergo. The symbols of a phonetic transcription are enclosed in square brackets [ ].

**Phonological** transcription - denotes the system of segmental phonemes of the languages. Its symbols are denoted between two slanting bars / /. The phonetic symbols used in the broad of transcription are as followings.

Vowel sounds are 20 Consonant sounds 24

Besides, there is a narrow form of phonetic transcription used in some text - books and dictionaries. Ex, in Oxford students dictionary of current English by A. C. Hornby the diphthongs are used [i, i, e, a, p, v, u, ov, av,     ]

There is no difference between the phonetic symbols of the broad and the narrow forms of transcription for the consonants.

#### 2. Phonological theories

Bandonin de Courtenay's theory of phonology.

The formation of the phonological theory may divided into two periods: The "pre phoneme" period, i.e. when there was no destination between "speech sound" and "phoneme" until 1870; 1

The "phonemic" period, which began in 1870 and included the twentieth century. In this period the basic phonetic and phonological terms and concepts were proposed, and the destination between the speech sounds and the phonemes as functional units of the language was recognized. The first linguist to point out this distinction was I. A. Baundonin de Courtenay (1845-1929), an outstanding Russian

and Polish scholar.

I. A. Baundonin 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. He showed the articulatory - acoustic, morphological, semantic aspects of sound material and their relationship. I. A. Baundonin de Courtenay's idea of the distinctive - semantic function of speech sound was very important in relation to the Modern theory of distinctive features of the phoneme according to which the phoneme of a given language maybe divided from a system of sequences which is formed by their constituents, i.e. by distinctive features.

### **3. The Leningrad phonological school. L. V. Shcherba's phonemic concept.**

The Leningrad Phonological schools theory is closely connected with the name of academician L. V. Shcherba (1880-1944) ^talented student of I. A. Baundonin 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. Tie gave the following definition of the phoneme: "The shortest general sound image of a given language^ which is capable of associating with images of meaning differentiating words, is called phoneme. In this definition besides the term "sound image", which shows the influence of psychology, everything is clear from the phonological viewpoint.

#### **The Moscow phonological school**

The representatives of the Moscow phonological school based their definition of a phoneme on the concept of morpheme A. A. Reformatsk gave the following definition of the phoneme: "Phonemes are minimal units of the sound structure of a language, serving to form and differentiate meaningful units: morphemes and words. "Phonemes are meaningless units of a language but they are capable of distinguishing meaning full units (of a language but they are) as their sequences may form morphemes and words. Ex, pit - lit, but - bet.

#### **The Prague phonological school.**

The fundamental scientific works ha£§ been done by the representatives of the Prague phonological school - well - known linguists W. Matezius (1882-1945), B. Havranek (1893-1978).

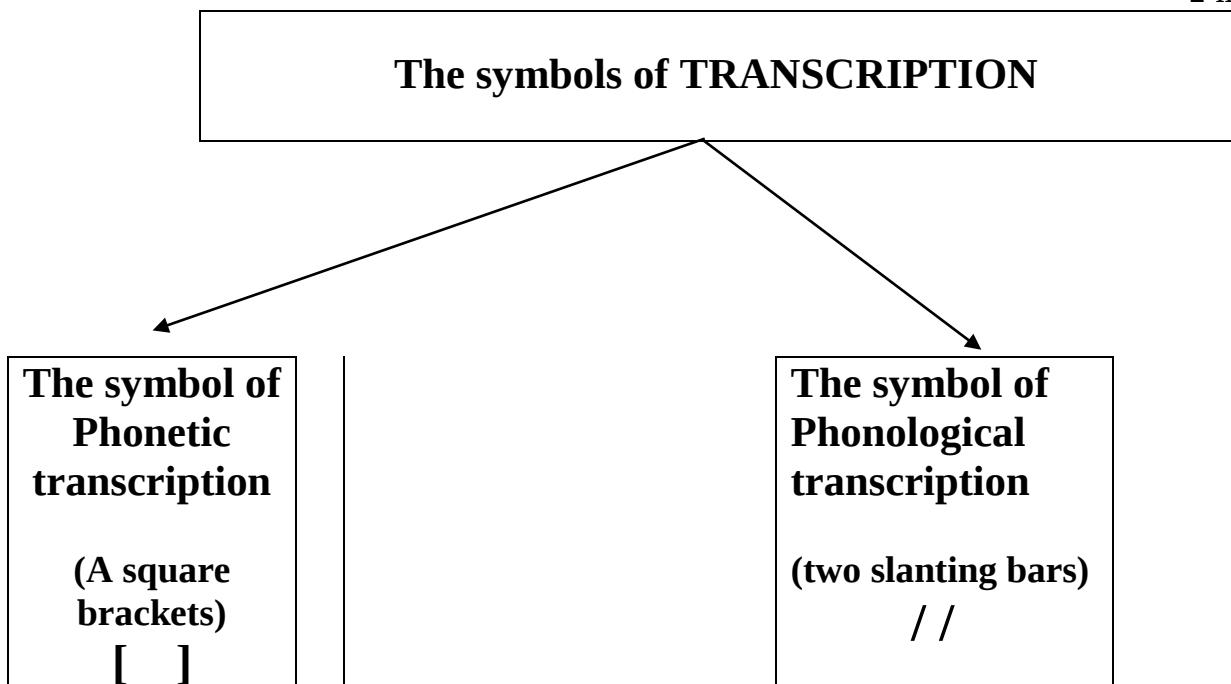
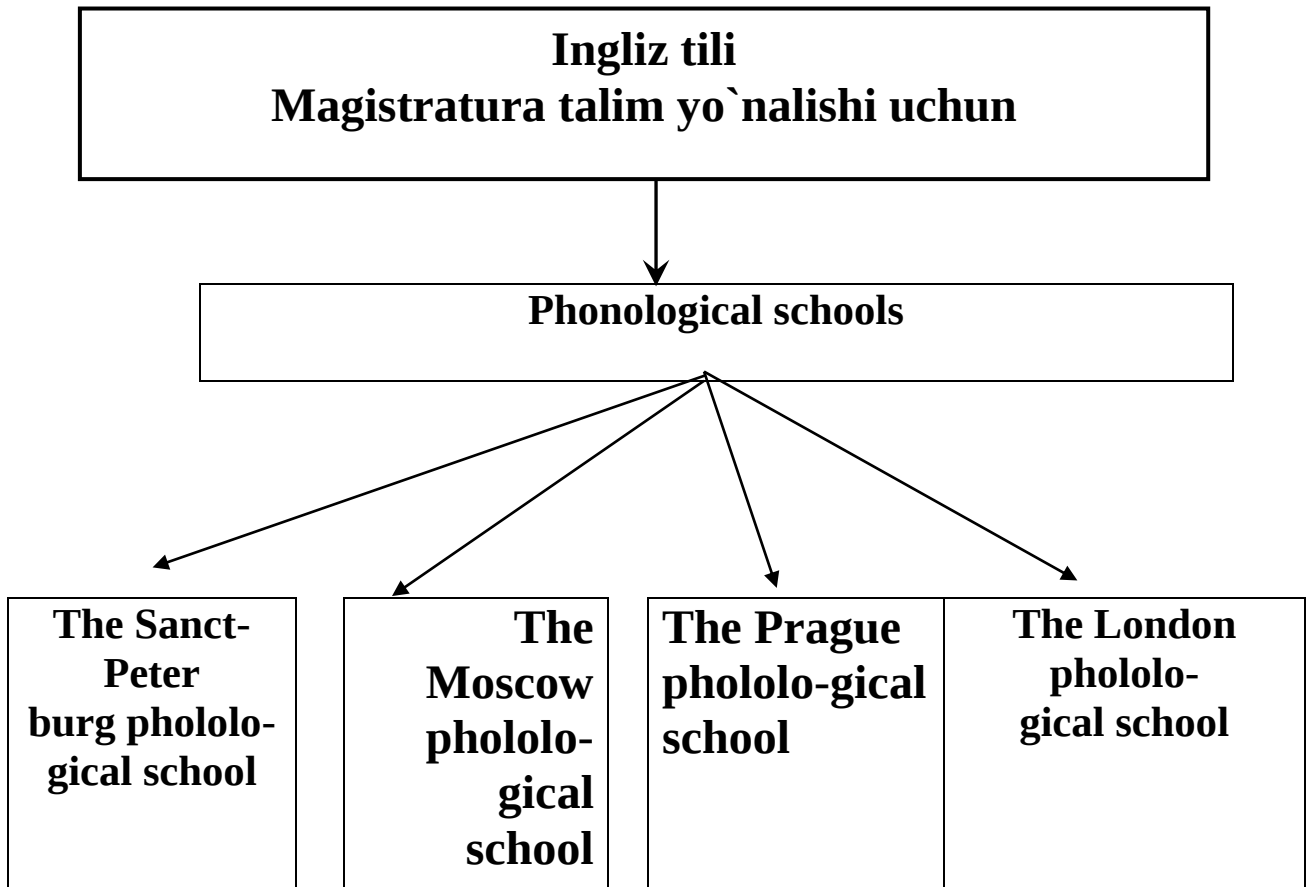
N. S. Trubetzky (1890-1938) and others among them very important phonological ideas were advanced by the Russian scholar N. S. Trubetzky, he published his first book "Principles of Phonology" in German in 1939, N. S. Trubetzky discussed the relation of phonemes and their variants, how to determine the phonemes of a language, relations between phonemes in general analyses and in particular languages, the classification of phonological and non ph - al oppositions.

#### **The London phonological school**

Under "The London Ph - al School" we mean the theory and methods of phonetic and phonological analyses proposed by the British linguists. This school is represented by J. R. Firth, D. Jones, I. Word, H. Kingdom, and A. C. Gimson. The British linguists presented original ideas on phonemic and prosodic analyses. /

A new approach to the description of English phonemics and prosodic is given by A. C. Gimson who revised some ideas of D. Jones and other representatives of the London phonological school.

Fanning tarkibiy-mantiqiy tuzilishi



### O'zini-o'zi nazorat qilish uchun savollar:

1. What is transcription?
2. What principal types of transcription are distinguished?
3. How many periods the formation of the phonological theory is divided? And what are they?
4. What kind of phonological schools do you know?
5. What do the schools study?
6. What is S. V. Shcherba's phonemic concept?

### O'QUV TOPSHIRIQ:

#### The Moscow phonological school

The representatives of the Moscow phonological school based their definition of a phoneme on the concept of morpheme. A. A. Reformatsky gave the following definition of the phoneme: "Phonemes are minimal units of the sound structure of a language, serving to form and differentiate meaningful units: morphemes and words. "Phonemes are meaningless units of a language but they are capable of distinguishing meaning full units (of a language but they are) as their sequences may form morphemes and words. Ex, pit - lit, but - bet.

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### 3-Mustaqil o`rganish uchun mavzu

**1.** fonetikaning turlari.

**Usul:** mini-ma`ruza, talabalarining shaxsiy ishi

**Maqsad:** talabalarda fonetikaning turlarini o`rganish bilan tanishish tarqatma materiallar bilan ishlash.

**Stsenariy:** ma`ruza maboynda talabalarga fonetikaning turlarini tushindirish. Bundan keyin talabalarga yetarli ma`lumot berilgandan so`ng quyidagi topshiriq beriladi.

**Topshiriq:** Fonetikaning turlari mavzuida internet malumotlarini yig`ish.

**Topshiriq muddati:** kelgusi ma`ruzagacha

**Baholash:** ball

### 4-Mustaqil o`rganish uchun mavzu

1. Fonetik elementlarning funksiyalari.

**Usul:** mini-ma`ruza, talabalarining shaxsiy ishi

**Maqsad:** talabalarda Fonetik elementlarning funksiyalari mazmuni bilan tanishish tarqatma materiallar bilan ishlash.

**Stsenariy:** ma`ruza maboynda talabalarga mustaqil fan sifatida Fonetik elementlarning funksiyalari Fonetik elementlarning funksiyalarini tushindirish. Bundan keyin talabalarga yetarli ma`lumot berilgandan so`ng quyidagi topshiriq beriladi.

**Topshiriq:** Fonetik elementlarning funksiyalari mavzuida internet malumotlarini yig`ish.

**Topshiriq muddati:** kelgusi ma`ruzagacha

**Baholash:** ball

### Foydalaniladigan adabiyotlar ro`yxati:

1. Зиндер Л.Р. Общая фонетика. -М., 1980.

2. Leonteva S.F. A Theoretical Course of English,- M., 2004.

|                 |                                                                                   |
|-----------------|-----------------------------------------------------------------------------------|
| <b>3- MAVZU</b> | <b>Theme: The principal types of English pronunciation<br/>(Ma`ruza – 2 soat)</b> |
|-----------------|-----------------------------------------------------------------------------------|

### 1.3. Ma`ruzani olib borish texnologiyasi

|                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><i>Mashg`ulot shakli</i></b>                                     | <b><i>Kirish-mavzu bo'yicha ma`ruza</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b><i>Ma`ruza rejasi</i></b>                                        | <ol style="list-style-type: none"> <li>1. English pronunciation in Great Britain.</li> <li>2. The pronunciation types of English in the USA as compared with General British.</li> <li>3. The pronunciation of English in other countries.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b><i>O'quv mashg`ulotining maqsadi</i></b>                         | <p>Mavzuning maqsati- talabalarning bilim va kunlikmalarii o`qituvchi boschiligida bajarish bo`lib hisoblanadi.</p> <p>-har bir savol bo`yicha yangi bilimlarni mukommal o`rganish:</p> <p>-mavjud ma`lumotlarni, jumladan german tillarining tarqalish hududlarini o`rganish, aniqlash;</p> <p>-axborot manbalari va urinlaridan urinli foydalana olish;</p> <p>-elektron o`quvliklar, adabiyotlar va ma`lumotlar banki bilan ishlash;</p> <p>-internetdan foydalanish va kerakli mavzular bo'yicha yangiliklar topish;</p> <p>-berilgan topshiriqning ratsional yeshimini topish;</p> <p>-topshiriqni bajarish uchun erkin fikrlash, mahorat bilan yondoshuv, tilshunoslikka oid adabiyotlar bilan ishlashni o`rganish;</p> |
| <b><i>Tayanch tushuncha va iboralar</i></b>                         | Pronunciation, Southern English, Standard English, description, accentuation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b><i>Pedagogik vazifalar:</i></b>                                  | <b><i>O'quv faoliyati natijalari:</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Engliz talaffuzi bilan tanishtirish;                                | Engliz talaffuzi aytib bera oladilar;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Engliz talaffuzi haqida tushuntiriladi;                             | Engliz talaffuzi haqida aytib bera oladilar;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Engliz talaffuzi haqida ma`lumot beriladi;                          | Engliz talaffuzi haqida ma`lumot bera oladilar;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Boshqa mamlakatlarning Inglizcha talaffuzlari bilan tanishtiriladi. | Boshqa mamlakatlarning Inglizcha talaffuzlari aytib bera oladilar.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| O`qitish usullari                                                   | Ma`ruza, namoyish, blits-so`rov, aqliy hujum, klaster                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| O`qitish vositalari                                                 | Ma`ruza matni, komp`yuter texnologiyasi, slaydlar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| O`qitish shakllari                                                  | Frontal, kollektiv ish                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| O`qitish sharoiti                                                   | Texnik vositalar bilan ta`minlangan, o`qitish usullarini qo'llash mumkin bo'lgan o`quv xona                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Monitoring va baholash                                              | Kuzatish, og`zaki nazorat, yozma nazorat, o`quv topshiriq                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

### Ma`ruzaning texnologik xaritasi

| Ish jarayoni bosqichlari vaqti               | Faoliyatning mazmuni                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                      |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              | o`qituvchi                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | talaba                                                                                                                                                                                                               |
| 1 bosqich.<br>Kirish<br>(15 daqiqa)          | <p>1.1. O`quv fanining nomini aytadi, predmetning dastlabki umu-miy tasavvurini beradi. Uslubiy va tashkiliy tomonlari, talabalar bilimlarini baholash mezonlarini va fan tuzilishini tushutiradi. (1-ilova)</p> <p>1.2. Mazkur fanning o`rganiladigan mavzulari bo`yicha nazariy va amaliy mashg`ulotlar, ularning uzviyligi haqida qisqacha ma`lumot beradi. Asosiy adabiyotlarning ro`yxati bilan tanishtiradi. (2-ilova)</p> <p>O`quv dasturini talabalarga tanishtiradi.</p> <p>1.3. Ma`ruza darsining maqsadi va o`quv faoliyati natijalarini aytadi. Talabalarni aqliy hujumga tortish uchun jonlantiruvchi savollar beradi. (3-ilova).</p>                                                                                                                                          | <p>Tinglaydi va yozadi</p> <p>Mavzu nomini yozib oladilar</p> <p>Savollarga javob beradi</p>                                                                                                                         |
| 2 bosqich.<br>Asosiy jarayon<br>(55 daqiqa)  | <p>2.1. Ma`ruza rejasining barcha savollari bo`yicha vizual materialni namoyish qiladi. (4- ilova)</p> <p>Mavzuning asosiy joylarini yozib olishlarini so`raydi.</p> <p>Faollashtiruvchi savol-javob o`tkazadi.</p> <p>1.Fanning mohiyati va ko`p qirrali ijtimoiy gumanitar fan sifatida uning tadqiqot ob`ekti.</p> <p>2. Ingliz talaffuzining asosiy tamoyillari haqida.</p> <p>3. Ingliz talaffuzi va uning qiyinchiliklari</p> <p>4. Boshqa mamlakatlarning Inglizcha talaffuzlari haqida materiallarni yig`ilishi.Javoblarni to`g`rilaydi va xulosalaydi.</p> <p>6. Mavzuning tayanch iboralari kerakli tushuncha va iboralar qo`shiladi. Javoblarni to`g`rilaydi va xulosalaydi. (5-ilova)</p> <p>7. Talabalarga erkin fikr aytishga ruxsat beriladi va ularni rag`batlantiradi.</p> | <p>Tinglaydi, o`rganadi,</p> <p>Yozadi, aniqlaydi,</p> <p>savollar beradi.</p> <p>Asosiy joylarini yozadi</p> <p>Savollarga javob beradi</p> <p>Xar bir tayanch tushuncha va iboralarni muxokama kiladi. Yozadi.</p> |
| 3 bosqich.<br>Yakuniy bosqich<br>(10 daqiqa) | <p>3.7. Mavzu bo`yicha umumiy xulosa qiladi.</p> <p>3.8. Talabalarning bilim va ko`nikmalarini baholaydi.</p> <p>3.3.Navbatdagi mashg`ulotda ko`riladigan masalani e`lon qiladi, va mustaqil tayyorgarlik ko`rishlarini so`raydi.</p> <p>3.4. Talabalarga uyga vazifa qilib:</p> <p>(1).“Nutq organlari” mavzusida esse yozib kelish;</p> <p>(2). Mustaqil ishlash uchun mavzular taklif etiladi;</p> <p>(3).Kelgusi mavzu e`lon qilinadi va unga tayyorlanib kelishni aytadi.</p> <p>(4). O`zini-o`zi nazorat qilish uchun savollar beradi. (6- ilova).</p> <p>(5). Tavsiya etilgan adabiyotlarni o`rganishga beradi.</p>                                                                                                                                                                  | <p>tinglaydi</p> <p>Mustaqil ishlash uchun topshiriqni yozib oladi</p> <p>Dokladlar mavzusiga tayyorlanadi.</p>                                                                                                      |

### Lecture 3.

#### The principal types of English pronunciation

The pronunciation of words varies considerably among the different regions in which English is spoken, so that we can easily distinguish speakers according to their 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.

#### English pronunciation in Great Britain.

At present there are the following regional pronunciation types exist in G. B.

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 or Uniform English. D. Jones called it Received Pronunciation (RP) by which he meant "... merely widely understood pronunciation... in the English - speaking world..."

It should be mentioned that definite the fact there are some differences between GB and Australian English (abbreviation AuE) as well as New Zealand English (abbreviation NZE) pronunciations they are very close to each other

As we have already stated that GB's literary type of pronunciation in most countries where English is spoken and taught at schools and colleges there is an essential need to give a theoretical description of GB pronunciation, i.e. its phonemic, prosodic and morphological systems in this book.

...But in order to give a general idea about the literary and regional (also local) types of English pronunciation we should give a short description of them.

Northern English pronunciation is used in the region between Birmingham and the border of Scotland. The following basic differences between GB and the Northern English pronunciation maybe observed, which cause the inventory of phonemes and their distribution: /aɪ/ is used instead of /e/ in words like pan, bad, man etc. /ɛʃ/ is used for GB /eʃ/ in such words like chance, glass, ask, i.e. in which the letter a is followed by word - final consonants other than "r". The words father, mother are pronounced with /mʌ/ as exceptions: /ʌ/ is used instead of /ɑ/ in such words as cup /kʌp/, love, not, got.

In the Scottish type of pronunciation some phonetic features of old English the Northumbrian dialect of the Anglo - Saxon language, were preserved. In the seventh century the German tribe angles and Saxons migrated to Scotland.

There is no difference between the written forms of Scottish and British English. But there are a number of marked differences between British and Scottish speech which maybe noticed in the inventory and distribution of phonemes, as well as in word accentuation and intonation.

Instead of GB /æ/ the vowel /aɪ/ is used in words bad /bad/, man /man/. /a:/ For GB in such words as path / /, ask / /, glass / /etc.

The pronunciation types of English in the USA as compared with General British. The English colonists in the first half of the 16th century brought English to the America continent. 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 types

The Eastern type of pronunciation is spoken in New England (Maine), New Hampshire, the eastern parts of Vermont. Rhode and in a part of the Atlantic sea - boards, i.e\ part of the New York state. This type is also called Eastern New England speech, In New England and in the Boston State AmencMiFingUsh has some common features with GB pronunciation. found in such words like dock / /, hot / /, dance / /, sir / /, far / /\_etcJdvwJaehaibw^ls-dauidl\_^ -\_alikeTTKere are also a lot of marked differences existing in the eastern type of pronunciation. Ex, O ^ in words like sill and seal and also pot and port which sound alike /sil/ and /pot/ the phonetic / / distinction between long and short vowels,becomes insignificant. /III/ diphthong alternating \ \* between / /is used in the Eastern dialect. The opposition /hw - w/ exists initially: whale /hweil/ ^ - wail/weil/

The southern types of American pronunciation is used in Pennsylvania, in the eastern area of Texas State, Arkansas, Maryland, Virginia, North and South Caroline, Georgia, Florida, Mississippi. One of the specific phonetic features of this type of pronunciation is the so - called "Southern drawl" which is characterized by the diphthongization both.

...Both long-and short vowels in certain positions (in stressed position, before voiced consonants and fricatives).

The distinction between long and short vowels is not perceived in word pairs like pot /B^7 - part /pad'/, cut /- caught 1.

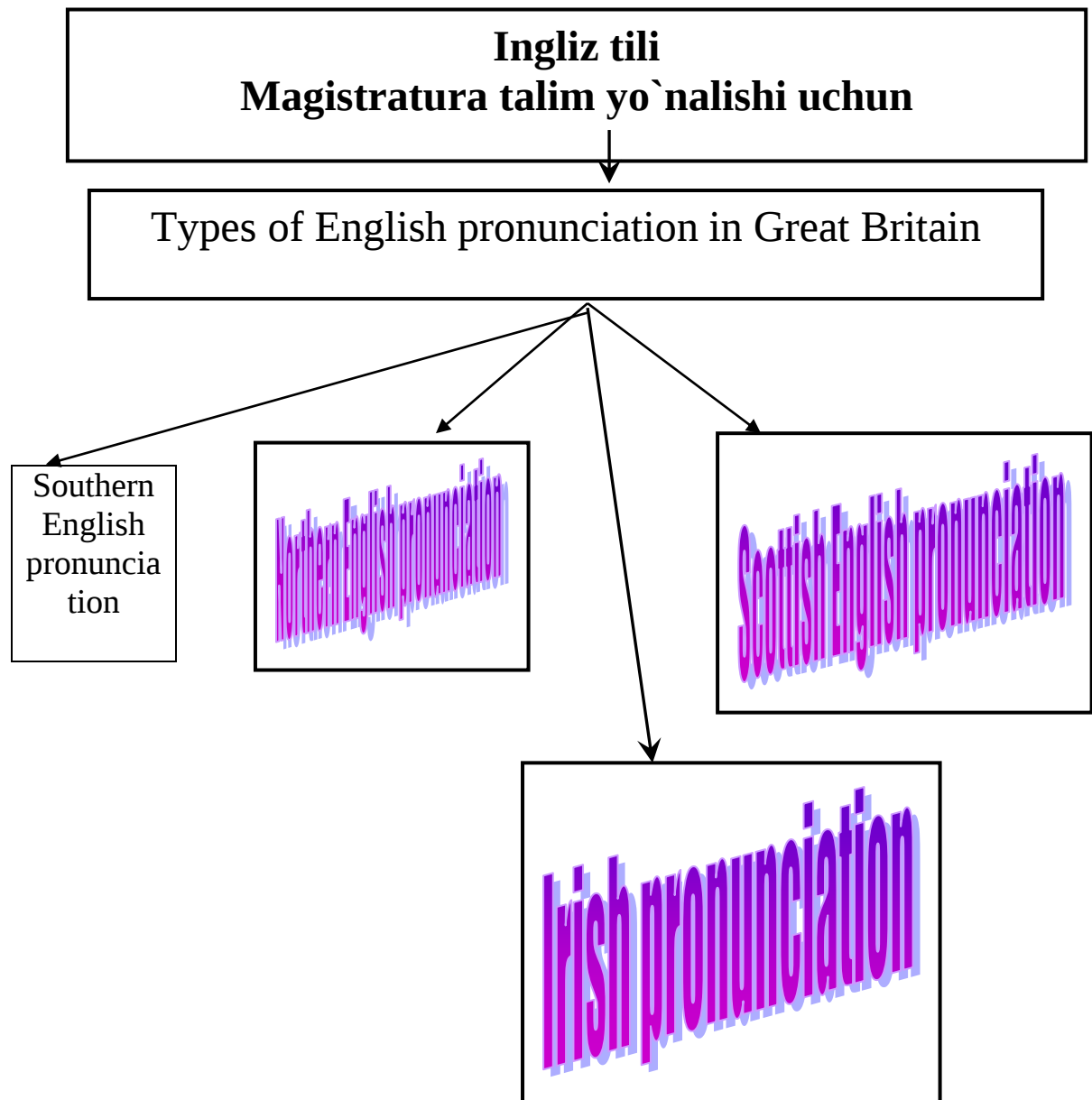
The Western types of American English are accepted as the literary pronunciation in the USA, It is also called Standard American English. /We, do not use the latter term in order to have analogical terms GB and GA. General Am - can in spoken in Mid - Atlantic States: NY State (but not the city itself which haziest own dialect described above), New Jersey, Pennsylvania, Ohio, Indiana, Michigan and etc.

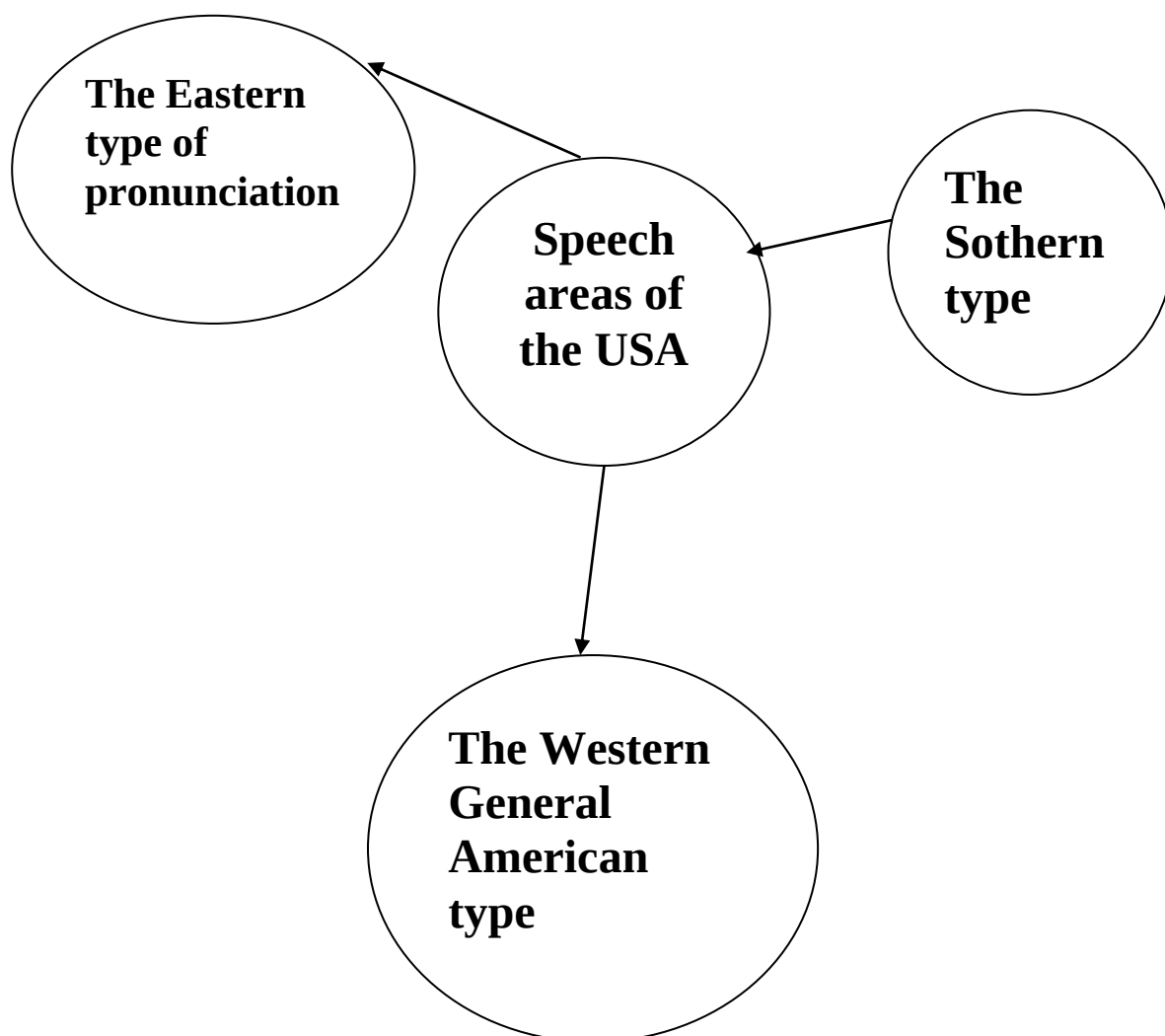
### **The pronunciation of English in other countries**

The Canadian English came to Canada in type of pronunciation the 17<sup>th</sup> century When the British colonists arrived the English is one of the national official languages (about 14 million > speakers) together with French (about 4 million speakers) in Canada.

Canadian English (CaE) has common phonetic features both with GB and GA English which is spoken in Ontario region, is more similar to GA than other parts of Canada as this region is situated very close to the USA. The most specific phonetic features of CaE are the following, [book p. 39],; The Australian English is one of the types of pron – tion literary national types used since the end of the 18<sup>th</sup> century. There are three types of pronunciation in Australia:1. Educated or cultivated Australian

Fanning tarkibiy-mantiqiy tuzilishi





### **Mavzuni jonlantirish uchun savollar:**

1. What kinds of pronunciation do you know?
2. What is Received Pronunciation?
3. How many major speech areas in the USA?
4. When did the English language bring to the American continent?

## O'QUV TOPSHIRIQ: English pronunciation in Great Britain.

The pronunciation of words varies considerably among the different regions in which English is spoken, so that we can easily distinguish speakers according to their 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.

### English pronunciation in Great Britain.

At present there are the following regional pronunciation types exist in G. B.

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 or Uniform English. D. Jones called it Received Pronunciation (RP) by which he meant "... merely widely understood pronunciation... in the English - speaking world..."

It should be mentioned that definite the fact there are some differences between GB and Australian English (abbreviation AuE) as well as New Zealand English (abbreviation NZE) pronunciations are very close to each other.

### 5-Mustaqil o'rganish uchun mavzu

#### 2. Nutq organlari.

**Usul:** mini-ma'ruza, talabalarining shaxsiy ishi

**Maqsad:** talabalarda nutq organlarini o'rganish bilan tanishish tarqatma materiallar bilan ishlash.

**Stsenariy:** ma'ruza maboynda talabalarga nutq organlari namayon bo'lishini tushindirish. Bundan keyin talabalarga yetarli ma'lumot berilgandan so'ng quyidagi topshiriq beriladi.

**Topshiriq:** Nutq organlari mavzuida internet malumotlarini yig'ish.

**Topshiriq muddati:** kelgusi ma'ruzagacha

**Baholash:** ball

### 6-Mustaqil o'rganish uchun mavzu

#### 1. Nutq tovushlarining tasnifi.

**Usul:** mini-ma'ruza, talabalarining shaxsiy ishi

**Maqsad:** talabalarda Nutq tovushlarining tasnifi mazmuni bilan tanishish tarqatma materiallar bilan ishlash.

**Stsenariy:** ma'ruza maboynda talabalarga mustaqil fan sifatida Nutq tovushlarining tasnifi fanlar tizimida tutgan o'rni, fandagi asosiy uslub va metodlar, Nutq tovushlarining tasnifi tushindirish. Bundan keyin talabalarga yetarli ma'lumot berilgandan so'ng quyidagi topshiriq beriladi.

**Topshiriq:** Nutq tovushlarining tasnifi mavzuida internet malumotlarini yig'ish.

**Topshiriq muddati:** kelgusi ma'ruzagacha

**Baholash:** ball

**O'zini-o'zi nazorat qilish uchun savollar:**

1. Can you name the regional pronunciation types in Great Britain?
2. Where does the Northern English pronunciation is used?
3. What is the difference between the written forms of Scottish and British English?
4. Where does the Southern types of American pronunciation is used?

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2. Торсуев Г. П. Константинов И. Вариантность в фонетической системе (на материале английского языка). М. Изд. Наука. 1977. Стр. 30-41.
4. Швейцар А. Д. (Литературный английский язык в США и Англии. М. Изд. Высшая школа. 1971. Стр. 28 - 104.
5. Vassilyev V. A. English phonetics. A theoretical course. M. 1970. Pp. 25 - 36.

|                 |                                                                                  |
|-----------------|----------------------------------------------------------------------------------|
| <b>4- MAVZU</b> | <b>Theme: The system of consonant phonemes in English<br/>(Ma`ruza – 2 soat)</b> |
|-----------------|----------------------------------------------------------------------------------|

### 1.4. Ma`ruzani olib borish texnologiyasi

|                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mashg`ulot shakli</b>                                       | <b>Kirish-mavzu bo'yicha ma`ruza</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Ma`ruza rejasi</b>                                          | <ol style="list-style-type: none"> <li>1. Vowel consonant distinction.</li> <li>2. The articulatory and acoustic classification of English consonants (in comparison with Uzbek).</li> <li>3. The system of the English consonant phonemes.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>O'quv mashg`ulotining maqsadi</b>                           | <p>Mavzuning maqsati- talabalarning bilim va kunlikmalarini o`qituvchi boschiligidagi bajarish bo`lib hisoblanadi.</p> <p>-har bir savol bo'yicha yangi bilimlarni mukommal o`rganish:</p> <p>-mavjud ma`lumotlarni, jumladan german tillarining tarqalish hududlarini o`rganish, aniqlash;</p> <p>-axborot manbalari va urinlaridan urinli foydalana olish;</p> <p>-elektron o`quvliklar, adabiyotlar va ma`lumotlar banki bilan ishlash;</p> <p>-internetdan foydalanish va kerakli mavzular bo'yicha yangiliklar topish;</p> <p>-berilgan topshiriqning ratsional yeshimini topish;</p> <p>-topshiriqni bajarish uchun erkin fikrlash, mahorat bilan yondoshuv, tilshunoslikka oid adabiyotlar bilan ishlashni o`rganish;</p> |
| <b>Tayanch tushuncha va iboralar</b>                           | <p>Dichotomic classification - division into 2 parts.</p> <p>Allophonic variations of consonant phonemes - distribution in words, syllables, junction and also phonotactic rules (combinations of sound or sound sequences).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Pedagogik vazifalar:</b>                                    | <b>O'quv faoliyati natijalari:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Ingliz tili undosh fonemalari tizimi bilan tanishtirish;       | Ingliz tili undosh fonemalari tizimini aytib bera oladilar;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Ingliz tili undosh fonemalari tizimi haqida tushuntiriladi;    | Ingliz tili undosh fonemalari tizimi aytib bera oladilar;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Ingliz tili undosh fonemalari tizimi haqida ma`lumot beriladi; | Ingliz tili undosh fonemalari tizimi haqida ma`lumot bera oladilar;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Ingliz tili undosh fonemalari tizimi bilan tanishtiriladi.     | Ingliz tili undosh fonemalari tizimini aytib bera oladilar.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| O'qitish usullari                                              | Ma`ruza, namoyish, blits-so'rov, aqliy hujum, klaster                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| O'qitish vositalari                                            | Ma`ruza matni, komp'yuter texnologiyasi, slaydlar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| O'qitish shakllari                                             | Frontal, kollektiv ish                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| O'qitish sharoiti                                              | Texnik vositalar bilan ta'minlangan, o'qitish usullarini qo'llash mumkin bo'lgan o'quv xona                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Monitoring va baholash                                         | Kuzatish, og`zaki nazorat, yozma nazorat, o'quv topshiriq                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

### Ma`ruzaning texnologik xaritasi

| Ish jarayoni bosqichlari vaqti               | Faoliyatning mazmuni                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                |
|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              | o`qituvchi                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Talaba                                                                                                                                                                                                         |
| 1 bosqich.<br>Kirish<br>(15 daqiqa)          | <p>1.1. O`quv fanining nomini aytadi, predmetning dastlabki umu-miy tasavvurini beradi. Uslubiy va tashkiliy tomonlari, talabalar bilimlarini baholash mezonlarini va fan tuzilishini tushutiradi. (1-ilova)</p> <p>1.2. Mazkur fanning o`rganiladigan mavzulari bo`yicha nazariy va amaliy mashg`ulotlar, ularning uzviyligi haqida qisqacha ma`lumot beradi. Asosiy adabiyotlarning ro`yxati bilan tanishtiradi. (2-ilova)</p> <p>O`quv dasturini talabalarga tanishtiradi.</p> <p>1.3. Ma`ruza darsining maqsadi va o`quv faoliyati natijalarini aytadi. Talabalarni aqliy hujumga tortish uchun jonlantiruvchi savollar beradi. (3-ilova).</p>                                                                                                                                  | <p>Tinglaydi va yozadi</p> <p>Mavzu nomini yozib oladilar</p> <p>Savollarga javob beradi</p>                                                                                                                   |
| 2 bosqich.<br>Asosiy jarayon<br>(55 daqiqa)  | <p>2.1. Ma`ruza rejasining barcha savollari bo`yicha vizual materialni namoyish qiladi. (4- ilova)</p> <p>Mavzuning asosiy joylarini yozib olishlarini so`raydi.</p> <p>Faollashtiruvchi savol-javob o`tkazadi.</p> <p>1.Fanning mohiyati va ko`p qirrali ijtimoiy gumanitar fan sifatida uning tadqiqot ob`ekti.</p> <p>2. Ingliz tili undosh fonemalari tizimi.</p> <p>3.Undoshlarning tasnifi</p> <p>4. Ingliz undoshlarini O`zbek tili undoshlari bilan qiyosiy o`rganishda materiallarning yig`ilishi va javoblarni to`g`rilaydi va xulosalaydi.</p> <p>5. Mavzuning tayanch iboralarini kerakli tushuncha va iboralar qo`shiladi. Javoblarni to`g`rilaydi va xulosalaydi. (5-ilova)</p> <p>6. Talabalarga erkin fikr aytishga ruxsat beriladi va ularni rag`batlantiradi.</p> | <p>Tinglaydi, o`rganadi,</p> <p>Yozadi, aniqlaydi, savollar beradi.</p> <p>Asosiy joylarini yozadi</p> <p>Savollarga javob beradi</p> <p>Xar bir tayanch tushuncha va iboralarini muxokama kiladi. Yozadi.</p> |
| 3 bosqich.<br>Yakuniy bosqich<br>(10 daqiqa) | <p>3.9. Mavzu bo`yicha umumiy xulosa qiladi.</p> <p>3.10. Talabalarning bilim va ko`nikmalarini baholaydi.</p> <p>3.3.Navbatdagi mashg`ulotda ko`riladigan masalani e`lon qiladi, va mustaqil tayyorgarlik ko`rishlarini so`raydi.</p> <p>3.4. Talabalarga uyga vazifa qilib:</p> <p>(1).“Ingliz undosh harflari va tovushlari” mavzusida esse yozib kelish;</p> <p>(2). Mustaqil ishlash uchun mavzular taklif etiladi;</p> <p>(3).Kelgusi mavzu e`lon qilinadi va unga tayyorlanib kelishni aytadi.</p> <p>(4). O`zini-o`zi nazorat qilish uchun savollar beradi. (6- ilova).</p> <p>(5). Tavsiya etilgan adabiyotlarni o`rganishga beradi.</p>                                                                                                                                   | <p>tinglaydi</p> <p>Mustaqil ishlash uchun topshiriqni yozib oladi</p> <p>Dokladlar mavzusiga tayyorlanadi.</p>                                                                                                |

## Lecture 4.

### The system of consonant phonemes in English

Vowel consonant usually the distinction between a vowel and a consonant is regarded to be not phonetic, but phonemic. From the phonetic point of view the distribution between a vowel and a consonant is based on their articulatory - acoustic characteristics, i.e. a 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.

There are other criteria to distinguish a vowel from a consonant as well. Another distinction of vowel - consonant dichotomy is made due to the criteria that the vowels have the syllabic function forming its peak while consonants are marginal in the syllable forming its sloper. This criteria is, perhaps, universal as to vowel - consonant distinction. Therefore some linguists use the terms syllabic and non-syllabic phonemes. But the existence of the consonants and sonants, which may be syllabic, contradicts this criterion. Ex, in English [r], III> [w] <sup>ora</sup>l sonants and [m], [n], nasal sonants may have a syllabic function: little [litl], hundred [handrid].

In the description of the phonemic system of English we use articulatory terms in the main, which are understandable and important for practical use than the acoustic terms, as to the terminology used in the dichotomic classification of distinctive features, such terms are often called mixed as articulatory, acoustic and even musical terms are used. Ex, the terms vocalic -non-vocalic, oral - noral, voiceless - voiced, tense - lax are articulatory terms, compact -diffuse, grove - acute are acoustic terms; the terms - flat and sharp plain are borrowed from the theory of music.

Analyses of English phonemes is made in the following way:

1. The phonetic (articulatory and acoustic) classification.
2. The phonemic classification, which makes clear the distinction between phonemes and their allophomic variants.
3. The distribution of phonemes and some sound clusters. More often we compare, the phonemic system of English and Uzbek.

The articulatory and acoustic classification of English consonants (in comparison with Uzbek). 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.

According to the place of articulation the consonants maybe labial and pharyngal (ihi). Labial consonants are divided into bilabial (as English [p], [b], [m], [j], [w]) and labiodentals English [fj], [v].

The lingual consonants may be fore lingual English ([t], [d], [s], [z], [l], [n]) inter lingual and back lingual ([k], [q]).

The manner of articulation makes it possible to distinguish occlusive [p, b, t, d, k, q], constrictive [f, v, s, z] consonants and affricates.

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. This distinction is closely connected by the degree of breath and muscular effort, involved in the articulation. This distinction indicated by the feature for *tis* - *lenis* (from Latin words which means "tense - lax"), is very important phonologically. There are eight pairs of voiceless -voiced, resp. for *tis* - *lenis* consonants in English, [p-b, t-d, f-v, s-z, k-q]. The general principles of the consonant classification explained here are obtained in the comparative table of English and Uzbek consonant phonemes given below.

Comparative - typological analyses of the English and Uzbek consonant phonemes. In comparing consonant systems of two languages; it is suitable to begin with the inventories of phonemes set up in both languages. The inventory of the English consonant phonemes comprises the following 25 phonemes, [p], [b], [t], [s], [k], [q], [n], [m], [ŋ] and also consists of among the fricatives the Uzbek [ç, ʒ, ɬ, ʁ], maybe produced in a more frontal position of the mouth cavity than the English counter parts [s, z, ʃ]. The Uzbek [ç, ʒ] are dorsa [ɬ, ʁ] are palato - alveolar consonants. The English [s, z] have apical, alveolar articulation with round narrowing and being also palato - alveolar, have two in articulation. Besides, the consonants [x, r] are specific for Uzbek and cannot be found in English. The class of affricates is similar except the Uzbek [tʃ], which is borrowed from Russian, (book pp. 72 - 73.).

The system of the English consonant phonemes.

As stated, a phoneme is a member of phonological opposition. Thanks to this definition of the phoneme, the system of the English consonant phonemes is arranged from various phonological oppositions. According to the place of articulation the following oppositions (mainly single) exist in English. 1. Labial (bilabial or labio - dental – fore lingual: between plosives [p-t], [b-d], between fricatives, between nasals [m-n], between constrictive sonant [w-l], [w-r] in which the features bicentral - unicentral and round narrowing - flat narrowing are not distinctive [book pp. 75-80].

Dichotomic, classification of the acoustic distinctive features of the English consonant phonemes and its articulatory correlates. The theory of distinctive features, which was suggested by Jakobson - Fant - Halle, is known as the acoustic classification. We fact, this theory represented the act of communication and shows the steps involved in inducing the hearer to select the same phonological element the speaker has selected. This theory is based on the results of the spectrographic (acoustic) and X - ray (articulatory) investigation, (book pp. 82 - 85).

Allophonic variations of the English consonant phonemes. G. P. Torsuyev distinguished two types of variations of the English phonemes.

a. Diaphonic variations which does not depend on the position, i.e. the consonant quality and quantity of the. phonemes.

b. Allophonic variations which depends on the position and changes its quality and quantity. He also gives a complete description of these variations in English. Торсуев Г. П. Структура слога и аллофоны в английском языке. М. Изд. Наука. 1975. Стр. 104-213.

The allophonic variations of the English and Uzbek consonant phonemes depend on their distribution in words, syllables, and also on the phonotactic rules (combinations of sounds or sound sequences). The allophones of a phoneme may be established on the basis of the complementary distribution. The pronunciation of the allophones may vary in different positions of words, syllables, and also in neighbourhood positions, in stressed complicated to describe all the allophonic variants of the consonant phonemes. Therefore, we give the general rules of the occurrence of the allophones.

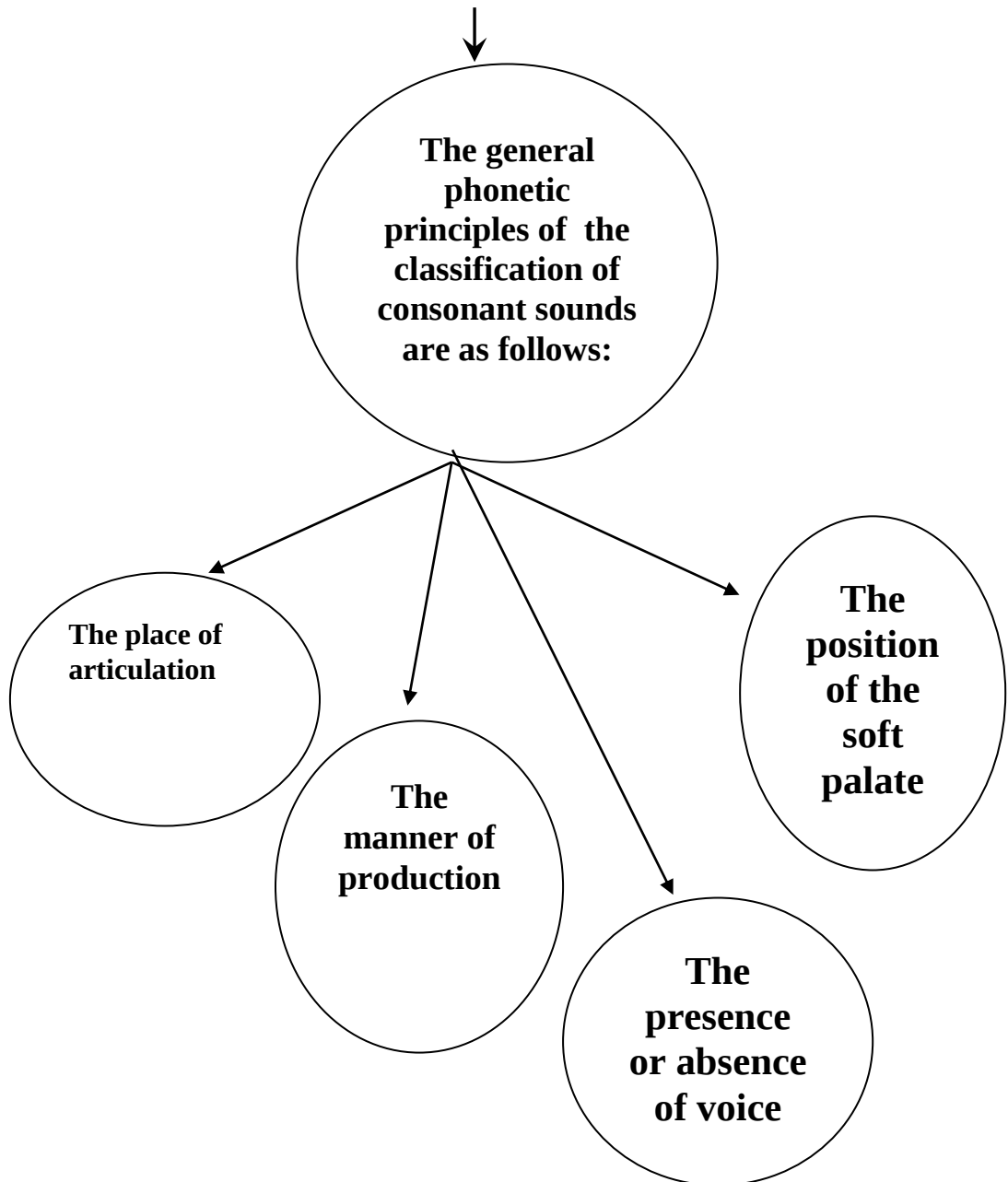
Diaphone variation may be observed when [n] is pronounced instead of [ŋ] in words like strength, length. The prefixes con-, in-, syn-, when stressed have [ŋ] besides [n] before a following [k], as in conquest, concord, income syncope etc.

The vowel - like allophone of the phoneme [j] may occur in such words as curious, Indian, Genius etc.

Many other allophones of the English consonant phonemes may occur in the various sound combinations, English is rich in initial, medial and final combinations of consonants. Many of them do not occur in Uzbek.

Fanning tarkibiy-mantiqiy tuzilishi

**Ingliz tili**  
**Magistratura talim yo`nalishi uchun**



### **Mavzuni jonlantirish uchun savollar:**

1. How many consonant letters are the in English?
2. How many consonant sounds are the in English?
3. How many vowel letters are the in English?
4. How many vowel sounds are the in English?

### **O'QUV TOPSHIRIQ: The system of consonant pfonemes**

The system of the English consonant phonemes.

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Dichotomic, classification of the acoustic distinctive features of the English consonant phonemes and its articulatory correlates. The theory of distinctive features, which was suggested by Jakobson - Fant - Halle, is known as the acoustic classification. We fact, this theory represented the act of communication and shows the steps involved in inducing the hearer to select the same phonological element the speaker has selected. This theory is based on the results of the spectrographic (acoustic) and X - ray (articulatory) investigation, (book pp. 82 - 85).

### 7-Mustaqil o`rganish uchun mavzu

#### 3. Ingliz tili undosh tovushlari tizimi.

**Usul:** mini-ma`ruza, talabalarining shaxsiy ishi

**Maqsad:** talabalarda Ingliz tili undosh tovushlari tizimi mazmuni o`rganish bilan tanishish tarqatma materiallar bilan ishlash.

**Stsenariy:** ma`ruza maboytida talabalarga Ingliz tili undosh tovushlari tizimini tushindirish. Bundan keyin talabalarga yetarli ma`lumot berilgandan so`ng quyidagi topshiriq beriladi.

**Topshiriq:** Ingliz tili undosh tovushlari tizimi mavzuida internet malumotlarin yig`ish.

**Topshiriq muddati:** kelgusi ma`ruzagacha

**Baholash:** ball

### 8-Mustaqil o`rganish uchun mavzu

#### 1. Ingliz tili unli tovushlari tizimi.

**Usul:** mini-ma`ruza, talabalarining shaxsiy ishi

**Maqsad:** talabalarda Ingliz tili unli tovushlari tizimi bilan tanishish tarqatma materiallar bilan ishlash.

**Stsenariy:** ma`ruza maboytida talabalarga mustaqil fan sifatida Ingliz tili unli tovushlari tizimini tushindirish. Bundan keyin talabalarga yetarli ma`lumot berilgandan so`ng quyidagi topshiriq beriladi.

**Topshiriq:** Ingliz tili unli tovushlari tizimi mavzuida internet malumotlarin yig`ish.

**Topshiriq muddati:** kelgusi ma`ruzagacha

**Baholash:** ball

### O`zini-o`zi nazorat qilish uchun savollar:

1. What is phoneme?
2. What is the distinction between a vowel and a consonant?
3. What term do some linguists use for vowel - consonant distinction?
4. How do we analyze the English phonemes?
5. What are the general phonetic principles of the classification of consonant phonemes?
6. Compare the English and Uzbek consonant phonemes?
7. How do we arrange the system of the English consonant phonemes?
8. What kind' of allophonic variations did G. P. Torsuyev distinguish in English consonant phonemes?

### **Foydalaniladigan adabiyotlar ro`yxati:**

1. Vassilyev V. A. English Phonetics. A theoretical course. M. 1970, pp. 62 - 70
2. Торсуев Г. П. Константность и вариантность в фонетической системе (на материале английского языка). М. Изд. Наука. 1977. Стр. 6-70.
3. Vassilyev V. A. English Phonetics. A normative course. M. 1962, pp. 30 - 39
4. Торсуев Г. П. Структура слога и аллофоны в английском языке. М. Изд. Наука. 1975. Стр. 104-213.
5. Зиндер Л. Р. Общая фонетика. М. Изд. Высшая школа. 1979. Глав 3. Стр. 35 -42.

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| <b>5- MAVZU</b> | <b>Theme: The system of the English vowel phonemes<br/>(Ma`ruza – 2 soat)</b> |
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### 1.5. Ma`ruzani olib borish texnologiyasi

|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Mashg`ulot shakli</b>                              | <b>Kirish-mavzu bo'yicha ma`ruza</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Ma`ruza rejasi</b>                                 | 1. Phonological analysis of English vowels.<br>2. Unstressed vowels English. The phonetic approach.<br>3. The prosodic system of the English language. General remarks.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>O'quv mashg`ulotining maqsadi</b>                  | Mavzuning maqsati- talabalarning bilim va kunlikmalarii o`qituvchi boschiligida bajarish bo`lib hisoblanadi.<br>-har bir savol bo'yicha yangi bilimlarni mukommal o`rganish:<br>-mavjud ma`lumotlarni, jumladan german tillarining tarqalish hududlarini o`rganish, aniqlash;<br>-axborot manbalari va urinlaridan urinli foydalana olish;<br>-elektron o`quvliklar, adabiyotlar va ma`lumotlar banki bilan ishlash;<br>-internetdan foydalanish va kerakli mavzular bo'yicha yangiliklar topish;<br>-berilgan topshiriqning ratsional yeshimini topish;<br>-topshiriqni bajarish uchun erkin fikrlash, mahorat bilan yondoshuv, tilshunoslikka oid adabiyotlar bilan ishlashni o`rganish; |
| <b>Tayanch tushuncha va iboralar</b>                  | Monophthong - one sound.<br>Diphthong - two sounds.<br>Diphthongoid - prolong sounds.<br>Prosodic system studies by the division of phonetics.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Pedagogik vazifalar:</b>                           | <b>O'quv faoliyati natijalari:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Ingliz tili unli fonemalari bilan tanishtirish;       | Ingliz tili unli fonemalarini aytib bera oladilar;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Ingliz tili unli fonemalari haqida tushuntiriladi;    | Ingliz tili unli fonemalari haqida aytib bera oladilar;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Ingliz tili unli fonemalari haqida ma`lumot beriladi; | Ingliz tili unli fonemalari haqida ma`lumot bera oladilar;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Ingliz tili unli fonemalari bilan tanishtiriladi.     | Ingliz tili unli fonemalari aytib bera oladilar.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| O`qitish usullari                                     | Ma`ruza, namoyish, blits-so'rov, aqliy hujum, klaster                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| O`qitish vositalari                                   | Ma`ruza matni, komp`yuter texnologiyasi, slaydlar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| O`qitish shakllari                                    | Frontal, kollektiv ish                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| O`qitish sharoiti                                     | Texnik vositalar bilan ta`minlangan, o`qitish usullarini qo'llash mumkin bo'lgan o`quv xona                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Monitoring va baholash                                | Kuzatish, og`zaki nazorat, yozma nazorat, o`quv topshiriq                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

### Ma`ruzaning texnologik xaritasi

| Ish jarayoni bosqichlari vaqti               | Faoliyatning mazmuni                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                      |
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|                                              | o`qituvchi                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Talaba                                                                                                                                                                                                               |
| 1 bosqich.<br>Kirish<br>(15 daqiqa)          | <p>1.1. O`quv fanining nomini aytadi, predmetning dastlabki umu-miy tasavvurini beradi. Uslubiy va tashkiliy tomonlari, talabalar bilimlarini baholash mezonlarini va fan tuzilishini tushutiradi. (1-ilova)</p> <p>1.2. Mazkur fanning o`rganiladigan mavzulari bo`yicha nazariy va amaliy mashg`ulotlar, ularning uzviyligi haqida qisqacha ma`lumot beradi. Asosiy adabiyotlarning ro`yxati bilan tanishtiradi. (2-ilova)</p> <p>O`quv dasturini talabalarga tanishtiradi.</p> <p>1.3. Ma`ruza darsining maqsadi va o`quv faoliyati natijalarini aytadi. Talabalarni aqliy hujumga tortish uchun jonlantiruvchi savollar beradi. (3-ilova).</p>                                                                                                                           | <p>Tinglaydi va yozadi</p> <p>Mavzu nomini yozib oladilar</p> <p>Savollarga javob beradi</p>                                                                                                                         |
| 2 bosqich.<br>Asosiy jarayon<br>(55 daqiqa)  | <p>2.1. Ma`ruza rejasining barcha savollari bo`yicha vizual materialni namoyish qiladi. (4- ilova)</p> <p>Mavzuning asosiy joylarini yozib olishlarini so`raydi.</p> <p>Faollashtiruvchi savol-javob o`tkazadi.</p> <p>1.Fanning mohiyati va ko`p qirrali ijtimoiy gumanitar fan sifatida uning tadqiqot ob`ekti.</p> <p>2. Ingliz tili unli fonemalari.</p> <p>3. Ingliz tili unli fonemalarining artikulatsion va akustik tasnifi.</p> <p>4. Ingliz tili unli fonemalarining fonologik tahlili</p> <p>5. Ingliz tili urg`usiz unli fonemalari.</p> <p>6. Mavzuning tayanch iboralari kerakli tushuncha va iboralar qo`shiladi. Javoblarni to`g`rilaydi va xulosalaydi. (5-ilova)</p> <p>7. Talabalarga erkin fikr aytishga ruxsat beriladi va ularni rag`batlantiradi.</p> | <p>Tinglaydi, o`rganadi,</p> <p>Yozadi, aniqlaydi,</p> <p>savollar beradi.</p> <p>Asosiy joylarini yozadi</p> <p>Savollarga javob beradi</p> <p>Xar bir tayanch tushuncha va iboralarni muxokama kiladi. Yozadi.</p> |
| 3 bosqich.<br>Yakuniy bosqich<br>(10 daqiqa) | <p>3.11. Mavzu bo`yicha umumiy xulosa qiladi.</p> <p>3.12. Talabalarining bilim va ko`nikmalarini baholaydi.</p> <p>3.3.Navbatdagi mashg`ulotda ko`riladigan masalani e`lon qiladi, va mustaqil tayyorgarlik ko`rishlarini so`raydi.</p> <p>3.4. Talabalarga uyga vazifa qilib:</p> <p>(1).“ Ingliz tili unli fonemalarining artikulatsion va akustik tasnifi” mavzusida esse yozib kelish;</p> <p>(2). Mustaqil ishlash uchun mavzular taklif etiladi;</p> <p>(3).Kelgusi mavzu e`lon qilinadi va unga tayyorlanib kelishni aytadi.</p> <p>(4). O`zini-o`zi nazorat qilish uchun savollar beradi. (6- ilova).</p>                                                                                                                                                           | <p>tinglaydi</p> <p>Mustaqil ishlash uchun topshiriqni yozib oladi</p> <p>Dokladlar mavzusiga tayyorlanadi.</p>                                                                                                      |

|  |                                                        |  |
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|  | (5). Tavsiya etilgan adabiyotlarni o'rganishga beradi. |  |
|--|--------------------------------------------------------|--|

## Lecture 5. The system of the English vowel phonemes

The articulator 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 vowels.

In comparative - typological classification of the vowel sounds on the basis of the position of the folk of the tongue five groups of vowels maybe distinguished:

- a. front;
- b. front - retracted;
- c. mixed;
- d. back - advanced;
- e. back.

2. According to the vertical movement of the tongue (or to the height of the raised part of the tongue) vowels may be classified into a. close or high; b. mid - open or mid; c. open or low. Each of the highest of the tongue has two variations: narrow and borrow. These principles of vowel classifications are very important in comparative - typological studies of the vowel systems of two or more languages and also in languages with many vowels.

3. According to the position of the lips vowels maybe rounded and un rounded. Rounded vowels are of two types:

- a. slightly rounded;
- b. closely rounded.

There are two types of un rounded vowels as well;

- a. neutral position of lips;
- b. spread position of lips.

4. Traditionally, according to the quantitative features, English vowels are classified into historically long and in certain position vowel.

5. According to the degree of the muscular energy of the organs of speech, especially, the muscles of the tongue, the walls of the mouth resonator and of the pharynx, tense and lax vowels may be distinguished. Usually, all English long vowels are tense and short vowels are lax.

6. Physiologically, according to the character of their end or the last phase of articulations, English vowels may be checked in the pronunciation of which there is no diminution in the force of utterance towards their string end. Their pronunciation is interrupted by the abrupt articulation of the consonant sound following it.

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

10 monophthongs. 9 diphthongs. 2 diphthongoids.

Phonological analyses of English vowels. The phonetic criterion used in distinguishing the vowel phonemes is not sufficient theoretically, as it cannot clarify the relation between the phonemes in the entire system and characters of existing phonological oppositions, their quality and quantity. The unstressed vocalism is more.

The unstressed vocalism is more rich than the stressed vocalism, in which the vowel and unstressed do not take part. English has a complex system of vowel phonemes among which we distinguish ten short and long monophthongs, two diphthongoids and nine diphthongs.

All these vowel phonemes may be established using the commutation test. However, first we should discuss the phonemic status of the diphthongs and the vowel and the phonetic features long - short, tense - lax, checked - free, which are closely connected with each other.

Unstressed vowels of English. The phonetic approach. As stated above the unstressed vocalism of English includes all vowel phonemes and the neutral phoneme, which appears as a result of weakening of the vowels in the unstressed position. The vowel articulated by weak articulatory effect, has an indefinite timbre and changes its quality under the influence of neighboring sounds depending on its positions and in certain positions maybe omitted.

Therefore, it may have different variations distinct from each other, especially, by the height of the tongue and duration.

The vowels of constantly full formation have a relatively stable quality and may preserve their less clear timbre in an unstressed position: apple - tree, architect, objective, artistic, programmer, English, idea etc.

The prosodic system of the English language. General Remarks. The structure of the segments longer than segmental phonemes requires adequate principles of phonetic and phonological analyses, such longer segments constitute the syllabic structure, the accentual structure of words and intonation structure. They are studied by the division of phonetics or phonology named prosody /or

suprasegmental phonetics or phonology/. The phonetic structure Of a word comprises four types of structure interdependent of each other:

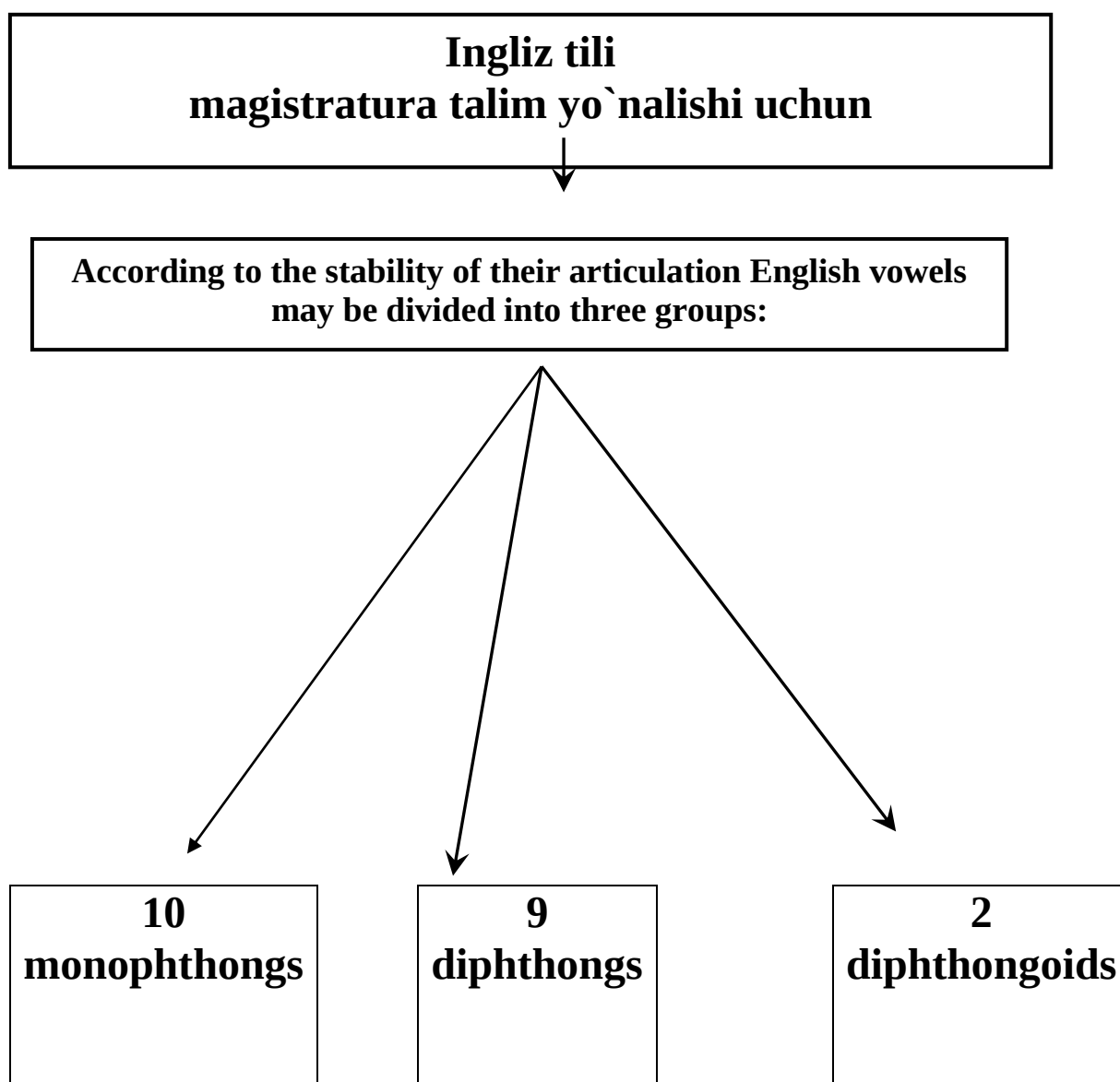
1. The phonemic structure;
2. The structure of the combination of phonemes;
3. The syllabic structure;
4. The accentual - rhythmic structure.

Inside the phonological word the signaling of syllable boundaries is option all as the syllable boundary does not always coincide with the "meaningful segments". Thus, the syllable becomes very significant was it functions as a "bridge" between phonemes and prosodies.

### **Vizual materiallar (Lecture 5)**

1-ilova

#### **Fanning tarkibiy-mantiqiy tuzilishi**



## **Mavzuni jonlantirish uchun savollar:**

**1.**

### **O`quv topshiriq**

Phonological analyses of English vowels. The phonetic criterion used in distinguishing the vowel phonemes is not sufficient theoretically, as it cannot clarify the relation between the phonemes in the entire system and characters of existing phonological oppositions, their quality and quantity. The unstressed vocalism is more.

The unstressed vocalism is more rich than the stressed vocalism, in which the vowel and unstressed do not take part. English has a complex system of vowel phonemes among which we distinguish ten short and long monophthongs, two diphthongoids and nine diphthongs.

All these vowel phonemes may be established using the commutation test. However, first we should discuss the phonemic status of the diphthongs and the vowel and the phonetic features long - short, tense - lax, checked - free, which are closely connected with each other.

Unstressed vowels of English. The phonetic approach. As stated above the unstressed vocalism of English includes all vowel phonemes and the neutral phoneme, which appears as a result of weakening of the vowels in the unstressed position. The vowel articulated by weak articulatory effect, has an indefinite tamper and changes its quality under the influence of neighboring sounds depending on its positions and in certain positions maybe omitted.

Therefore, it may have different variations distinct from each other, especially, by the height of the tongue and duration.

**9-Mustaqil o`rganish uchun mavzu**

Aktiv va passiv nutq organlari.

**Usul:** mini-ma`ruza, talabalarining shaxsiy ishi

**Maqsad:** talabalarda Aktiv va passiv nutq organlarini o`rganish bilan tanishish tarqatma materiallar bilan ishlash.

**Stsenariy:** ma`ruza maboynda talabalarga Aktiv va passiv nutq organlarining namayon bo`lishini tushindirish. Bundan keyin talabalarga yetarli ma`lumot berilgandan so`ng quyidagi topshiriq beriladi.

**Topshiriq:** Aktiv va passiv nutq organlari mavzuida internet malumotlarin yig`ish.

**Topshiriq muddati:** kelgusi ma`ruzagacha

**Baholash:** ball

**10-Mustaqil o`rganish uchun mavzu**

1. To`siq turlari.

**Usul:** mini-ma`ruza, talabalarining shaxsiy ishi

**Maqsad:** talabalarda To`siq turlari. mazmuni, To`siq turlari bilan tanishish tarqatma materiallar bilan ishlash.

**Stsenariy:** ma`ruza maboynda talabalarga mustaqil fan sifatida To`siq turlari tushindirish. Bundan keyin talabalarga yetarli ma`lumot berilgandan so`ng quyidagi topshiriq beriladi.

**Topshiriq:** To`siq turlari mavzuida internet malumotlarin yig`ish.

**Topshiriq muddati:** kelgusi ma`ruzagacha

**Baholash:** ball

**O`zini-o`zi nazorat qilish uchun savollar:**

1. What are the general principles of vowel production?
2. Is there any distinction between the articulatory and acoustic classification of the English vowels with Uzbek?
3. Speak about the phonological analyses of English vowels?
4. What is the phonetic approach?
5. Say what is the prosodic system of the English language. Give General Remarks.

**Foydalaniladigan adabiyotlar ro`yxati:**

1. Торсуев Г. П. Вопросы фонетической структуры слова (на материал англ. Языка). М. 1962. Стр.. 25-38.
2. Трубецкой С. Н. Основы фонологии. М. 1960. Стр.. 111-112.
3. Васильев В. А. Венцкуте Д. п. Об изменениях в произношении современного английского языка. Изд. Иностранные языки в высшей школе. 1974. Стр.. 152 - 154.
4. Dickushina D. I. English phonetic's. A theoretical course. М. 1. 1965. Pp. 129 - 145.

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| <b>6- MAVZU</b> | <b>Theme: The syllabic structure of English<br/>(Ma`ruza – 2 soat)</b> |
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### 1.6. Ma`ruzani olib borish texnologiyasi

|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Mashg`ulot shakli</b>                    | <b>Kirish-mavzu bo'yicha ma`ruza</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Ma`ruza rejasi</b>                       | 1. The definition of the syllable. The functions of the syllable.<br>2. Theories of syllable formation and syllable division.<br>3. Phonetic and phonological definitions of the syllable.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>O'quv mashg`ulotining maqsadi</b>        | Mavzuning maqsati- talabalarning bilim va kunlikmalarii o`qituvchi boschiligida bajarish bo`lib hisoblanadi.<br>-har bir savol bo'yicha yangi bilimlarni mukommal o`rganish:<br>-mavjud ma`lumotlarni, jumladan german tillarining tarqalish hududlarini o`rganish, aniqlash;<br>-axborot manbalari va urinlaridan urinli foydalana olish;<br>-elektron o`quvliklar, adabiyotlar va ma`lumotlar banki bilan ishlash;<br>-internetdan foydalanish va kerakli mavzular bo'yicha yangiliklar topish;<br>-berilgan topshiriqning ratsional yeshimini topish;<br>-topshiriqni bajarish uchun erkin fikrlash, mahorat bilan yondoshuv, tilshunoslikka oid adabiyotlar bilan ishlashni o`rganish; |
| <b>Tayanch tushuncha va iboralar</b>        | Syllable - the natural segmentation of speech continuum, complex and complicated unit of utterance.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Pedagogik vazifalar:</b>                 | <b>O'quv faoliyati natijalari:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Bo`g`in tuzilishi bilan tanishtirish;       | Bo`g`in tuzilishi aytib bera oladilar;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Bo`g`in tuzilishi haqida tushuntiriladi;    | Bo`g`in tuzilishi haqida aytib bera oladilar;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Bo`g`in tuzilishi haqida ma`lumot beriladi; | Bo`g`in tuzilishi haqida ma`lumot bera oladilar;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Bo`g`in tuzilishi bilan tanishtiriladi.     | Bo`g`in tuzilishini aytib bera oladilar.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| O`qitish usullari                           | Ma`ruza, namoyish, blits-so'rov, aqliy hujum, klaster                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| O`qitish vositalari                         | Ma`ruza matni, komp`yuter texnologiyasi, slaydlar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| O`qitish shakllari                          | Frontal, kollektiv ish                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| O`qitish sharoiti                           | Texnik vositalar bilan ta`minlangan, o`qitish usullarini qo'llash mumkin bo'lgan o`quv xona                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Monitoring va baholash                      | Kuzatish, og`zaki nazorat, yozma nazorat, o`quv topshiriq                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

### Ma`ruzaning texnologik xaritasi

| Ish jarayoni bosqichlari vaqti               | Faoliyatning mazmuni                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                      |
|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              | o`qituvchi                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Talaba                                                                                                                                                                                                               |
| 1 bosqich.<br>Kirish<br>(15 daqiqa)          | <p>1.1. O`quv fanining nomini aytadi, predmetning dastlabki umu-miy tasavvurini beradi. Uslubiy va tashkiliy tomonlari, talabalar bilimlarini baholash mezonlarini va fan tuzilishini tushutiradi. (1-ilova)</p> <p>1.2. Mazkur fanning o`rganiladigan mavzulari bo`yicha nazariy va amaliy mashg`ulotlar, ularning uzviyligi haqida qisqacha ma`lumot beradi. Asosiy adabiyotlarning ro`yxati bilan tanishtiradi. (2-ilova)</p> <p>O`quv dasturini talabalarga tanishtiradi.</p> <p>1.3. Ma`ruza darsining maqsadi va o`quv faoliyati natijalarini aytadi. Talabalarni aqliy hujumga tortish uchun jonlantiruvchi savollar beradi. (3-ilova).</p>                                                                                               | <p>Tinglaydi va yozadi</p> <p>Mavzu nomini yozib oladilar</p> <p>Savollarga javob beradi</p>                                                                                                                         |
| 2 bosqich.<br>Asosiy jarayon<br>(55 daqiqa)  | <p>2.1. Ma`ruza rejasining barcha savollari bo`yicha vizual materialni namoyish qiladi. (4- ilova)</p> <p>Mavzuning asosiy joylarini yozib olishlarini so`raydi.</p> <p>Faollashtiruvchi savol-javob o`tkazadi.</p> <p>1.Fanning mohiyati va ko`p qirrali ijtimoiy gumanitar fan sifatida uning tadqiqot ob`ekti.</p> <p>2. Bo`g`in tuzilishi.</p> <p>3. Bo`g`in tuzilishi va uning vazifalari</p> <p>4. Bo`g`in tuzilishining fonetik va fonologik qoidalari haqida.</p> <p>Javoblarni to`g`rilaydi va xulosalaydi.</p> <p>5. Mavzuning tayanch iboralari kerakli tushuncha va iboralar qo`shiladi. Javoblarni to`g`rilaydi va xulosalaydi. (5-ilova)</p> <p>6. Talabalarga erkin fikr aytishga ruxsat beriladi va ularni rag`batlantiradi.</p> | <p>Tinglaydi, o`rganadi,</p> <p>Yozadi, aniqlaydi,</p> <p>savollar beradi.</p> <p>Asosiy joylarini yozadi</p> <p>Savollarga javob beradi</p> <p>Xar bir tayanch tushuncha va iboralarni muxokama kiladi. Yozadi.</p> |
| 3 bosqich.<br>Yakuniy bosqich<br>(10 daqiqa) | <p>3.13. Mavzu bo`yicha umumiy xulosa qiladi.</p> <p>3.14. Talabalarning bilim va ko`nikmalarini baholaydi.</p> <p>3.3.Navbatdagi mashg`ulotda ko`riladigan masalani e`lon qiladi, va mustaqil tayyorgarlik ko`rishlarini so`raydi.</p> <p>3.4. Talabalarga uyga vazifa qilib:</p> <p>(1).“ Bo`g`in tuzilishi” mavzusida esse yozib kelish;</p> <p>(2). Mustaqil ishlash uchun mavzular taklif etiladi;</p> <p>(3).Kelgusi mavzu e`lon qilinadi va unga tayyorlanib kelishni aytadi.</p> <p>(4). O`zini-o`zi nazorat qilish uchun savollar beradi. (6- ilova).</p> <p>(5). Tavsiya etilgan adabiyotlarni o`rganishga beradi.</p>                                                                                                                 | <p>tinglaydi</p> <p>Mustaqil ishlash uchun topshiriqni yozib oladi</p> <p>Dokladlar mavzusiga tayyorlanadi.</p>                                                                                                      |

## **Lecture 6.**

### **The syllabic structure of English**

1. The definition of the syllable. The functions of the syllable.

The syllable is the result of the natural segmentation of speech continuing. The definitions of the syllable differ greatly, as linguists chose 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 a word form (ex, little), making [mei - kin].

Syllables consisting of two or more phonemes, joining the articulations, have a complex structure characterized by on glides, which is essential also for the ordinary combination of phonemes.

From the functional point of view a syllable, like other phonetic units, fulfills four functions.

1. Constitutive function, i.e. a syllable or syllables acts as material carriers of words, word - joins, word - combinations and phrases.
2. Distinctive function i.e. the syllables may serve to distinguish minimal pairs of words, word - combinations and phrases.
3. Recognitive functions, 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.

Phonologically it is possible to distinguish two types of syllables:

1. Genuine syllables, the phonetic structure of which has constant functional relevance.
2. The secondary syllables are unstable and the phonemes have not the same functional relevance as the phonemes. These are two or more peaks of sonority in the secondary syllables.

The classification of syllables types of syllables in English (as compared with Russian and Uzbek).

There is the various generally accepted classification of syllables.

1. According to the syllable division, i.e. from the viewpoint of whether a syllable begins and ends with a vowel or a consonant sound, syllables are classified into open, closed, covered, and uncovered. In tone languages (also called languages of musical stress) various levels of pitch (tone of voice) may serve to distinguish the meanings of words while the force of utterance and duration is not very important. For ex, in Tai Mao with high tone means "horse", with a mid tone "come", with a rising tone "dog". Thus Mao mao means, "the horse comes", where as nao mao means, "the dog comes". The above given syllables are called phonetic syllables which are used in utterances. Those are orthographic "syllables" used in writing and printing for the purpose of application of reading rules. They are also termed syllabographs. For ex, tak - ing, chang - ing, tal - king etc.

## Theories of syllable formation and syllable division

A syllable is a very complex and complicated unit of utterance. Many linguists attempted to explain the syllable from different points of view.

1. The most ancient theory of syllable formation admitted that the number of vowels used in an utterance. It does not take into consideration the syllable formation function of some consonants.

2. The American phonetician R. H. Stetson suggested the expiratory theory of the syllable, which is also, called the chest - pulse or pressure theory. According to R. H. Stetson's expiratory theory "the vowel as an articulation which has the function of delimiting the chest - pulse of the syllable".

R. H. Stetson: Motor phonetics. A study of speech movements in action. 2<sup>nd</sup> ed. Amsterdam. 1951. Pp. 2.

3. The Danish linguists O. Jespersen defined a syllable as the distance between two degrees of sonority. Syllables of the type of plain, freight, like, are consequently in accordance with this definition. But many types of syllables contradict it. Thus, in such words as station, little, straw, middle etc. we notice one or two syllables in which consonant clusters do not form separate syllables.

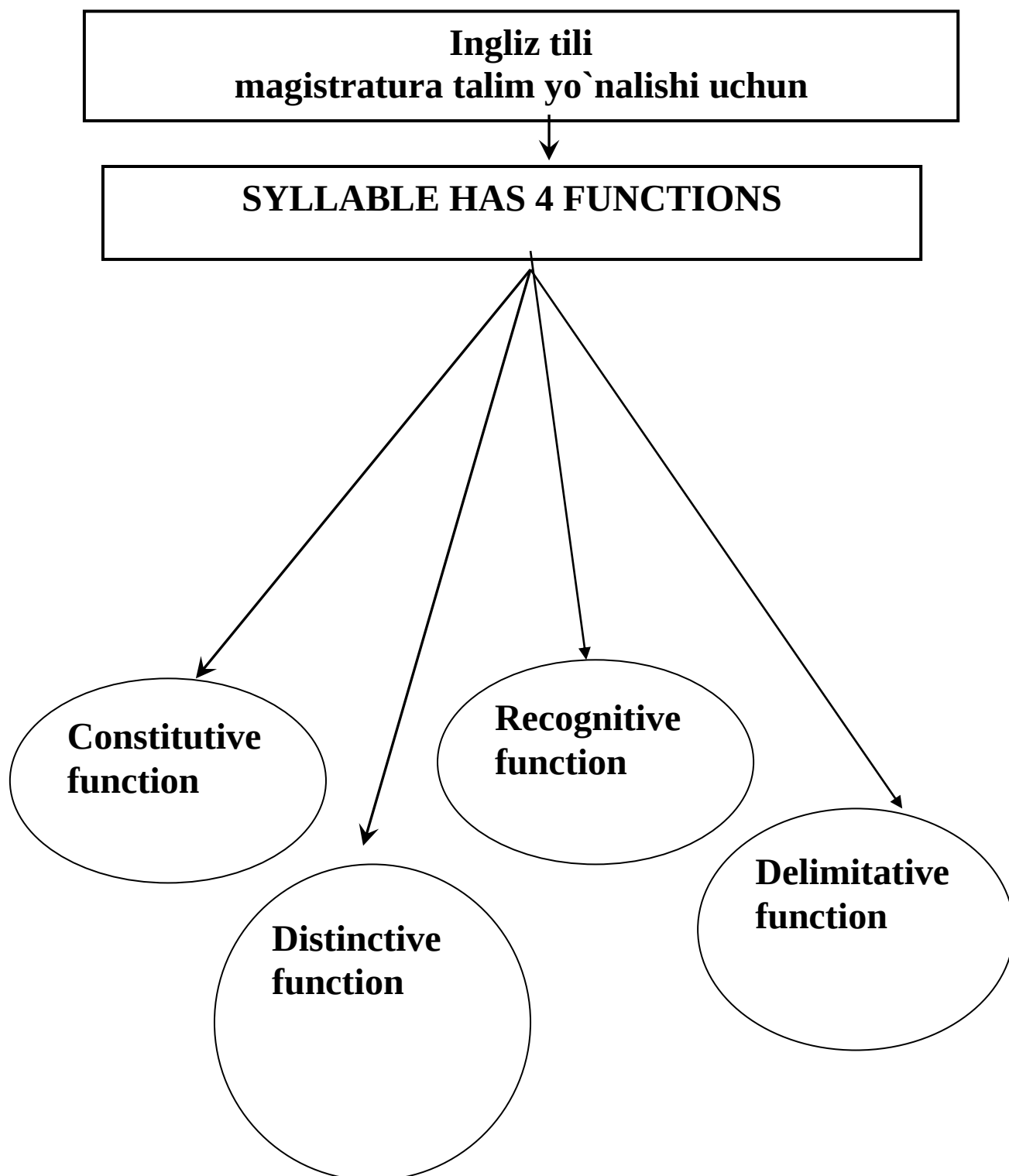
Y3. Phonetic and phonological definitions of the syllable exist in modern linguistics. Phonetically, a syllable is regarded as a sequence of sounds containing one peak of pronounce I (syllabic sound) and very rarely double peaks (when geminated consonants occur). \J Phonologically, "... the syllable may be defined as some sort of unit of accent placement; vowel and consonant can then be either derived from the.

From the syllable as its central and marginal constituents, or treated independently as units of widely different distribution.

J. D. O'Connor and J. D. M. Trim. Vowel, consonant and syllable - a phonological definition... word; vol. 9 1953. Pp. 103.

There are also cases when the syllable boundary is within the consonant sound in an intervocalic position or within the C+ sonorant cluster in word - medial position, e. g. ever, difficult, sunny, middling. A similar case may be noticed in some Uzbek words ола (ол-ла), "black", Аширмат (Аш-шир-мат) "a name of a man". The syllabic structure English is very complex and we have analyzed some of its general problems of theoretical importance.

Fanning tarkibiy-mantiqiy tuzilishi



## Mavzuni jonlantirish uchun savollar:

1. What is syllable?
2. What functions of syllable do you know?
3. How many functions has syllable?
4. Do you know Stetson's theory of syllable?

## O'QUV TOPSHIRIQ:

There is the various generally accepted classification of syllables.

1. According to the syllable division, i.e. from the viewpoint of whether a syllable begins and ends with a vowel or a consonant sound, syllables are classified into open, closed, covered, and uncovered. In tone languages (also called languages of musical stress) various levels of pitch (tone of voice may serve to distinguish the meanings of words while the force of utterance and duration is not very important. For ex, in Tai Mao with high tone means "horse", with a mid tone "come", with a rising tone "dog". Thus Mao mao means, "the horse comes", where as nf ao mao means, "the dog comes". The above given syllables are called phonetic syllables which are used in utterances. Those are orthographic "syllables" used in writing and printing for the purpose of application of reading rules. They are also termed syllabographs. For ex, tak - ing, chang - ing, tal - king etc.

### 11-Mustaqil o`rganish uchun mavzu

#### 1. Ochiq va yopiq bo`g`in

**Usul:** mini-ma`ruza, talabalarining shaxsiy ishi

**Maqsad:** talabalarda Ochiq va yopiq bo`g`inlar bilan tanishish tarqatma materiallar bilan ishlash.

**Stsenariy:** ma`ruza maboynda talabalarga Ochiq va yopiq bo`g`in tushindirish. Bundan keyin talabalarga yetarli ma`lumot berilgandan so`ng quyidagi topshiriq beriladi.

**Topshiriq:** Ochiq va yopiq bo`g`in mavzuida internet malumotlarin yig`ish.

**Topshiriq muddati:** kelgusi ma`ruzagacha

**Baholash:** ball

### 12-Mustaqil o`rganish uchun mavzu

#### 1. 3- va 4- tur bo`g`inlari

**Usul:** mini-ma`ruza, talabalarining shaxsiy ishi

**Maqsad:** talabalarda . 3- va 4- tur bo`g`inlari mazmuni, . 3- va 4- tur bo`g`inlari bilan tanishish tarqatma materiallar bilan ishlash.

**Stsenariy:** ma`ruza maboynda talabalarga mustaqil fan sifatida . 3- va 4- tur bo`g`inlari tushindirish. Bundan keyin talabalarga yetarli ma`lumot berilgandan so`ng quyidagi topshiriq beriladi.

**Topshiriq:** . 3- va 4- tur bo`g`inlari mavzuida internet malumotlarin yig`ish.

**Topshiriq muddati:** kelgusi ma`ruzagacha

**Baholash:** hall

### O`zini-o`zi nazorat qilish uchun savollar:

1. What is syllable? 2. Give the functions of the syllable
3. Distinguish two types of syllable.
4. What are the classifications of syllables the
5. Speak about the theories of syllable formation and syllable division?
6. What are the phonetic and phonological definitions of the syllables?

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5. Трахтеров А. Л. Практический курс фонетики английского языка. М. Изд. Высшая школа. 1976. Стр.. 18, 33,43, 83, 93,102,146.

|                 |                                                                                                                    |
|-----------------|--------------------------------------------------------------------------------------------------------------------|
| <b>7- MAVZU</b> | <b>Theme: Word stress in English. Definition of word stress. It's types and components.<br/>(Ma`ruza – 2 soat)</b> |
|-----------------|--------------------------------------------------------------------------------------------------------------------|

### 1.7. Ma`ruzani olib borish texnologiyasi

| <i>Mashg`ulot shakli</i>               | <i>Kirish-mavzu bo'yicha ma`ruza</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ma`ruza rejasi</b>                  | <ol style="list-style-type: none"> <li>1. Word stress.</li> <li>2. The accentual structure of words.</li> <li>3. Placement and degrees of word stress.</li> <li>4. The functions of word stress.</li> <li>5. The types of grammatical stress.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>O'quv mashg`ulotining maqsadi</b>   | <p>Mavzuning maqsati- talabalarning bilim va kunlikmalarini o`qituvchi boschiligidagi bajarish bo`lib hisoblanadi.</p> <p>-har bir savol bo'yicha yangi bilimlarni mukommal o`rganish:</p> <p>-mavjud ma'lumotlarni, jumladan german tillarining tarqalish hududlarini o`rganish, aniqlash;</p> <p>-axborot manbalari va urinlaridan urinli foydalana olish;</p> <p>-elektron o`quvliklar, adabiyotlar va ma'lumotlar banki bilan ishlash;</p> <p>-internetdan foydalanish va kerakli mavzular bo'yicha yangiliklar topish;</p> <p>-berilgan topshiriqning ratsional yeshimini topish;</p> <p>-topshiriqni bajarish uchun erkin fikrlash, mahorat bilan yondoshuv, tilshunoslikka oid adabiyotlar bilan ishlashni o`rganish;</p> |
| <b>Tayanch tushuncha va iboralar</b>   | <p>Stress - degree of force or prominence with which a sound or syllable is uttered. Phonological stress - degrees of accent can distinguish words and their grammatical forms.</p> <p>Democreative stress - common for the Second syllable from the end to be stressed.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Pedagogik vazifalar:</b>            | <b>O'quv faoliyati natijalari:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| So`z urg`usi bilan tanishtirish;       | So`z urg`usini aytib bera oladilar;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| So`z urg`usi haqida tushuntiriladi;    | So`z urg`usi haqida aytib bera oladilar;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| So`z urg`usi haqida ma`lumot beriladi; | So`z urg`usi haqida ma`lumot bera oladilar;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| So`z urg`usi bilan tanishtiriladi.     | So`z urg`usini aytib bera oladilar.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| O`qitish usullari                      | Ma`ruza, namoyish, blits-so`rov, aqliy hujum, klaster                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| O`qitish vositalari                    | Ma`ruza matni, komp`yuter texnologiyasi, slaydlar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| O`qitish shakllari                     | Frontal, kollektiv ish                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| O`qitish sharoiti                      | Texnik vositalar bilan ta`minlangan, o`qitish usullarini qo'llash mumkin bo'lgan o`quv xona                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Monitoring va baholash                 | Kuzatish, og`zaki nazorat, yozma nazorat, o`quv topshiriq                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

### Ma`ruzaning texnologik xaritasi

| Ish jarayoni bosqichlari vaqti               | Faoliyatning mazmuni                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                      |
|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              | o'qituvchi                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | talaba                                                                                                                                                                                                               |
| 1 bosqich.<br>Kirish<br>(15 daqiqa)          | <p>1.1. O'quv fanining nomini aytadi, predmetning dastlabki umu-miy tasavvurini beradi. Uslubiy va tashkiliy tomonlari, talabalar bilimlarini baholash mezonlarini va fan tuzilishini tushutiradi. (1-ilova)</p> <p>1.2. Mazkur fanning o'rganiladigan mavzulari bo'yicha nazariy va amaliy mashg'ulotlar, ularning uzviyligi haqida qisqacha ma'lumot beradi. Asosiy adabiyotlarning ro'yxati bilan tanishtiradi. (2-ilova)</p> <p>O'quv dasturini talabalarga tanishtiradi.</p> <p>1.3. Ma`ruza darsining maqsadi va o'quv faoliyati natijalarini aytadi. Talabalarni aqliy hujumga tortish uchun jonlantiruvchi savollar beradi. (3-ilova).</p>                                                                               | <p>Tinglaydi va yozadi</p> <p>Mavzu nomini yozib oladilar</p> <p>Savollarga javob beradi</p>                                                                                                                         |
| 2 bosqich.<br>Asosiy jarayon<br>(55 daqiqa)  | <p>2.1. Ma`ruza rejasining barcha savollari bo'yicha vizual materialni namoyish qiladi. (4- ilova)</p> <p>Mavzuning asosiy joylarini yozib olishlarini so'raydi.</p> <p>Faollashtiruvchi savol-javob o'tkazadi.</p> <p>1.Fanning mohiyati va ko'p qirrali ijtimoiy gumanitar fan sifatida uning tadqiqot ob'ekti.</p> <p>2. So`z urg`usi haqida.</p> <p>3. So`z tuzilishin haqida</p> <p>4. So`zda urg`uning tushishi</p> <p>5. So`z urg`usining vazifalari. Javoblarni to`g`rilaydi va xulosalaydi.</p> <p>6. Mavzuning tayanch iboralari kerakli tushuncha va iboralar qo`shiladi. Javoblarni to`g`rilaydi va xulosalaydi. (5-ilova)</p> <p>7. Talabalarga erkin fikr aytishga ruxsat beriladi va ularni rag`batlantiradi.</p> | <p>Tinglaydi, o`rganadi,</p> <p>Yozadi, aniqlaydi,</p> <p>savollar beradi.</p> <p>Asosiy joylarini yozadi</p> <p>Savollarga javob beradi</p> <p>Xar bir tayanch tushuncha va iboralarni muxokama kiladi. Yozadi.</p> |
| 3 bosqich.<br>Yakuniy bosqich<br>(10 daqiqa) | <p>3.15. Mavzu bo'yicha umumiy xulosa qiladi.</p> <p>3.16. Talabalarning bilim va ko'nikmalarini baholaydi.</p> <p>3.3.Navbatdagi mashg'ulotda ko'riladigan masalani e`lon qiladi, va mustaqil tayyorgarlik ko'rishlarini so'raydi.</p> <p>3.4. Talabalarga uyga vazifa qilib:</p> <p>(1).“ So`z urg`usi va jumla urg`usi” mavzusida essey yozib kelish;</p> <p>(2). Mustaqil ishlash uchun mavzular taklif etiladi;</p> <p>(3).Kelgusi mavzu e`lon qilinadi va unga tayyorlanib kelishni aytadi.</p> <p>(4). O`zini-o`zi nazorat qilish uchun savollar beradi. (6- ilova).</p> <p>(5). Tavsiya etilgan adabiyotlarni o`rganishga beradi.</p>                                                                                    | <p>tinglaydi</p> <p>Mustaqil ishlash uchun topshiriqni yozib oladi</p> <p>Dokladlar mavzusiga tayyorlanadi.</p>                                                                                                      |

## Lecture 7.

### Word stress in English. Definition of word stress. It's types and components.

1. Word stress or accent is usually defined as the degree of force or pronounce with, which a sound or syllable is uttered. Incidentally, the syllabic structure of a word is closely connected with its accentual structure 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 pronounce in syllables of initial, medial or final positions.

2. The classification of words according to the place and degree of stress is known as the accentual structure (type, pattern) of words. Traditionally word accent has the following phonetic components

a. In articulatory aspect stress is realized by the great force of resyrngeal activity, duration of articulation (a stressed syllable may be long and tense) high frequency of the vibration of vocal chords.

b. Acoustically, a stressed syllable has greater intensity, duration and pitch or tone of voice than an unstressed syllable.

c. Perceptually, a stressed syllable is characterized by more loudness, duration and high tone of a sound in comparison with an unstressed syllable. It should be emphasized that word stress and sentence stress are different, as the terms indicate, word stress forms a word and singles out one or more of its syllables.

Sentence stress deals with the formation of a sentence or phrase and singles out one or more words in the structure of a phrase.

Thus, sentence stress is regarded as one of the components of intonation. These two types of stress, which are used in different levels of investigation, are sometimes mixed, though they differ with their components and degrees and also with their factors and functions. For ex, the word can often unstressed, but it may receive stress in such a sentence as, now you can see it. Can you see it? I can.

3. Placements and degrees of word stress if we take a separate word, it is noticeable that stress replacement in it is fixed and cannot be shifted to any other syllable of a monosyllabic, disyllabic and polysyllabic word. E. g. about, a'bility, up - to - date, uni - versal, con - tain etc.

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, голову, письмо, письма, высокий, высок, выше, ноги.

In Uzbek word stress is free as it may fall on any syllable. Word stress in Uzbek has become free as a result of language contacts, which is observed in the cited examples. In the Turkish languages are regarded as agglutinative, i.e. word forms may take from one to six suffixes. For example, the word бола "a child" may have four suffixes as бола-лар-и-миз-га "for our children", in the form иш-ки-боз-ли-ги-миз-дан "as we like" there are six different suffixes. In these examples word

stress tends to be at the end of the word - form and very often the last syllable receive stress.

#### 4. The functions of word stress

We have emphasized that stress is one of the constitutive features of a word. Only, word, no matter whether it is monosyllabic, disyllabic or polysyllabic, has its own stress.

The constitutive function of word stress shapes the word phonetically, join the sound sequences by articulatory means, combines its stressed and unstressed syllables with the help of intensity (loudness), pitch, quantity and quality.

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

#### 5. There are two types of grammatical stress:

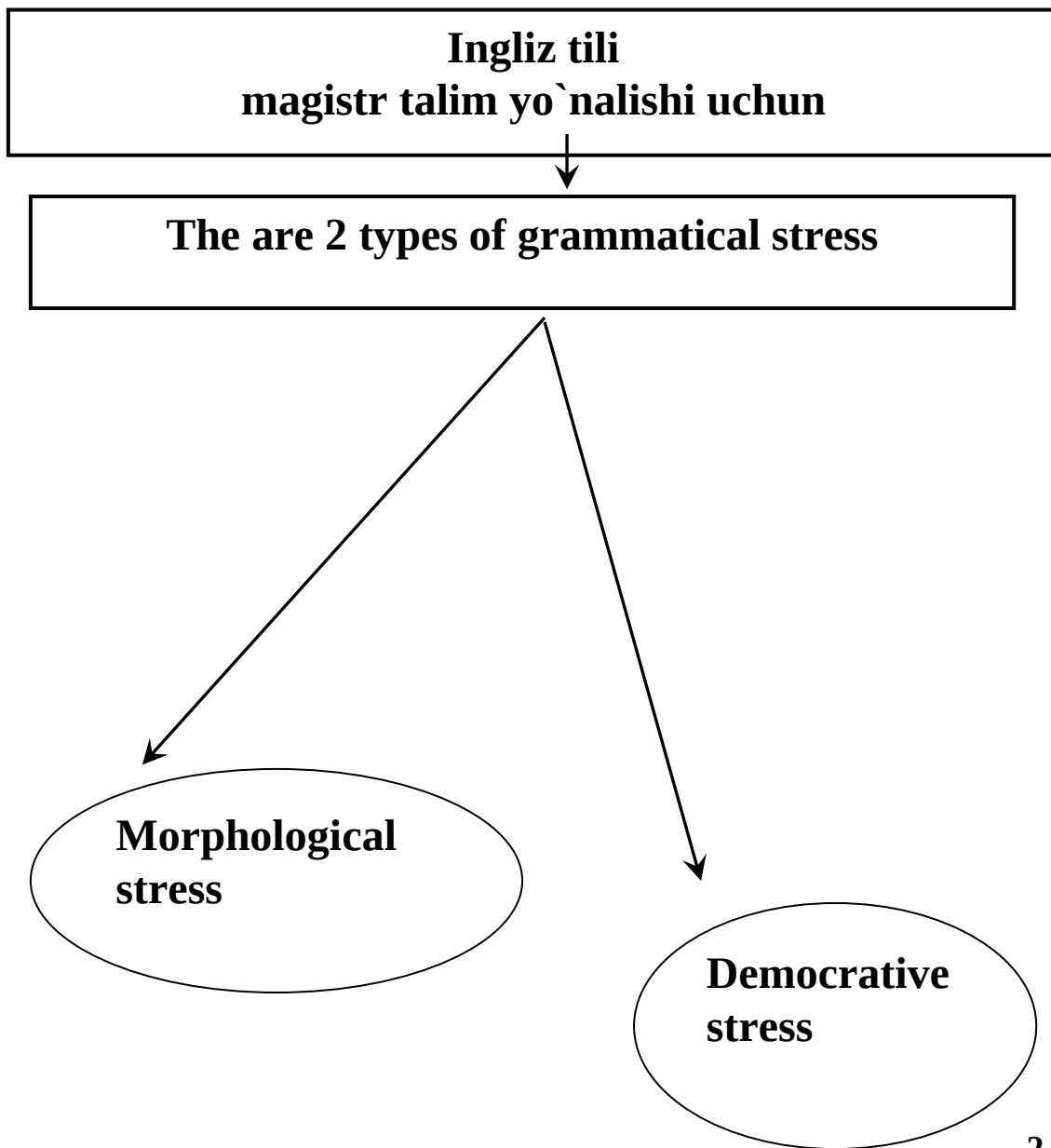
1. Morphological.

2. Democratic.

The morphological stress exists in English, Russian and Uzbek languages in which the morphological categories (morphemes and parts of speech) may be distinguished by the position of accent. E. g. 'present (a verb) - present (a noun).

The democratic stress serves as a boundary or a signal, for the example, in Polish it is common for the second syllable from the end of is stressed. Thus, the distinctive function of word accent performs both lexical and grammatical functions simultaneously.

Fanning tarkibiy-mantiqiy tuzilishi



**Mavzuni jonlantirish uchun savollar:**

1. What is stress?
2. What is word stress?
3. What is sentence stress?

## O'QUV TOPSHIRIQ:

1. Word stress or accent is usually defined as the degree of force or pronounce with, which a sound or syllable is uttered. Incidentally, the syllabic structure of a word is closely connected with its accentual structure 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 pronounce in syllables of initial, medial or final positions.
2. The classification of words according to the place and degree of stress is known as the accentual structure (type, pattern) of words. Traditionally word accent has the following phonetic components
  - a. In articulatory aspect stress is realized by the great force of resryngeal activity, duration of articulation (a stressed syllable may be long and tense) high frequency of the vibration of vocal chords.
  - b. Acoustically, a stressed syllable has greater intensity, duration and pitch or tone of voice than an unstressed syllable.
  - c. Perceptually, a stressed syllable is characterized by more loudness, duration and high tone of a sound in comparison with an unstressed syllable. It should be emphasized that word stress and sentence stress are different, as the terms indicate, word stress forms a word and singles out one or more of its syllables.

## 13-Mustaqil o'rganish uchun mavzu

So'z urg'usi va gap urg'usi.

**Usul:** mini-ma'ruza, talabalarning shaxsiy ishi

**Maqsad:** talabalarda So'z urg'usi va gap urg'usi mazmuni, So'z urg'usi va gap urg'usi bilan tanishish tarqatma materiallar bilan ishlash.

**Stsenariy:** ma'ruza maboynida talabalarga So'z urg'usi va gap urg'usini tushindirish. Bundan keyin talabalarga yetarli ma'lumot berilgandan so'ng quyidagi topshiriq beriladi.

**Topshiriq:** So'z urg'usi va gap urg'usi. mavzuida internet malumotlarin yig'ish.

**Topshiriq muddati:** kelgusi ma'ruzagacha

**Baholash:** ball

## 14-Mustaqil o'rganish uchun mavzu

1. Urg'uning turlari va komponentlari.

**Usul:** mini-ma'ruza, talabalarning shaxsiy ishi

**Maqsad:** talabalarda Urg'uning turlari va komponentlari mazmuni, Urg'uning turlari va komponentlarini tanishish tarqatma materiallar bilan ishlash.

**Stsenariy:** ma'ruza maboynida talabalarga mustaqil fan sifatida Urg'uning turlari va komponentlarini tushindirish. Bundan keyin talabalarga yetarli ma'lumot berilgandan so'ng quyidagi topshiriq beriladi.

**Topshiriq:** Urg'uning turlari va komponentlari mavzuida internet malumotlarin yig'ish.

**Topshiriq muddati:** kelgusi ma'ruzagacha

**Baholash:** ball

**O'zini-o'zi nazorat qilish uchun savollar:**

1. What is a word stress?
2. What are the phonetic components of word accent?
3. Compare word stress in English and Uzbek?
4. What are the functions of word stress?
5. What can distinguish words and their grammatical forms?

**Foydalaniladigan adabiyotlar ro'yxati:**

1. Vassilyev V. A. English Phonetics. A theoretical course. M. 1970, Chapter - XI, pp. 103-141.
2. Торсуев Г. П. Вопросы акцентологии современного англ языка. Изд. АН СССР. М. 1960. Стр.. 150- 160.
3. Торсуев Г. П. Проблемы теоретической фонетики и фонологии. М. 1979. Стр.. 82.
4. Arnold G. F. Stress in English. Amsterdam. 1970. Pp. 21 - 45.

|                 |                                                                                                                                   |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <b>8- MAVZU</b> | <b>Theme: Intonation structure of English. The specifying of Intonation. It's components and function.<br/>(Ma`ruza – 2 soat)</b> |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------|

### 1.8. Ma`ruzani olib borish texnologiyasi

| <i>Mashg`ulot shakli</i>                            | <i>Kirish-mavzu bo'yicha ma`ruza</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Ma`ruza rejasi</i>                               | <ol style="list-style-type: none"> <li>1. Intonation.</li> <li>2. Intonation and its components and functions.</li> <li>3. Methods of indicating and describing Intonation.</li> <li>4. The Linguistic functions of Intonation components.</li> <li>5. The functions of sentence - stress.</li> <li>6. The functions of other Intonation Components.</li> <li>7. Emphatic Intonation.</li> </ol>                                                                                                                                                                                                                                                                                                                              |
| <i>O'quv mashg`ulotining maqsadi</i>                | <p>Mavzuning maqsati- talabalarning bilim va kunlikmalarii o`qituvchi boschiligida bajarish bo`lib hisoblanadi.</p> <p>-har bir savol bo'yicha yangi bilimlarni mukommal o`rganish:</p> <p>-mavjud ma'lumotlarni, jumladan german tillarining tarqalish hududlarini o`rganish, aniqlash;</p> <p>-axborot manbalari va urinlaridan urinli foydalana olish;</p> <p>-elektron o`quvliklar, adabiyotlar va ma'lumotlar banki bilan ishlash;</p> <p>-internetdan foydalanish va kerakli mavzular bo'yicha yangiliklar topish;</p> <p>-berilgan topshiriqning ratsional yeshimini topish;</p> <p>-topshiriqni bajarish uchun erkin fikrlash, mahorat bilan yondoshuv, tilshunoslikka oid adabiyotlar bilan ishlashni o`rganish;</p> |
| <i>Tayanch tushuncha va iboralar</i>                | <p>Intonation - an essential prosodic element of human speech.</p> <p>Sentence - stress - the second primary components of Intonation.</p> <p>Timbre determines the quality of voice.</p> <p>Rhythm - the regular alternation of stressed and unstressed syllables in a sentence or a word.</p>                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <i>Pedagogik vazifalar:</i>                         | <i>O'quv faoliyati natijalari:</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Intonatsiyaning tuzilishi bilan tanishtirish;       | Intonatsiyaning tuzilishi aytib bera oladilar;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Intonatsiyaning tuzilishi haqida tushuntiriladi;    | Intonatsiyaning tuzilishi haqida aytib bera oladilar;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Intonatsiyaning tuzilishi haqida ma'lumot beriladi; | Intonatsiyaning tuzilishi haqida ma'lumot bera oladilar;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Intonatsiyaning tuzilishi bilan tanishtiriladi.     | Intonatsiyaning tuzilishini aytib bera oladilar.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| O'qitish usullari                                   | Ma`ruza, namoyish, blits-so'rov, aqliy hujum, klaster                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| O'qitish vositalari                                 | Ma`ruza matni, komp'yuter texnologiyasi, slaydlar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| O'qitish shakllari                                  | Frontal, kollektiv ish                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| O'qitish sharoiti                                   | Texnik vositalar bilan ta'minlangan, o'qitish usullarini qo'llash mumkin bo'lgan o'quv xona                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Monitoring va baholash                              | Kuzatish, og`zaki nazorat, yozma nazorat, o'quv topshiriq                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

### Ma`ruzaning texnologik xaritasi

| Ish jarayoni bosqichlari vaqti               | Faoliyatning mazmuni                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                      |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                              | o`qituvchi                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | talaba                                                                                                                                                                                                               |
| 1 bosqich.<br>Kirish<br>(15 daqiqa)          | <p>1.1. O`quv fanining nomini aytadi, predmetning dastlabki umu-miy tasavvurini beradi. Uslubiy va tashkiliy tomonlari, talabalar bilimlarini baholash mezonlarini va fan tuzilishini tushutiradi. (1-ilova)</p> <p>1.2. Mazkur fanning o`rganiladigan mavzulari bo`yicha nazariy va amaliy mashg`ulotlar, ularning uzviyligi haqida qisqacha ma`lumot beradi. Asosiy adabiyotlarning ro`yxati bilan tanishtiradi. (2-ilova)</p> <p>O`quv dasturini talabalarga tanishtiradi.</p> <p>1.3. Ma`ruza darsining maqsadi va o`quv faoliyati natijalarini aytadi. Talabalarni aqliy hujumga tortish uchun jonlantiruvchi savollar beradi. (3-ilova).</p>                                                                                                                                                                              | <p>Tinglaydi va yozadi</p> <p>Mavzu nomini yozib oladilar</p> <p>Savollarga javob beradi</p>                                                                                                                         |
| 2 bosqich.<br>Asosiy jarayon<br>(55 daqiqa)  | <p>2.1. Ma`ruza rejasining barcha savollari bo`yicha vizual materialni namoyish qiladi. (4- ilova)</p> <p>Mavzuning asosiy joylarini yozib olishlarini so`raydi.</p> <p>Faollashtiruvchi savol-javob o`tkazadi.</p> <p>1.Fanning mohiyati va ko`p qirrali ijtimoiy gumanitar fan sifatida uning tadqiqot ob`ekti.</p> <p>2. Intonatsiyaning tuzilishi.</p> <p>3. Intonatsiyaning turlari va ularning tuzilishi.</p> <p>4. Intonatsiyaning lingvistik funksiyasi haqida</p> <p>4. Gap urg`usining vazifasi haqida.</p> <p>5. Intonatsiyaning boshqa turlari. Javoblarni to`g`rilaydi va xulosalaydi.</p> <p>6. Mavzuning tayanch iboralari kerakli tushuncha va iboralar qo`shiladi. Javoblarni to`g`rilaydi va xulosalaydi. (5-ilova)</p> <p>7. Talabalarga erkin fikr aytishga ruxsat beriladi va ularni rag`batlantiradi.</p> | <p>Tinglaydi, o`rganadi,</p> <p>Yozadi, aniqlaydi,</p> <p>savollar beradi.</p> <p>Asosiy joylarini yozadi</p> <p>Savollarga javob beradi</p> <p>Xar bir tayanch tushuncha va iboralarni muxokama kiladi. Yozadi.</p> |
| 3 bosqich.<br>Yakuniy bosqich<br>(10 daqiqa) | <p>3.17. Mavzu bo`yicha umumiy xulosa qiladi.</p> <p>3.18. Talabalarning bilim va ko`nikmalarini baholaydi.</p> <p>3.3.Navbatdagi mashg`ulotda ko`riladigan masalani e`lon qiladi, va mustaqil tayyorgarlik ko`rishlarini so`raydi.</p> <p>3.4. Talabalarga uyga vazifa qilib:</p> <p>(1).“ Intonatsiyaning tuzilishi” mavzusida esse yozib kelish;</p> <p>(2). Mustaqil ishlash uchun mavzular taklif etiladi;</p> <p>(3).Kelgusi mavzu e`lon qilinadi va unga tayyorlanib kelishni aytadi.</p> <p>(4). O`zini-o`zi nazorat qilish uchun savollar beradi. (6- ilova).</p> <p>(5). Tavsiya etilgan adabiyotlarni o`rganishga beradi.</p>                                                                                                                                                                                        | <p>tinglaydi</p> <p>Mustaqil ishlash uchun topshiriqni yozib oladi</p> <p>Dokladlar mavzusiga tayyorlanadi.</p>                                                                                                      |

## **Lecture 8.**

### **Intonation structure of English. The specifying of Intonation. It's components and function.**

1. 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. The following definitions of intonation have been given by British linguists: "Intonation may be defined as the variations which take place in the pitch of the musical note produced by the vibration of the vocal cords". (D. Jones).

"By Intonation we mean the rise and fall of the pitch of the voice when we speak (L. Armstrong and I. Ward).

The American linguists D. L. Bollinger defines intonation as "... the melodic line of speech, the rising and following of the "fundamental" or singing pitch of the voice..." P. Ladefoged defines intonation as "the pattern of pitch changes". P. Lieberman regards intonation as "... the entire ensemble of pitch contours, pitch levels and stress levels, that occurs when a sentence is spoken".

From given definitions we can notice that intonation is regarded as pitch changes or speech melody and also stress levels, which accompany an utterance. Speech melody perceived as pitch changes is one of the main components of intonation, but it is not equal to intonation may be studied in four aspects:

1. Articulatory (physiologically).
2. Acoustic (physically).
3. Perceptually (audiotorially).
4. Functionally (linguistically).

Intonation and its components perform four functions like other phonological units.

1. A constitutive function of intonation is expressed by its existence in an utterance through which intonation shapes a sentence phonetically. For example, Come! As a word and sense group has its own grammatical form and intonation. The phrases Come here! Or He will come tomorrow-constitutive different grammatical (syntactic) structures and intonation.

2. A delimitative function of intonation is very closely connected with its constitutive function. By sense group we mean a word or a group of words forming the shortest possible unit in a sentence from the point of view of meaning, grammatical structure and intonation.

3. A distinctive (phonological) function of intonation serves to distinguish the communicative types of sentences e.g. he is a student, may be pronounced by four different pitch contrasts.

4. A recognitive function (identificatory) of intonation may be proved by the fact that every language or dialect has a characteristic pattern of intonation which is manifested in all utterance of speakers, though there may be some individual prosodic features in their pronunciation.

Intonation, its components and junctions exist not only in oral speech. But in the written form of a language as well. In a written text the punctuation marks make the meaning of sentences clear to the reader.

Methods of indicating and describing intonation. 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: /D. Jones, H. E. Palmer, L. E. Armstrong and I. C. Ward, A. C. Gimson/.

2. The phonological description used by American linguists of both the descriptive and tagmemic schools: (K. L. Pike, H. A. Gleason, R. Nash and etc).

3. The broad phonetic and phonological description of English intonation is given by the soviet phoneticians of English G. P. Torsuyev, V. A. Vassilyev, O. I. Dickushine, M. A. Antipova, by their followers.

The linguistic functions of intonation components. Speech melody or pitch level is regarded one of the primary or main components of intonation. Its chief function is to distinguish communicative types of sentence and to divide a sentence into sense group or intonation groups.

R. Nash distinguishes the following five basic functions of speech melody:

1. The identify function, i.e. the ability of listeners to recognize a language without understanding what he said and to pronounce utterances with a foreign accent;

2. The presentation function, i.e. in every language any utterance is pronounced with some degree of pitch inflection;

3. The structural function, i.e. the speech melody is used to signal structure boundaries and relationship across boundaries;

4. The deictic function, i.e. a certain degree of speech melody; intentionally altered by the speaker is used to emphasize a particular lexical item of an utterance;

5. The expressive function of speech melody signal the presence of a speaker's emotion. If the emotion is strong, other prosodic elements such as tempo, loudness and voice quality are added. This shows a close relationship of all prosodic elements and intonation (book p 154 - 155).

The functions of sentence - stress. Sentence - stress is the second primary components of intonation: its main functions are to single out words in a sentence according to their relative semantic importance, and to provide an adequate rhythmical structure of a sentence, e.g. I go home.

The given sentence is formed by one sense group and one sentence - stress which operate together with speech melody determining the degree of position of stress in a sentence.

Phonologically, phrase - accenteme performs word - distinctive, syntactic - distinctive, (it is called «syntagmo - accenteme» and emotional distinctive functions in a sentence e.g.).

Is there any Miss Take here? (word distinctive function).

Is there any Miss Take here? This is my brother John (oppositio).

This is my father, John (direct address). What's that? (different emotional meanings). What's that?

The functions of other intonation components. The other components of intonation are rhythm, pause, timbre of voice and tempo of speech which have their specific functions.

Timbre determines the quality of voice: it may be emotional and normal and helps to shape the meaning of a sentence. The sentence I saw my friend yesterday. May be pronounced in different timbre of voice to express different meanings.

Rhythm does not exist independently, but is connected with all other components of intonation. Rhythm is defined as the regular alternation of stressed and unstressed syllables in a sentence or a word.

Tempo (or rate) of speech which may be normal, slow and quick functions together with rhythm and other components of intonation. Tempo and rhythm are inseparable and function together to express a speaker's emotions, and underline the semantic importance of different parts of a sentence and sense groups.

Sometimes the meaning of a sentence may depend on different pausation, e.g.

You know it all right. You know it all right.

Emphatic intonation. Emotional means of intonation express a speaker's attitude towards the facts in question his feelings, emotions and moods. Sentence pronounced with emphatic intonation besides the general meaning, have an implication. The emotional meaning is super - imposed on the general meaning of the sentence, through intonation.

Emotional means of intonation are variable. They include different variations of melody, sentence stress, tempo, especially timbre.

In emotional coloring of a phrase some of these components of intonation become phonologically relevant and others - non - relevant. Thus, the distinctive function of intonation contributes to its phono stylistic function.

The tones used in emphatic speech are: emphatic falling tone, fall rise, rise - fall, rise - fall - rise. Their usage depends on the communicative types of sentence in which they occur. The ascending and scendent scales are also used in emphatic intonation. Higher or lower pitch levels of sense groups and wider or narrower pitch ranges are often used in emphatic intonation, i.e.

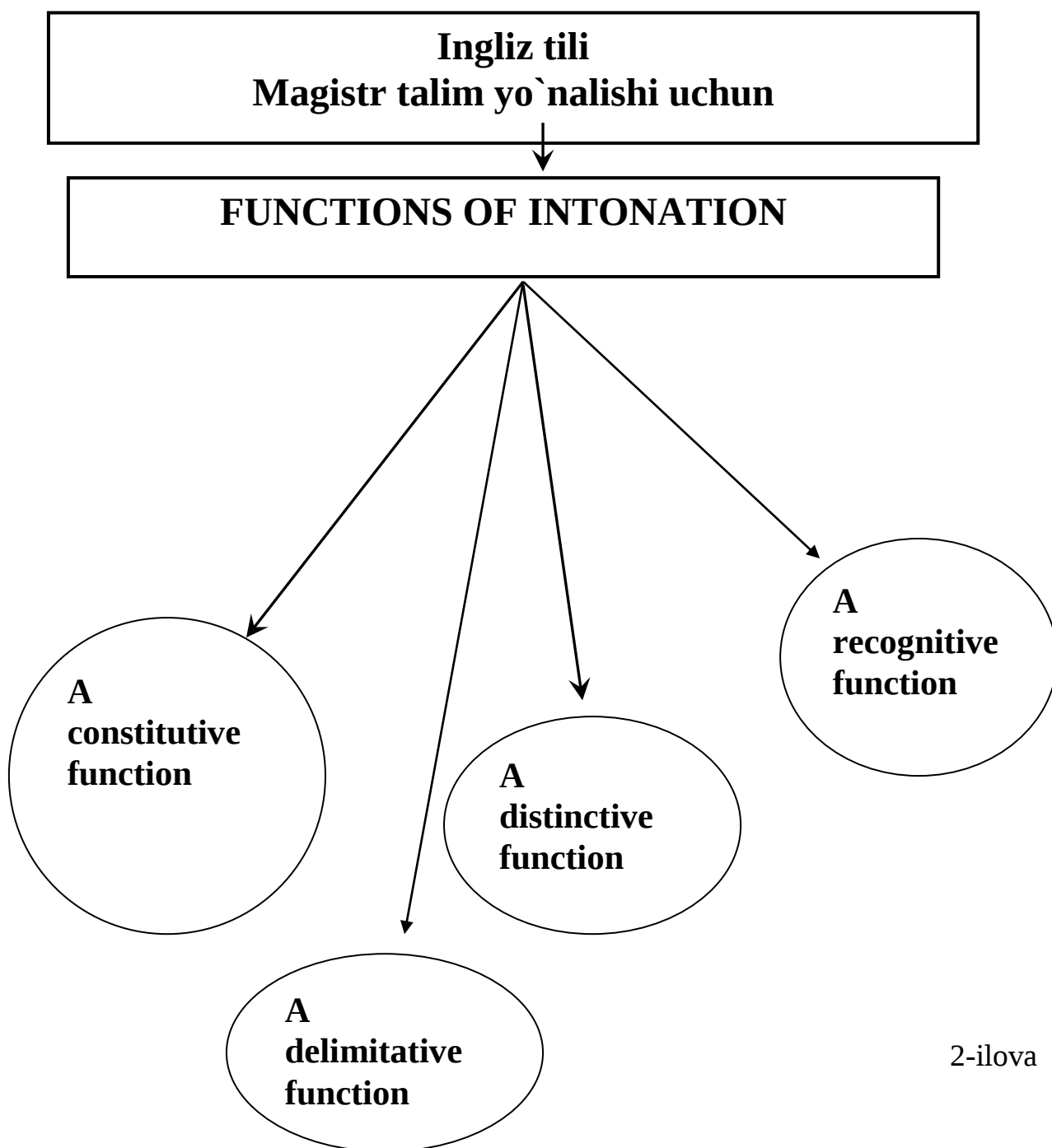
What a wonderful day!

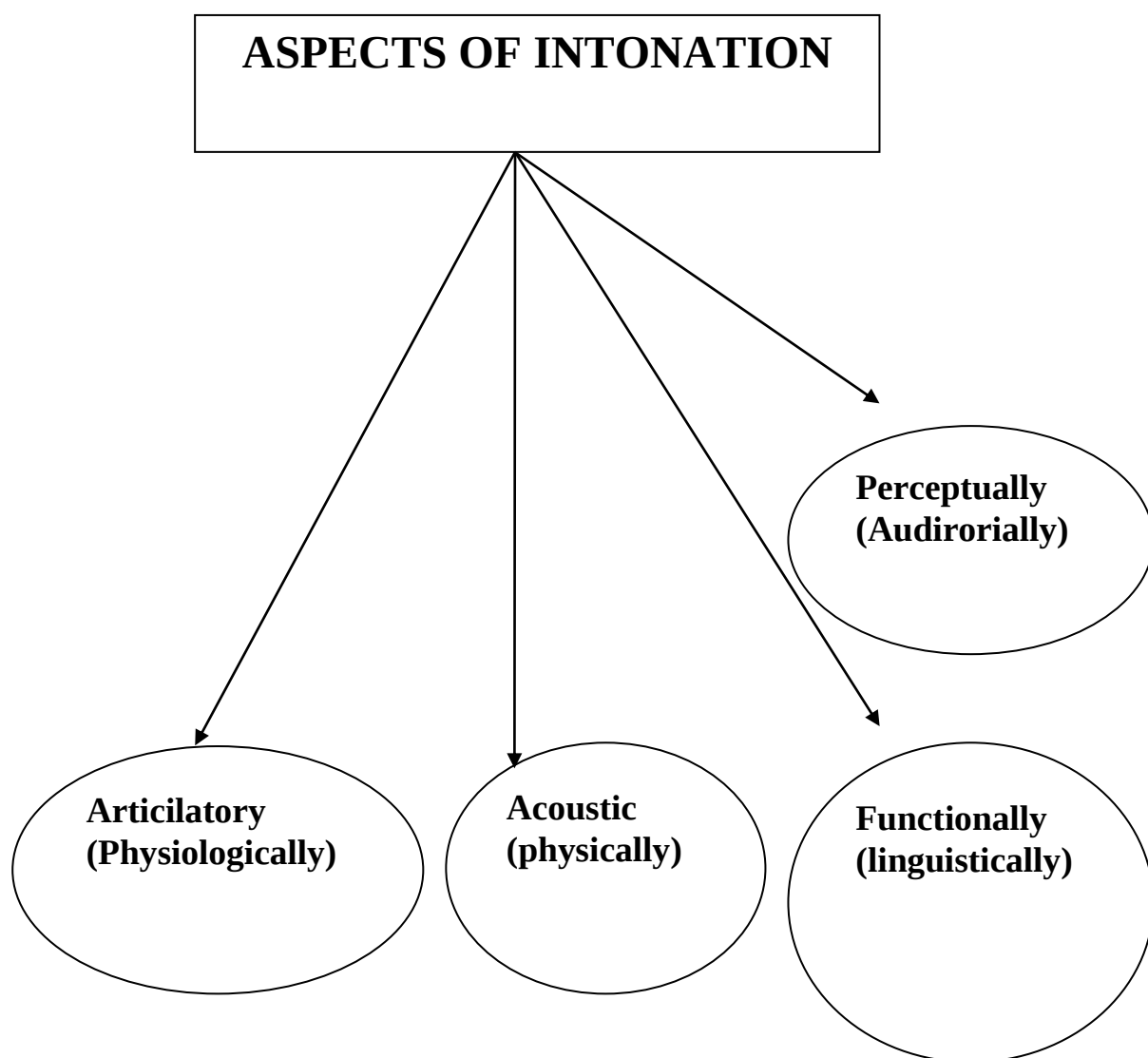
Emphatic intonation may be used when special and general questions are repeated. The unstressed syllables start rising immediately after the fall When does she live?

Lowering the pitch - level often serves to express hopelessness, disappointment, sadness, aversion etc., but it may express admiration as well It froze and froze.

There may be some other extra linguistic factors relevant in emotional speech. Thus, emphatic intonation is regarded one of the features existing in emotional speech.

Fanning tarkibiy-mantiqiy tuzilishi





3-ilova

### **Mavzuni jonlantirish uchun savollar:**

1. What is intonation?
2. What kinds of intonation do you know?
3. How many functions has intonation?
4. Do you know the definitions of intonation?

## O'QUV TOPSHIRIQ:

1. 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 three - force its definition varies widely among linguists. The following definitions of intonation have been given by British linguists: "Intonation maybe defined as the variations which take place in the pitch of the musical note produced by the vibration of the vocal cords". (D. Jones).

"By Intonation we mean the rise and fall of the pitch of the voice when we speak (L. Armstrong and I. Ward).

The American linguists D. L. Bollinger defines intonation as "... the melodic line of speech, the rising and following of the "fundamental" or singing pitch of the voice..." P. Ladefoged defines intonation as "the pattern of pitch changes". P. Lieberman regards intonation as "... the entire ensemble of pitch contours, pitch levels and stress levels, that occurs when a sentence is spoken".

Four aspects of intonation

1. Articulatory (physiologically).
2. Acoustic (physically).
3. Perceptually (audiotorially).
4. Functionally (linguistically).

Intonation and its components perform four functions like other phonological units.

1. A constitutive function of intonation is expressed by its existence in an utterance through which intonation shapes a sentence phonetically. For example, Come! As a word and sense group has its own grammatical form and intonation. The phrases Come here! Or He will come tomorrow-constitutive different grammatical (syntactic) structures and intonation.
2. A delimitative function of intonation is very closely connected with its constitutive function. By sense group we mean a word or a group of words forming the shortest possible unit in a sentence from the point of view of meaning, grammatical structure and intonation.
3. A distinctive (phonological) function of intonation serves to distinguish the communicative types of sentences e.g. he is a student, may be pronounced by four different pitch contrasts.
4. A recognitive function (identificatory) of intonation may be proved by the fact that every language or dialect has a characteristic pattern of intonation which is manifested in all utterance of speakers, though there may be some individual prosodic features in their pronunciation.

### 15-Mustaqil o`rganish uchun mavzu

#### 2. Intonatsiya componentlari.

**Usul:** mini-ma`ruza, talabalarning shaxsiy ishi

**Maqsad:** talabalarda Intonatsiya componentlari mazmuni, Intonatsiya componentlarini tanishish tarqatma materiallar bilan ishlash.

**Stsenariy:** ma`ruza maboynida talabalarga Intonatsiya componentlarini tushindirish. Bundan keyin talabalarga yetarli ma`lumot berilgandan so`ng quyidagi topshiriq beriladi.

**Topshiriq:** Intonatsiya componentlari mavzuida internet malumotlarin yig`ish.

**Topshiriq muddati:** kelgusi ma`ruzagacha

**Baholash:** ball

### 16-Mustaqil o`rganish uchun mavzu

#### 1. Intonatsiya haqida buyuk tilshunoslarning fikrlari.

**Usul:** mini-ma`ruza, talabalarning shaxsiy ishi

**Maqsad:** talabalarda Intonatsiya haqida buyuk tilshunoslarning fikrlari, Intonatsiya haqida buyuk tilshunoslarning fikrlari bilan tanishish tarqatma materiallar bilan ishlash.

**Stsenariy:** ma`ruza maboynida talabalarga mustaqil fan sifatida Intonatsiya haqida buyuk tilshunoslarning fikrlari fanlar tizimida tutgan o`rni, Intonatsiya haqida buyuk tilshunoslarning fikrlarini tushindirish. Bundan keyin talabalarga yetarli ma`lumot berilgandan so`ng quyidagi topshiriq beriladi.

**Topshiriq:** Intonatsiya haqida buyuk tilshunoslarning fikrlari mavzuida internet malumotlarin yig`ish.

**Topshiriq muddati:** kelgusi ma`ruzagacha

**Baholash:** ball

### O`zini-o`zi nazorat qilish uchun savollar:

1. What is Intonation?

What functions do Intonation and its components perform?

What are the methods of indicating and describing intonation components?

Say the linguistic functions of intonation components?

2. What is sentence - stress and its functions?

What functions do other Intonation components include?

3. What does emphatic Intonation mean?

Say the kinds of tones and give some examples.

**Foydalaniladigan adabiyotlar ro`yxati:**

1. Антипова А. М. Система английской речевой интонации. М. Изд. Высшая школа. 1979. Стр.. 125-135.
2. Vassilyev V. A. English phonetics. (A normative course)/ Leningrad/ 1972/ chapter XII - XVII. Pp. 165 - 178.
3. Diskushina O. I. English phonetics. A theoretical course. M. L. 1975. Chapter XIV - XVIII. Pp. 125- 140.
4. Торсуев Г. П. Обучение английскому произношению. М. 1975. Стр.. 126 - 169.
5. Торсуев Г. П. Интонация и смысл высказывания. М. Изд. Наука. 1979. Стр.. 133 - 141.

**NAZARIY FONETIKA» fani bo'yicha talabalarni o'zlashtirishlarini  
baholash mezonlari**

**Reyting nazorat turlari va baholash me'yorlari**

| Joriy baho-30 |    |      | Oraliq baho -40 |      | Ya.B | Jami | Baholash me'yorlari |         |         |          |
|---------------|----|------|-----------------|------|------|------|---------------------|---------|---------|----------|
| 10            | 10 | 10MT | 20              | 20MT | 30   | 100  | 0-54=2              | 55-70=3 | 71-85=4 | 86-100=5 |

**O'tiladigan mavzular va ular bo'yicha mashg'ulot turlariga  
ajratilgan soatlar taqsimoti**

| № | Fanning bo'limi mavzui, ma'ruza rejasi | Ma'ruza yoki<br>seminarga<br>ajratilgan<br>soat | Belgilangan<br>ball |
|---|----------------------------------------|-------------------------------------------------|---------------------|
|---|----------------------------------------|-------------------------------------------------|---------------------|

**1-ORALIQ NAZORAT**

|   |                                                                                                                                                                                                                      |          |           |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------|
| 1 | 1. Introduction. Phonetics as a Branch of Linguistics<br>9- Phonetics and its aspects.<br>10- Types of phonetics.<br>3. The functions of phonetic elements.                                                          | 2        | 6         |
| 2 | 2. The organs of speech and their functions<br>1.The organs of speech.<br>2.Active organs and passive organs.<br>3.The classification of Speech Sounds<br>4. Types of Obstruction                                    | 2        | 7         |
| 3 | 3. Transcription<br>1.Phonetic transcription.<br>2.Phonological transcription.<br>3. English vowels.<br>4. English consonants.                                                                                       | 2        | 7         |
| 4 | 4. Phonological theories.<br>1.The phonological schools.<br>2.The Sankt-Petersburg phonological school<br>3.The Moscow phonological school<br>4. The Prague phonological school<br>5. The London phonological school |          |           |
|   | <b>JAMI</b>                                                                                                                                                                                                          | <b>6</b> | <b>20</b> |

**2-ORALIQ NAZORAT**

|   |                                                                                                                                                     |   |    |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------|---|----|
| 4 | 5. The principal types of English pronunciation<br>1. English pronunciation in Great Britain.<br>2.The pronunciation types of English in the USA as | 2 | 10 |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------|---|----|

compared with General British.

|   |                                                                                                   |          |           |
|---|---------------------------------------------------------------------------------------------------|----------|-----------|
| 5 | 6. The pronunciation of English in other countries.                                               |          |           |
|   | 1. In the Scottish type of pronunciation.                                                         |          |           |
|   | 2. Northern English pronunciation.                                                                |          |           |
|   | 3. The South African pronunciation.                                                               |          |           |
| 6 | 7. The system of consonant phonemes in English                                                    |          |           |
|   | 1. Vowel consonant distinction.                                                                   |          |           |
|   | 9. The articulatory and acoustic classification of English consonants (in comparison with Uzbek). |          |           |
|   | 3. The system of the English consonant phonemes.                                                  |          |           |
| 7 | 8. The system of vowel phonemes in English                                                        |          |           |
|   | 1. The articulatory and acoustic classification of the English vowels compared with Uzbek.        |          |           |
|   | 2. Phonological analysis of English vowels.                                                       | 2        | 10        |
|   | 3. Unstressed vowels English. The phonetic approach.                                              |          |           |
|   | 4. The prosodic system of the English language. General remarks.                                  |          |           |
|   | <b>JAMI</b>                                                                                       | <b>4</b> | <b>20</b> |

#### 1-JORIY NAZORAT

|   |                                                       |   |   |
|---|-------------------------------------------------------|---|---|
| 6 | 1. Introduction. Phonetics as a Branch of Linguistics |   |   |
|   | 11- Phonetics and its aspects.                        |   |   |
|   | 12- Types of phonetics.                               | 2 | 3 |
|   | 3. The functions of phonetic elements.                |   |   |
| 7 | 2. The organs of speech and their functions           |   |   |
|   | 1. The organs of speech.                              |   |   |
|   | 2. Active organs and passive organs.                  | 2 | 3 |
|   | 3. The classification of Speech Sounds                |   |   |
|   | 4. Types of Obstruction                               |   |   |
|   | 3. Transcription                                      |   |   |
|   | 1. Phonetic transcription.                            |   |   |
|   | 2. Phonological transcription.                        |   |   |
|   | 3. English vowels.                                    |   |   |
|   | 4. English consonants.                                |   |   |
| 8 | 4. Phonological theories.                             |   |   |
|   | 1. The phonological schools.                          | 2 | 4 |
|   | 2. The Sankt-Petersburg phonological school           |   |   |

|   |                                                                                                   |          |           |
|---|---------------------------------------------------------------------------------------------------|----------|-----------|
|   | 3.The Moscow phonological school                                                                  |          |           |
|   | 4. The Prague phonological school                                                                 |          |           |
|   | 5. The London phonological school                                                                 |          |           |
|   | <b>JAMI</b>                                                                                       | <b>6</b> | <b>10</b> |
|   | <b>2-JORIY NAZORAT</b>                                                                            |          |           |
| 1 | 5. The principal types of English pronunciation                                                   |          |           |
| 1 | 1. English pronunciation in Great Britain.                                                        | 2        | 5         |
|   | 2.The pronunciation types of English in the USA as compared with General British.                 |          |           |
|   | 6.The pronunciation of English in other countries.                                                |          |           |
|   | 1.In the Scottish type of pronunciation.                                                          |          |           |
|   | 2. Northern English pronunciation.                                                                |          |           |
|   | 3. The South African pronunciation.                                                               |          |           |
|   | 7. The system of consonant phonemes in English                                                    |          |           |
|   | 1.Vowel consonant distinction.                                                                    |          |           |
|   | 10.The articulatory and acoustic classification of English consonants (in comparison with Uzbek). |          |           |
|   | 3. The system of the English consonant phonemes.                                                  |          |           |
| 1 | 8. The system of vowel phonemes in English                                                        |          |           |
| 2 | 1.The articulatory and acoustic classification of the English vowels compared with Uzbek.         |          |           |
|   | 2.Phonological analysis of English vowels.                                                        | 2        | 5         |
|   | 3.Unstressed vowels English. The phonetic approach.                                               |          |           |
|   | 4. The prosodic system of the English language. General remarks.                                  |          |           |
|   | <b>JAMI</b>                                                                                       | <b>4</b> | <b>10</b> |
|   | <b>3-JORIY NAZORAT (MT) mustaqil ta`lim topshiriqlari bo`yicha</b>                                |          | <b>10</b> |
|   | <b>YAKUNIY NAZORAT</b>                                                                            |          |           |
| 1 | 1. Introduction. Phonetics as a Branch of Linguistics                                             |          |           |
|   | 13- Phonetics and its aspects.                                                                    | 2        | 6         |
|   | 14- Types of phonetics.                                                                           |          |           |
|   | 3. The functions of phonetic elements.                                                            |          |           |
| 2 | 2. The organs of speech and their functions                                                       |          |           |
|   | 1.The organs of speech.                                                                           | 2        | 6         |
|   | 2.Active organs and passive organs.                                                               |          |           |
|   | 3.The classification of Speech Sounds                                                             |          |           |

|    |                                                                                                    |           |                 |
|----|----------------------------------------------------------------------------------------------------|-----------|-----------------|
| 4. | Types of Obstruction                                                                               |           |                 |
| 3  | 3. Transcription                                                                                   |           |                 |
|    | 1. Phonetic transcription.                                                                         |           |                 |
|    | 2. Phonological transcription.                                                                     | 2         | 6               |
|    | 3. English vowels.                                                                                 |           |                 |
|    | 4. English consonants.                                                                             |           |                 |
| 4  | 4. Phonological theories.                                                                          |           |                 |
|    | 1. The phonological schools.                                                                       |           |                 |
|    | 2. The Sankt-Petersburg phonological school                                                        | 2         | 6               |
|    | 3. The Moscow phonological school                                                                  |           |                 |
|    | 4. The Prague phonological school                                                                  |           |                 |
|    | 5. The London phonological school                                                                  |           |                 |
| 5  | 5. The principal types of English pronunciation                                                    |           |                 |
|    | 1. English pronunciation in Great Britain.                                                         | 2         | 6               |
|    | 2. The pronunciation types of English in the USA as compared with General British.                 |           |                 |
| 6  | 6. The pronunciation of English in other countries.                                                |           |                 |
|    | 1. In the Scottish type of pronunciation.                                                          | 2         |                 |
|    | 2. Northern English pronunciation.                                                                 |           |                 |
|    | 3. The South African pronunciation.                                                                |           |                 |
| 7  | 7. The system of consonant phonemes in English                                                     |           |                 |
|    | 1. Vowel consonant distinction.                                                                    |           |                 |
|    | 11. The articulatory and acoustic classification of English consonants (in comparison with Uzbek). | 2         |                 |
|    | 3. The system of the English consonant phonemes.                                                   |           |                 |
| 8  | 8. The system of vowel phonemes in English                                                         |           |                 |
|    | 1. The articulatory and acoustic classification of the English vowels compared with Uzbek.         |           |                 |
|    | 2. Phonological analysis of English vowels.                                                        | 2         |                 |
|    | 3. Unstressed vowels English. The phonetic approach.                                               |           |                 |
|    | 4. The prosodic system of the English language. General remarks.                                   |           |                 |
|    | <b>JAMI</b>                                                                                        | <b>16</b> | <b>30</b>       |
|    | <b>Hammasi:</b>                                                                                    |           | <b>100 ball</b> |

**“Tasdiqlandi”**  
**Ingliz хорижий тилларси**  
**kafedrasi mudiri**  
\_\_\_\_\_f.f.n.A.A.Haydarov  
**“25” avgust 2018 yil**

## **JORIY BAHOLASH SAVOLLARI**

**Fakultet - хорижий тиллар**

**Kurs – 2,3,4**

**Bo`lim – Ingliz tili**

**Akadem guruhlar:**

**Fanning nomi – Nazariy fonetika**

**Tuzuvchi: dotsent M.I.Gadoyeva**

**Buxoro – 2018**

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## **9. Fanlardan JB, OB, va YaB bo`yicha ballar taqsimotiga ko`ra topshiriqlar turi**

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**NAZARIY FONETIKA fanidan 2010-2018 o`quv yili I -jarayon uchun  
REYTING NAZORATI KORSATGICHLARI**

| N | Reyting nazorati | Mavzu raqami                       | Soni | Ajratilgan ball     | Nazorat turi  | Nazorat vaqti |
|---|------------------|------------------------------------|------|---------------------|---------------|---------------|
| 1 | JB               | a) 1-4<br>b) Mustaqil ta'lim 1-8   | 1-JB | 10 ball<br>5MT ball | 1-ish og'zaki | 5-hafta       |
|   |                  | a) 5-8<br>b) Mustaqil ta'lim 9-16. | 2-JB | 10 ball<br>5MT ball | 2-ish og'zaki | 9-hafta       |
|   |                  |                                    |      | 30 ball             |               |               |
| 2 | OB               | 1-8                                | OB   | 20+20MT=40 ball     | yo'zma        | 9-hafta       |
| 3 | YaB              | 1-8                                | YaB  | 30                  | Yo'zma        | 10-hafta      |

Eslatma: Reyting nazorati ko'rsatkichlari O'zbekiston Respublikasi Olry va O'rta maxsus talim vazirligining 07 avgust 2009 yil N° 276 sonli buyrug'i asosida tuzildi.

**Joriy nazoratni baholash mezonlari – 10+10+10MT = 30 ball**

| Nº | Reyting nazorati        | Nazorat shakli | Nazoratni tashkil qilish                   | Eslatma                                                                            |
|----|-------------------------|----------------|--------------------------------------------|------------------------------------------------------------------------------------|
| 1  | <b>JB -1</b><br>10 ball | Og'zaki        | 5 savol har bir savolga 2 ball             | Fan ishchi dasturining seminar mashg'ulotlari 1-3 mavzular yuzasidan kelib chiqqan |
| 2  | JB -2<br>10 ball        | Og'zaki        | 5 savol har bir savolga 2 ball             | Fan ishchi dasturining seminar mashg'ulotlari 4-5 mavzular yuzasidan kelib chiqqan |
| 3  | JB -3<br>10MT ball      | Og'zaki        | 10 mavzu yuzasidan har bir mavzu 1 balldan |                                                                                    |

**Oraliq nazoratni baholash mezonlari – 20+20MT= 40 ball**

| Nº | Reyting nazorati | Nazorat shakli | Nazoratni tashkil qilish                       | Eslatma                                                                              |
|----|------------------|----------------|------------------------------------------------|--------------------------------------------------------------------------------------|
| 1  | <b>OB</b>        | TEST           | 20 ta TEST savoli 1 balldan                    | Test savollari fan ishchi dasturining ma'ruza seminar mavzularini qamrab olgan       |
| 2  | <b>OBMT</b>      | O'g'zaki       | MT mavzulari yuzasidan har bir mavzu 1 balldan | O'g'zaki savol-javob fan ishchi dasturining mustaqil ishlar mavzularini qamrab olgan |

**Yakuniy nazoratni baholash mezonlari –30 ball**

| Nº | Reyting nazorati | Nazorat shakli | Nazoratni tashkil qilish               | Eslatma                                                                                               |
|----|------------------|----------------|----------------------------------------|-------------------------------------------------------------------------------------------------------|
| 1  | <b>YaB</b>       | Og'zaki (TEST) | 30 ta Test savoli har biriga 1 balldan | Test savollari fan ishchi dasturining ma'ruza, seminar va mustaqil ta'lim mavzulari asosida tuzilgan. |

## JB, OB va YaB uchun balllar taqsimoti

JB uchun ballar taqsimoti(10+10+10MT=30 ball)  
1-JB-10 ball                      2-JB-10 ball                      3-JB MT-10 ball

8.6-10 = "5"

7.1-8.5 = "4"

5.6- 7.0 = "3"

OB uchun ballar taqsimoti (20+20MT = 40 ball)  
1-OB-20 ball                      2-OBMT -20 ball

19-20 = "5"

15-18 = "4"

11-14 = "3"

YaB uchun ballar taqsimoti (30 ball)

26-30 = "5"

22-25 = "4"

17-21 = "3"

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**“25” avgust 2018 yil**

## **Joriy va ORALIQ BAHOLASH SAVOLLARI**

**Fakultet - хорижий тиллар**

**Kurs – 2,3,4**

**Bo`lim – Ingliz tili**

**Akadem guruhlar:**

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**Tuzuvchi: dotsent M.I.Gadoyeva**

**Buxoro – 2018**

=====

**10.Joriy va Oraliq baholashlar topshiriqlari bo`yicha  
savolnomalar, testlar va variantlar**

=====

**1- Joriy baholash (Og`zaki) – 10 ball**  
**1-Joriy baholash uchun savollar (1-100)**

**1. Who were the representatives of the Moscow Phonological School?**

- L.R. Zinder, L.V. Shcherba, V.N. Sidorov, M.V. Panov, A.A. Reformatsky  
# R.I. Avanesov, V.N. Sidorov, A.A. Reformatsky, M.V. Panov  
L.R. Zinder, V.N. Sidorov, G.P. Torsuyev, L.V. Shcherba  
L.V. Shcherba, L.A. Badouin de Courtenay, V.N. Sidorov

**2. What types of phonetics do you know?**

- #A) General, descriptive, historical or diachronically, comparative  
B) General, acoustic, phonological, descriptive  
C) Descriptive, general, phonological, comparative  
D) Historical or diachronically, descriptive, general, acoustic

**3. Who did make attempt to draw and sentence-stress and said that the sentence-stress was based on 4 principles?**

- A) L.A. Badouin de Courtenay    B) L.V. Shcherba  
C) L.R. Zinder    #D) G.P. Torsuyev

**4. In what principles sentence-stress based on?**

- A) Descriptive, general, phonological, syntactic  
B) General, descriptive, historical or diachronically, comparative  
# C) Musical, dynamic, quantities, qualitative  
D) Dynamic, quantities, Descriptive, general

**5. What types of English pronunciation is in USA?**

- # A) Eastern English, southern English, western English  
B) Western English, northern English, eastern English  
C) Eastern English, southern English, western English, historical  
D) Northern English, western English, eastern English

**6. How many principle types of English pronunciation in Great Britain?**

- A) Eastern English, southern English, western English, historical  
B) Eastern English, Scottish English, Northern English  
#C) Northern English, Scottish English, Irish English, Southern English  
D) Southern English, Eastern English, Scottish English

**7. In what parts Russian intonation was divided and what are they?**

- A) 3parts; 1.falling 2. Normal 3. Rising    #B) 2parts; 1.falling 2. rising  
C) 2parts; 1. normal 2. rising    D) 2parts; 1.falls 2. rising

**8. What kind of principle methods are of investigation?**

- A) Direct observation, definition, and the linguistic  
B) Definitions, observation, linguistic  
#C) Direct observation, the linguistic, and experimental  
D) The linguistic, direct observation, experimental

**9. We know that the formation of the phonological theory may be divided into 2 periods.**

**What are they?**

- #A) The phenomena period; the phonemic period
- B) The phonemic period; the centurial period
- C) The centurial period; the phenomena period
- D) The phenomena period; the phonological period

**10. £, 8, ¥, E, b - what are they meant?**

- A) £ - the vocal, parts, B - the tongue, ¥ - the lip, E - uvular, b - soft palate
- B) £ - the tongue, B - soft palate, ¥ - vocal parts, E - the lip, b - uvular
- C) £ - soft palate, B - the lip, ¥ - the tongue, E - the vocal parts, b - uvular
- #D) £ - the lip, B - the tongue, ¥ - the tongue, E - the vocal parts, b - the soft palate & uvular

**11. What kind of stress is it?**

“Brings into prominence the most important element in a syntagma?”

- A) Syntactic stress # B) Logical stress C) Emphatic stress D) Word stress

**12. Whom the phonetic theory in America are headed by?**

- A) Edward Sapir and Shcherba B) L.R. Zinder and Bloomfield
- # C) Edward Sapir and Leonard Bloomfield
- D) L.R. Zinder and Edward Sapir

**13. What is object of phonetics?**

- A) Oral speech B) Biological features
- C) Intonation #D) Physical features of a language

**14. What does lexicology deal with?**

- A) With their meaning B) With word building
- C) With consonants # D) A & B

**15. Whom the London. School of Phonology is headed by?**

- #A) Daniel Tones B) L.R. Zinder
- C) Edward Sapir D) Leonard Bloomfield

**16. Flow many stress are in English?**

- A) primendary B) Secondary C) Unstressed #D) A, B & C

**17. What is used in experimental methods of investigation?**

- A) It analyses in observing actual fact of language
- #B) It is based up on the use of special apparatuses or instruments
- C) It analyses by ear, by sight
- D) A&B

**18. Who was Otto Jespersen?**

- A) He had proved speech #B) He had proved least sonorous sounds
- C) He was a writer D) B & C

**19. How many consonants are there in English?**

- A) 22 B) 12 #C) 20 D) 10

- 20. How many types of obstruction do you know?**  
 #A) 2 complete & incomplete B) 1 complete  
 C) 1 bilabial D) 2 voiced & voiceless
- 21. What does Descriptive phonetics study?**  
 A) history of the language B) discussion of phonetics  
 #C) one certain language D) phonetical figures
- 22. Where did derive from the word " phonetic " ?**  
 A) from Latin word #B) from Greek word  
 C) from Russian D) from German word
- 23. Find the main terms of phonetics**  
 A) sounds ,stress, flower B) name, language, syllable  
 C) object, subject, vowel #D) stress, consonant, intonation
- 24. How many branches in phonetics ?**  
 A)6 B)7 #C)5 D)3
- 25. Who is the one of the representative of the Leningrade phonological school ?**  
 #A)L.V.Shcherba B) A.A. Reformatzky C) N.S. Trubetzkoy D) D.B.Fry
- 26. J.R.Firth, D.Jones, D. Abercrombie, I.Ward, L.Armstrong from what phonological school they were?**  
 A) from Prague #B) from London C) from USA D)from Russian
- 27. Find the third method of investigation , first is the direct observativation, the second is the linguistic and the third -?**  
 A) phonetical B) articular #C) experimental D) perceptual
- 28. What is a biological science and is concerned with physical and physiological characteristics of speech sounds .**  
 A) Physiology #B) Phonetics C) Phonology D) Sound
- 29. Where does the Southern type of a pronunciation is used ?**  
 #A) In Florida, Texas, North and South Carolina, Georgia Virginia  
 B) in USA, Holland, Ireland C) In Russia, Japan, South Korea, India  
 D) In Texas , Virginia, Netherlands
- 30. What does Perceptual aspect study ?**  
 A) The voice producing mechanism and the way  
 #B) The way of the hearing speech utterances  
 C) The way of the pronouncing D) The way of the transcription
- 31. Find the best answer .....comprises three important modes of phonetics analyses by ear ,by sight and muscular sensation.**  
 A) the linguistic B) experimental C) perceptual #D) direct observation
- 32. Who did distinguish two sub types of recessive stress in words with prefix which have lost their referential meaning unrestricted and restricted .**  
 #A) V.A.Vassilyev B) Otto Jespersen C) D. Jones D) G .P.Torsuyev

- 33. What is the bulk of the English words are ?**  
 A) A German origin B) a Latin origin C) a Romanic origin #D) a, c
- 34. What origins words consist of two syllables ?**  
 A) Latin origin B) Roman origin #C) German origin D) English origin
- 35. Who used the term phoneme in the meaning of the speech sounds ?**  
 A) L.V.Shcherba #B) Ferdinand de Saussure C) M.V.Panov D) N.V.Sidorov
- 36. Which School's representatives based their definition of a phoneme on the concept of the morpheme ?**  
 #A) Moscow B) Prague C) London D) The USA
- 37. Who's theory may be called "atomistic" ?**  
 A) L.V.Shcherba #B) D.Jones C) F. De Saussure D) S. Edward
- 38. How many Pronouncing types exist in Great Britain ?**  
 A) 5 B) 3 #C) 4 D) 7
- 39. Where does Northern English pronouncing is used ?**  
 A) In Northern Ireland B) In Wales  
 C) In London #D) In the region between Birmingham & Scotland
- 40. Find the best answer. Bloomfieldian descriptive phonology is called the relative ...**  
 A) syllabic theory B) phonetical theory #C) acoustic theory D) perceptual theory
- 41. Intonation is an essential prosodic element of ....speech.**  
 A) dog's B) people's #C) human D) my friend's
- 42. There are .... principles of describing intonation.**  
 A) 5 #B) 3 C) 4 D) 7
- 43. Baugnot de Courtenay defined the phoneme as the:**  
 #A) "psychological" B) "psychology" C) "psychologically" D) "psycho lingual"
- 44. Phonetics connected with:**  
 A) lexicology #B) grammar C) stylistics D) all linguistics sciences
- 45. Phonetics is of:**  
 A) only theoretical value, B) practical value,  
 #C) both: theoretical and practical value. D) only practical value
- 46. Phonetics is:**  
 A) a separate independent science. B) not a separate independent science. #C) independent branch of linguistics. D) a new science.
- 47. There are several branches (types) of phonetics. They are:**  
 A) General phonetics descriptive phonetics, diachronical phonetics.  
 B) Descriptive phonetics, comparative typological phonetics  
 #C) General phonetics, descriptive phonetics, historical or diachronical phonetics, comparative - typological-phonetics.

D) Comparative typological phonetics

**48. Speech sounds have:**

#A) 4 aspects, B) 5 aspects, C) 3 aspects D) 6 aspects.

**49. Phonetics is:**

#A) a linguistic science. B) a biological science. C) both linguistic and biological science D) both linguistic science

**50. There are ... principal methods of investigation:**

A) 6 #B) 3 C) 4 D) 5

**51. The bulk of English words are:**

A) of Germany origin (Anglo-Saxon and Scandinavia)  
B) of Romanic origin (Norman-French and French)  
#C) both of Germanic and Romanic origin. D) Romanic origin.

**52. Mainly in phonetics the following parts of speech are stressed:**

A) only the noun #B) the nouns, adjectives, notional verbs, adverbs, numeral demonstrative pronouns. C) notional verbs  
D) prepositions, articles

**53. According to the direction of assimilation we distinguish;**

A) regressive assimilation #B) progressive assimilation  
C) filotal assimilation D) regressive progressive; fifeferal assimilation.

**54. The main parts of Trubetskoy's theory are:**

A) the separation of the phonology from phonetics.  
B) the theory of the phonological oppositions  
C) the theory of the arch-phoneme  
D) the separation of the phonology from phonetics, the theory of tin oppositions, the theory of the arch-phoneme.

**55. The American Phonological School is headed by:**

A) Leonard Bloomfield B) Ferdinand de Saussure  
#C) Edward Sapir D) a and c

**56. The London Phonological school is headed by:**

A) Prof. D. Jones B) N.S.Trubetskoy  
C) Ferdinand de Saussure D) L.Hjelmslev

**57. A syllable may consists of:**

#A) one phoneme B) two phonemes  
C a number of phonemes D) one phoneme or of a number of phonemes

**58. Phonetic transcription is:**

#A) a special script, which is used to represent the phonetic from of words accurately B) a type of transcription, which provides -special variants  
C) a special script, which is used to represent  
D) a special script, which is used to represent the phonetic from of sentences accurately

- 59. At present there are the following regional pronunciation types exist in Great Britain:**  
 A) Southern English Pronunciation B) Northern English Pronunciation  
 #C) a, b, c. D) b, c.
- 60. There are at least major speech areas in the USA**  
 A) 5 B) 6 #C) 3 D) 7
- 61. There are... types of intonation in English**  
 A) 5 types B) 6 types #C) 7 types D) 9 types
- 62. English monophthongs are classified according to the ... principles.**  
 A) 6 principles B) 7 principles C) 5 principles #D) 4 principles
- 63. English consonants are classified according to the... principles.**  
 A) 4 principles B) 3 principles C) 5 principles D) 6 principles
- 64. The Sankt-Petersburg phonological school is headed by .. .**  
 # A) L. V. Shcherba B) I. A. Baundonin de Courtenay  
 C) A. A. Reformatsky D) I. Word, H. Kingdom
- 65. The Moscow phonological school is headed by .. .**  
 A) L. V. Shcherba # B) A. A. Reformatsky  
 C) W. Matezius , B. Havranek D) J. R. Firth, D. Jones, I. Word, H. Kingdom, and  
 A. C. Gimson.
- 66. The Prague phonological school is headed by .. .**  
 A) L. V. Shcherba B) A. A. Reformatsky  
 # C) W. Matezius, B. Havranek  
 D) J. R. Firth, D. Jones, I. Word, H. Kingdom, and A. C. Gimson.
- 67. The London phonological school is headed by .. .**  
 A) L. V. Shcherba B) A. A. Reformatsky  
 C) W. Matezius, B. Havranek # D) J. R. Firth, D. Jones, I. Word, H. Kingdom,  
 and A. C. Gimson.
- 68. When did the book “Principles of Phonology” publish?**  
 A) in 1999 B) in 1945 C) in 2005 # D) in 1939
- 69. Where did the book “Principles of Phonology” publish?**  
 A) in German B) in Tashkent C) in Russia # D) in Uzbekistan
- 70. The fundamental scientific works have been done by ....**  
 A) L. V. Shcherba B) A. A. Reformatsky #C) W. Matezius, B. Havranek D) J. R.  
 Firth, D. Jones
- 71. ... linguists presented original ideas on phonemic and prosodic analyses.**  
 #A) The British B) the Uzbek C) the Latin D) the French
- 72. A new approach to the description of English phonemics and prosodic is given by ...**  
 A) L. V. Shcherba # B) A. C. Gimson C) W. Matezius, B. Havranek D) J. R.  
 Firth, D. Jones

**73. Phonetic transcription – represents ....**

- A) a system of words. B) a system of syllables. C) a system of letters.  
# D) a system of sounds.

**74. Northern English pronunciation is used in the region between ...**

- #A) .Birmingham and the border of Scotland. B) Scotland and Russia. C)  
England and France D) London and Tashkent

**75. There is no difference between the written forms of ...**

- A) Birmingham and the border of Scotland. B) Scotland and Russia. C) England  
and France # D) Scottish and British English.

**76. The southern types of American pronunciation is used in ...**

- A) in German B) in Tashkent C) in Russia # D) in Pennsylvania

**77. G. P. Torsuev distinguished ... types of variations of the English phonemes.**

- A) 8 B) 4 #C) 2 D) 6

**78. There are ..... monophthongs. In English.**

- A) 2 B) 3 #C) 10 D) 5

**79. There are ..... diphthongs in English.**

- A) 4 B) 3 C) 9 D) 5

**80. There are ..... diphthongoids in English.**

- A) 20 #B) 2 C) 3 D) 6

**81. There are ..... principles of describing intonation.**

- A) 20 B) 2 #C) 3 D) 6

**82. Acoustic Phonetics studies .....**

- A) the acoustic properties of letters #B) the acoustic properties of sounds  
C) the acoustic properties of words D) the acoustic properties of sentences

**83. Prosody (Intonation) is a complex unity of .....**

- A) sentence stress, rhythm, tempo, speech melody  
#B) sentence stress, rhythm, tempo, speech melody and voice timbre  
C) sentence stress, rhythm, tempo and voice timbre  
D) sentence stress, tempo, speech melody and voice timbre

**84. Phonetics studies the outer form of language; .....**

- A) its melody matter B) its letter matter C) its word matter # D) its sound matter

**The branch of Theoretical Phonetics investigates the appropriate aspect of ...**

- A) talk B) speak #C) speech D) sound

**86. General phonetics studies all the ..... producing possibilities of the human speech apparatus.**

- A) syllables B) stresses C) speeches #D) sounds

87. Descriptive phonetics gives a description of all the .... units of the given language  
A) word #B) phonetic C) talk D) speech
88. Historical phonetics studies changes in the .....system and stages of historical development.  
A) grammatical #B) phonetic C) linguistic D) phonologic
89. Comparative phonetics studies correlation between .....systems of two languages.  
A) grammatical B) phonologic C) linguistic #D) phonetic
90. Practical phonetics studies the substance, material form of ..... phenomena in relation to meaning.  
#A) phonetic B) phonologic C) linguistic D) grammatical
91. Theoretical phonetics is concerned with functioning of .....units of the language.  
#A) phonetic B) phonologic C) linguistic D) grammatical
92. According to R. Kingdon the most important nuclear tones in English are:  
#A) Low Fall, High Fall, Low Rise, High Rise, and Fall-Rise.  
B) Low Fall, High Fall, Low Rise and Fall-Rise.  
C) Low Fall, High Fall, High Rise, and Fall-Rise.  
D) Low Fall, , Low Rise, High Rise, and Fall-Rise.
93. There are ..... types of American language  
A) 4 B) 2 #C) 3 D) 6
94. Word stress in a language performs ..... functions.  
A) 4 B) 2 C) 3 D) 6
95. How many letters are there in English?  
A) 24 #B)26 C) 20 D) 33
96. How many consonants are there in English?  
A) 24 B)26 C) 20 D) 33
97. How many vowels are there in English?  
A) 24 B)26 C) 20 #D) 6
98. How many functional styles by Sokolova do you know?  
#A) 5 B) 6 C) 2 D) 3
99. Find the third method of investigation, first is the direct observativation, the second is the linguistic and the third -?  
A) phonetically B) articular #C) experimental D) perceptual
100. What is a biological science and is concerned with physical and physiological characteristics of speech sounds .  
A) Physiology #B) Phonetics C) Phonology D) Sound

**2- Joriy baholash (Yozma) – 10 ball**  
**2- Joriy baholash uchun VARIANTLAR (1-20)**

**VARIANT 1**

1. Who were the representatives of the Moscow Phonological School?
2. What types of phonetics do you know?
3. Who did make attempt to draw and sentence-stress and said that the sentence-stress was based on 4 principles?
4. In what principles sentence-stress based on?
5. What types of English pronunciation is in USA?

**VARIANT 2**

6. How many principle types of English pronunciation in Great Britain?
7. In what parts Russian intonation was divided and what are they?
8. What kind of principle methods are of investigation?
9. We know that the formation of the phonological theory may be divided into 2 periods. What are they?
10. £, 8, ¥, E, b - what are they meant?

**VARIANT 3**

11. What kind of stress is it?
12. Whom the phonetic theory in America are headed by?
13. What is object of phonetics?
14. What does lexicology deal with?
15. Whom the London. School of Phonology is headed by?

**VARIANT 4**

16. Flow many stress are in English?
17. What is used in experimental methods of investigation?
18. Who was Otto Jespersen?
19. How many consonants are there in English?
20. How many types of obstruction do you know?

**VARIANT 5**

21. What does Descriptive phonetics study?
22. Where did derive from the word " phonetic " ?
23. Find the main terms of phonetics
24. How many branches in phonetics ?
25. Who is the one of the representative of the Leningrade phonological school ?

**VARIANT 6**

26. J.R.Firth, D.Jones, D. Abercrombie, I.Ward, L.Armstrong from what phonological school they were?
27. Find the third method of investigation , first is the direct observativation, the second is the linguistic and the third -?
28. What is a biological science and is concerned with physical and physiological characteristics of speech sounds .
29. Where does the Southern type of a pronunciation is used ?

## **VARIANT 7**

- 30. What does Perceptual aspect study ?
- 31. Find the best answer .....comprises three important modes of phonetics analyses by ear ,by sight and muscular sensation.
- 32. Who did distinguish two sub types of recessive stress in words with prefix which have lost their referential meaning unrestricted and restricted .
- 33. What is the bulk of the English words are ?
- 34. What origins words consist of two syllables ?

## **VARIANT 8**

- 35. Who used the term phoneme in the meaning of the speech sounds ?
- 36. Which School's representatives based their definition of a phoneme on the concept of the morpheme ?
- 37. Who's theory may be called "atomistic " ?
- 38. How many Pronouncing types exist in Great Britain ?
- 39. Where does Northern English pronouncing is used ?

## **VARIANT 9**

- 40. Find the best answer. Bloomfieldian descriptive phonology is called the relative ... .
- 41. Intonation is an essential prosodic element of ....speech.
- 42. There are .... principles of describing intonation.
- 43. Baugnot de Courtenay defined the phoneme as the:
- 44. Phonetics connected with:

## **VARIANT 10**

- 45. Phonetics is of:
- 46. Phonetics is:
- 47. There are several branches (types) of phonetics. They are:
- 48. Speech sounds have:
- 49. English vowels:

## **VARIANT 11**

- 50. There are ... principal methods of investigation:
- 51. The bulk of English words are:
- 52. Mainly in phonetics the following parts of speech are stressed:
- 53. According to the direction of assimilation we distinguish;
- 54. The main parts of Trubetskoy's theory are:

## **VARIANT 12**

- 55. The American Phonological School is headed by:
- 56. The London Phonological school is headed by:
- 57. A syllable may consist of:
- 58. Phonetic transcription is:
- 59. At present there are the following regional pronunciation types exist in Great Britain:

## **VARIANT 13**

- 60. There are at least major speech areas in the USA
- 61. There are... types of intonation in English
- 62. English monophthongs are classified according to the ... principles.

63. English consonants are classified according to the... principles.  
64. The Sankt-Petersburg phonological school is headed by .. .

#### **VARIANT 14**

65. The Moscow phonological school is headed by .. .  
66. The Prague phonological school is headed by .. .  
67. The London phonological school is headed by .. .  
68. When did the book “Principles of Phonology” publish?  
69. Where did the book “Principles of Phonology” publish?

#### **VARIANT 15**

70. The fundamental scientific works have been done by ....  
71. ... linguists presented original ideas on phonemic and prosodic analyses.  
72. A new approach to the description of English phonemics and prosodic is given by ...  
73. Phonetic transcription – represents .... .  
74. Northern English pronunciation is used in the region between ...

#### **VARIANT 16**

75. There is no difference between the written forms of ...  
76. The southern types of American pronunciation is used in ... .  
77. G. P. Torsuev distinguished ... types of variations of the English phonemes.  
78. There are ..... monophthongs. In English.  
79. There are ..... diphthongs in English.

#### **VARIANT 17**

80. There are ..... diphthongoids in English.  
81. There are ..... principles of describing intonation.  
82. Acoustic Phonetics studies .....  
83. Prosody (Intonation) is a complex unity of .....  
    A) sentence stress, rhythm, tempo, speech melody  
    #B) sentence stress, rhythm, tempo, speech melody and voice timbre  
    C) sentence stress, rhythm, tempo and voice timbre  
    D) sentence stress, tempo, speech melody and voice timbre

84. Phonetics studies the outer form of language; .....  
A) its melody matter B) its letter matter C) its word matter # D) its sound matter

85. The branch of Theoretical Phonetics investigates the appropriate aspect of ... .  
A) talk B) speak #C) speech D) sound

#### **VARIANT 18**

86. General phonetics studies all the ..... producing possibilities of the human speech apparatus.  
A) syllables B) stresses C) speeches #D) sounds
87. Descriptive phonetics gives a description of all the .... units of the given language  
A) word #B) phonetic C) talk D) speech

**88. Historical phonetics studies changes in the .....system and stages of historical development.**

A) grammatical #B) phonetic C) linguistic D) phonologic

**89. Comparative phonetics studies correlation between .....systems of two languages.**

A) grammatical B) phonologic C) linguistic #D) phonetic

#### **VARIANT 19**

**90. Practical phonetics studies the substance, material form of ..... phenomena in relation to meaning.**

#A) phonetic B) phonologic C) linguistic D) grammatical

**91. Theoretical phonetics is concerned with functioning of .....units of the language.**

#A) phonetic B) phonologic C) linguistic D) grammatical

**92. According to R. Kingdon the most important nuclear tones in English are:**

#A) Low Fall, High Fall, Low Rise, High Rise, and Fall-Rise.

B) Low Fall, High Fall, Low Rise and Fall-Rise.

C) Low Fall, High Fall, High Rise, and Fall-Rise.

D) Low Fall, , Low Rise, High Rise, and Fall-Rise.

**93. There are ..... types of American language**

A) 4 B) 2 #C) 3 D) 6

**94. Word stress in a language performs ..... functions.**

A) 4 B) 2 C) 3 D) 6

**95. How many letters are there in English?**

A) 24 #B)26 C) 20 D) 33

#### **VARIANT 20**

**96. How many consonants are there in English?**

**97. How many vowels are there in English?**

**98. How many functional styles by Sokolova do you know?**

**99. Find the third method of investigation, first is the direct observativation, the second is the linguistic and the third -?**

**100. What is a biological science and is concerned with physical and physiological characteristics of speech sounds .**

### **3- Joriy baholash MUSTAQIL ISH (Og`zaki) – 10 ball**

#### **MUSTAQIL ISHlarni baholash uchun TEST savollari (1-100)**

**1. Who were the representatives of the Moscow Phonological School?**

- L.R. Zinder, L.V. Shcherba, V.N. Sidorov, M.V. Panov, A.A. Reformatsky  
# R.I. Avanesov, V.N. Sidorov, A.A. Reformatsky, M.V. Panov  
L.R. Zinder, V.N. Sidorov, G.P. Torsuyev, L.V. Shcherba  
L.V. Shcherba, LA. Badouin de Courtenay, V.N. Sidorov

**2. What types of phonetics do you know?**

- #A) General, descriptive, historical or diachronically, comparative  
B) General, acoustic, phonological, descriptive  
C) Descriptive, general, phonological, comparative  
D) Historical or diachronically, descriptive, general, acoustic

**3. Who did make attempt to draw and sentence-stress and said that the sentence-stress was based on 4 principles?**

- A) LA. Badouin de Courtenay B) L.V. Shcherba  
C) L.R. Zinder #D) G.P. Torsuyev

**4. In what principles sentence-stress based on?**

- A) Descriptive, general, phonological, syntactic  
B) General, descriptive, historical or diachronically, comparative  
# C) Musical, dynamic, quantities, qualitative  
D) Dynamic, quantities, Descriptive, general

**5. What types of English pronunciation is in USA?**

- # A) Eastern English, southern English, western English  
B) Western English, northern English, eastern English  
C) Eastern English, southern English, western English, historical  
D) Northern English, western English, eastern English

**6. How many principle types of English pronunciation in Great Britain?**

- A) Eastern English, southern English, western English, historical  
B) Eastern English, Scottish English, Northern English  
#C) Northern English, Scottish English, Irish English, Southern English  
D) Southern English, Eastern English, Scottish English

**7. In what parts Russian intonation was divided and what are they?**

- A) 3parts; 1.falling 2. Normal 3. Rising #B) 2parts; 1.falling 2. rising  
C) 2parts; 1. normal 2. rising D) 2parts; 1.falls 2. rising

**8. What kind of principle methods are of investigation?**

- A) Direct observation, definition, and the linguistic  
B) Definitions, observation, linguistic  
#C) Direct observation, the linguistic, and experimental  
D) The linguistic, direct observation, experimental

- 9. We know that the formation of the phonological theory may be divided into 2 periods. What are they?**  
 #A) The phenomena period; the phonemic period  
 B) The phonemic period; the centurial period  
 C) The centurial period; the phenomena period  
 D) The phenomena period; the phonological period
- 10. £, 8, ¥, E, b - what are they meant?**  
 A) £ - the vocal, parts, B - the tongue, ¥ - the lip, E - uvular, b - soft palate  
 B) £ - the tongue, B - soft palate, ¥ - vocal parts, E - the lip, b - uvular  
 C) £ - soft palate, B - the lip, ¥ - the tongue, E - the vocal parts, b- uvular  
 #D) £ - the lip, B - the tongue, ¥ - the tongue, E - the vocal parts, b- the soft palate & uvular
- 11. What kind of stress is it?**  
 ““Brings into prominence the most important element in a syntagma?”  
 A) Syntactic stress # B) Logical stress C) Emphatic stress D) Word stress
- 12. Whom the phonetic theory in America are headed by?**  
 A) Edward Sapir and Shcherba B) L.R, Zinder and Bloomfield  
 # C) Edward Sapir and Leonard Bloomfield  
 D) L.R. Zinder and Edward Sapir
- 13. What is object of phonetics?**  
 A) Oral speech B) Biological features  
 C) Intonation #D) Physical features of a language
- 14. What does lexicology deal with?**  
 A) With their meaning B) With word building  
 C) With consonants # D) A & B
- 15. Whom the London. School of Phonology is headed by?**  
 #A) Daniel Tones B) L.R. Zinder  
 C) Edward Sapir D) Leonard Bloomfield
- 16. Flow many stress are in English?**  
 A) primendary B) Secondary C) Unstressed #D) A, B & C
- 17. What is used in experimental methods of investigation?**  
 A) It analyses in observing actual fact of language  
 #B) It is based up on the use of special apparatuses or instruments  
 C) It analyses by ear, by sight  
 D)A&B
- 18. Who was Otto Jespersen?**  
 A) He had proved speech #B) He had proved least sonorous sounds  
 C) He was a writer D) B & C
- 19. How many consonants are there in English?**  
 A) 22 B) 12 #C) 20 D) 10
- 20. How many types of obstruction do you know?**

- #A) 2 complete & incomplete B) 1 complete  
C) 1 bilabial D) 2 voiced & voiceless

**21. What does Descriptive phonetics study?**

- A) history of the language B) discussion of phonetics  
#C) one certain language D) phonetical figures

**22. Where did derive from the word " phonetic " ?**

- A) from Latin word #B) from Greek word  
C) from Russian D) from German word

**23. Find the main terms of phonetics**

- A) sounds ,stress, flower B) name, language, syllable  
C) object, subject, vowel #D) stress, consonant, intonation

**24. How many branches in phonetics ?**

- A)6 B)7 #C)5 D)3

**25. Who is the one of the representative of the Leningrade phonological school ?**

- #A)L.V.Shcherba B) A.A. Reformatzky C) N.S. Trubetzkoy D) D.B.Fry

**26. J.R.Firth, D.Jones, D. Abercrombie, I.Ward, L.Armstrong from what phonological school they were?**

- A) from Prague #B) from London C) from USA D)from Russian

**27. Find the third method of investigation , first is the direct observativation, the second is the linguistic and the third -?**

- A) phonetical B) articular #C) experimental D) perceptual

**28. What is a biological science and is concerned with physical and physiological characteristics of speech sounds .**

- A) Physiology #B) Phonetics C) Phonology D) Sound

**29. Where does the Southern type of a pronunciation is used ?**

- #A) In Florida, Texas, North and South Carolina, Georgia Virginia  
B) in USA, Holland, Ireland C) In Russia, Japan, South Korea, India  
D) In Texas , Virginia, Netherlands

**30. What does Perceptual aspect study ?**

- A) The voice producing mechanism and the way  
#B) The way of the hearing speech utterances  
C) The way of the pronouncing D) The way of the transcription

**31. Find the best answer .....comprises three important modes of phonetics analyses by ear ,by sight and muscular sensation.**

- A) the linguistic B) experimental C) perceptual #D) direct observation

**32. Who did distinguish two sub types of recessive stress in words with prefix which have lost their referential meaning unrestricted and restricted .**

- #A) V.A.Vassilyev B) Otto Jespersen C) D. Jones D) G .P.Torsuyev

- 33. What is the bulk of the English words are ?**  
 A) A German origin B) a Latin origin C) a Romanic origin #D) a, c
- 34. What origins words consist of two syllables ?**  
 A) Latin origin B) Roman origin #C) German origin D) English origin
- 35. Who used the term phoneme in the meaning of the speech sounds ?**  
 A) L.V.Shcherba #B) Ferdinand de Saussure C) M.V.Panov D) N.V.Sidorov
- 36. Which School's representatives based their definition of a phoneme on the concept of the morpheme ?**  
 #A) Moscow B) Prague C) London D) The USA
- 37. Who's theory may be called "atomistic" ?**  
 A) L.V.Shcherba #B) D.Jones C) F. De Saussure D) S. Edward
- 38. How many Pronouncing types exist in Great Britain ?**  
 A) 5 B) 3 #C) 4 D) 7
- 39. Where does Northern English pronouncing is used ?**  
 A) In Northern Ireland B) In Wales  
 C) In London #D) In the region between Birmingham & Scotland
- 40. Find the best answer. Bloomfieldian descriptive phonology is called the relative ...**  
 A) syllabic theory B) phonetical theory #C) acoustic theory D) perceptual theory
- 41. Intonation is an essential prosodic element of ....speech.**  
 A) dog's B) people's #C) human D) my friend's
- 42. There are .... principles of describing intonation.**  
 A) 5 #B) 3 C) 4 D) 7
- 43. Baugouin de Courtenay defined the phoneme as the:**  
 #A) "psychological" B) "psychology" C) "psychologically" D) "psycho lingual"
- 44. Phonetics connected with:**  
 A) lexicology #B) grammar C) stylistics D) all linguistics sciences
- 45. Phonetics is of:**  
 A) only theoretical value, B) practical value,  
 #C) both: theoretical and practical value. D) only practical value
- 46. Phonetics is:**  
 A) a separate independent science. B) not a separate independent science. #C) independent branch of linguistics. D) a new science.
- 47. There are several branches (types) of phonetics. They are:**  
 A) General phonetics descriptive phonetics, diachronical phonetics.  
 B) Descriptive phonetics, comparative typological phonetics  
 #C) General phonetics, descriptive phonetics, historical or diachronical phonetics, comparative - typological-phonetics.  
 D) Comparative typological phonetics

**48. Speech sounds have:**

#A) 4 aspects, B) 5 aspects, C) 3 aspects D) 6 aspects.

**49. Phonetics is:**

#A) a linguistic science. B) a biological science. C) both linguistic and biological science D) both linguistic science

**50. There are ... principal methods of investigation:**

A) 6 #B) 3 C) 4 D) 5

**51. The bulk of English words are:**

A) of Germany origin (Anglo-Saxon and Scandinavia)  
B) of Romanic origin (Norman-French and French)  
#C) both of Germanic and Romanic origin. D) Romanic origin.

**52. Mainly in phonetics the following parts of speech are stressed:**

A) only the noun #B) the nouns, adjectives, notional verbs, adverbs, numeral demonstrative pronouns. C) notional verbs  
D) prepositions, articles

**53. According to the direction of assimilation we distinguish;**

A) regressive assimilation #B) progressive assimilation  
C) filotal assimilation D) regressive progressive; fifeferal assimilation.

**54. The main parts of Trubetskoy's theory are:**

A) the separation of the phonology from phonetics.  
B) the theory of the phonological oppositions  
C) the theory of the arch-phoneme  
D) the separation of the phonology from phonetics, the theory of tin oppositions, the theory of the arch-phoneme.

**55. The American Phonological School is headed by:**

A) Leonard Bloomfield B) Ferdinand de Saussure  
#C) Edward Sapir D) a and c

**56. The London Phonological school is headed by:**

A) Prof. D. Jones B) N.S.Trubetskoy  
C) Ferdinand de Saussure D) L.Hjelmslev

**57. A syllable may consists of:**

#A) one phoneme B) two phonemes  
C a number of phonemes D) one phoneme or of a number of phonemes

**58. Phonetic transcription is:**

#A) a special script, which is used to represent the phonetic from of words accurately B) a type of transcription, which provides -special variants  
C) a special script, which is used to represent  
D) a special script, which is used to represent the phonetic from of sentences accurately

**59. At present there are the following regional pronunciation types exist in Great Britain:**

A) Southern English Pronunciation B) Northern English Pronunciation  
#C) a, b, c. D) b, c.

**60. There are at least major speech areas in the USA**

A) 5 B) 6 #C) 3 D) 7

**61. There are... types of intonation in English**

A) 5 types B) 6 types #C) 7 types D) 9 types

**62. English monophthongs are classified according to the ... principles.**

A) 6 principles B) 7 principles C) 5 principles #D) 4 principles

**63. English consonants are classified according to the... principles.**

A) 4 principles B) 3 principles C) 5 principles D) 6 principles

**64. The Sankt-Petersburg phonological school is headed by .. .**

# A) L. V. Shcherba B) I. A. Baundonin de Courtenay  
C) A. A. Reformatsky D) I. Word, H. Kingdom

**65. The Moscow phonological school is headed by .. .**

A) L. V. Shcherba # B) A. A. Reformatsky  
C) W. Matezius , B. Havranek D) J. R. Firth, D. Jones, I. Word, H. Kingdom, and  
A. C. Gimson.

**66. The Prague phonological school is headed by .. .**

A) L. V. Shcherba B) A. A. Reformatsky  
# C) W. Matezius, B. Havranek  
D) J. R. Firth, D. Jones, I. Word, H. Kingdom, and A. C. Gimson.

**67. The London phonological school is headed by .. .**

A) L. V. Shcherba B) A. A. Reformatsky  
C) W. Matezius, B. Havranek # D) J. R. Firth, D. Jones, I. Word, H. Kingdom,  
and A. C. Gimson.

**68. When did the book “Principles of Phonology” publish?**

A) in 1999 B) in 1945 C) in 2005 # D) in 1939

**69. Where did the book “Principles of Phonology” publish?**

A) in German B) in Tashkent C) in Russia # D) in Uzbekistan

**70. The fundamental scientific works have been done by ....**

A) L. V. Shcherba B) A. A. Reformatsky #C) W. Matezius, B. Havranek D) J. R.  
Firth, D. Jones

**71. ... linguists presented original ideas on phonemic and prosodic analyses.**

#A) The British B) the Uzbek C) the Latin D) the French

**72. A new approach to the description of English phonemics and prosodic is given by ...**

A) L. V. Shcherba # B) A. C. Gimson C) W. Matezius, B. Havranek D) J. R.  
Firth, D. Jones

- 73. Phonetic transcription – represents ....**  
 A) a system of words. B) a system of syllables. C) a system of letters.  
 # D) a system of sounds.
- 74. Northern English pronunciation is used in the region between ...**  
 #A) .Birmingham and the border of Scotland. B) Scotland and Russia. C)  
 England and France D) London and Tashkent
- 75. There is no difference between the written forms of ...**  
 A) Birmingham and the border of Scotland. B) Scotland and Russia. C) England  
 and France # D) Scottish and British English.
- 76. The southern types of American pronunciation is used in ...**  
 A) in German B) in Tashkent C) in Russia # D) in Pennsylvania
- 77. G. P. Torsuev distinguished ... types of variations of the English phonemes.**  
 A) 8 B) 4 #C) 2 D) 6
- 78. There are ..... monophthongs. In English.**  
 A) 2 B) 3 #C) 10 D) 5
- 79. There are ..... diphthongs in English.**  
 A) 4 B) 3 C) 9 D) 5
- 80. There are ..... diphthongoids in English.**  
 A) 20 #B) 2 C) 3 D) 6
- 81. There are ..... principles of describing intonation.**  
 A) 20 B) 2 #C) 3 D) 6
- 82. Acoustic Phonetics studies .....**  
 A) the acoustic properties of letters #B) the acoustic properties of sounds  
 C) the acoustic properties of words D) the acoustic properties of sentences
- 83. Prosody (Intonation) is a complex unity of .....**  
 A) sentence stress, rhythm, tempo, speech melody  
 #B) sentence stress, rhythm, tempo, speech melody and voice timbre  
 C) sentence stress, rhythm, tempo and voice timbre  
 D) sentence stress, tempo, speech melody and voice timbre
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 A) its melody matter B) its letter matter C) its word matter # D) its sound matter
- The branch of Theoretical Phonetics investigates the appropriate aspect of ...**  
 A) talk B) speak #C) speech D) sound
- 86. General phonetics studies all the ..... producing possibilities of the human speech apparatus.**  
 A) syllables B) stresses C) speeches #D) sounds
- 87. Descriptive phonetics gives a description of all the .... units of the given language**

A) word #B) phonetic C) talk D) speech

**88. Historical phonetics studies changes in the .....system and stages of historical development.**

A) grammatical #B) phonetic C) linguistic D) phonologic

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**93. There are ..... types of American language**

A) 4 B) 2 #C) 3 D) 6

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**95. How many letters are there in English?**

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**“Tasdiqlandi”**  
**Ingliz хорижий тилларси**  
**kafedrasi mudiri**  
\_\_\_\_\_f.f.n.A.A.Haydarov  
**“25” avgust 2018 yil**

## **ORALIQ BAHOLASH SAVOLLARI**

**Fakultet - хорижий тиллар**

**Kurs – 2,3,4**

**Bo`lim – Ingliz tili**

**Akadem guruhlar:**

**Fanning nomi – Nazariy fonetika**

**Tuzuvchi: dotsent M.I.Gadoyeva**

**Buxoro – 2018**

**1- Oraliq baholash (Og`zaki) – 20 ball**  
**1- Oraliq baholash uchun TEST savollari (1-100)**

**1. Who were the representatives of the Moscow Phonological School?**

- L.R. Zinder, L.V. Shcherba, V.N. Sidorov, M.V. Panov, A.A. Reformatsky  
# R.I. Avanesov, V.N. Sidorov, A.A. Reformatsky, M.V. Panov  
L.R. Zinder, V.N. Sidorov, G.P. Torsuyev, L.V. Shcherba  
L.V. Shcherba, LA. Badouin de Courtenay, V.N. Sidorov

**2. What types of phonetics do you know?**

- #A) General, descriptive, historical or diachronically, comparative  
B) General, acoustic, phonological, descriptive  
C) Descriptive, general, phonological, comparative  
D) Historical or diachronically, descriptive, general, acoustic

**3. Who did make attempt to draw and sentence-stress and said that the sentence-stress was based on 4 principles?**

- A) LA. Badouin de Courtenay    B) L.V. Shcherba  
C) L.R. Zinder        #D) G.P. Torsuyev

**4. In what principles sentence-stress based on?**

- A) Descriptive, general, phonological, syntactic  
B) General, descriptive, historical or diachronically, comparative  
# C) Musical, dynamic, quantities, qualitative  
D) Dynamic, quantities, Descriptive, general

**5. What types of English pronunciation is in USA?**

- # A) Eastern English, southern English, western English  
B) Western English, northern English, eastern English  
C) Eastern English, southern English, western English, historical  
D) Northern English, western English, eastern English

**6. How many principle types of English pronunciation in Great Britain?**

- A) Eastern English, southern English, western English, historical  
B) Eastern English, Scottish English, Northern English  
#C) Northern English, Scottish English, Irish English, Southern English  
D) Southern English, Eastern English, Scottish English

**7. In what parts Russian intonation was divided and what are they?**

- A) 3parts; 1.falling 2. Normal 3. Rising    #B) 2parts; 1.falling 2. rising  
C) 2parts; 1. normal 2. rising    D) 2parts; 1.falls 2. rising

**8. What kind of principle methods are of investigation?**

- A) Direct observation, definition, and the linguistic  
B) Definitions, observation, linguistic  
#C) Direct observation, the linguistic, and experimental  
D) The linguistic, direct observation, experimental

**9. We know that the formation of the phonological theory may be divided into 2 periods.**

**What are they?**

- #A) The phenomena period; the phonemic period
- B) The phonemic period; the centurial period
- C) The centurial period; the phenomena period
- D) The phenomena period; the phonological period

**10. £, 8, ¥, E, b - what are they meant?**

- A) £ - the vocal, parts, B - the tongue, ¥ - the lip, E - uvular, b - soft palate
- B) £ - the tongue, B - soft palate, ¥ - vocal parts, E - the lip, b - uvular
- C) £ - soft palate, B - the lip, ¥ - the tongue, E - the vocal parts, b - uvular
- #D) £ - the lip, B - the tongue, ¥ - the tongue, E - the vocal parts, b - the soft palate & uvular

**11. What kind of stress is it?**

““Brings into prominence the most important element in a syntagma?”

- A) Syntactic stress # B) Logical stress C) Emphatic stress D) Word stress

**12. Whom the phonetic theory in America are headed by?**

- A) Edward Sapir and Shcherba B) L.R. Zinder and Bloomfield
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- D) L.R. Zinder and Edward Sapir

**13. What is object of phonetics?**

- A) Oral speech B) Biological features
- C) Intonation #D) Physical features of a language

**14. What does lexicology deal with?**

- A) With their meaning B) With word building
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- #A) 2 complete & incomplete B) 1 complete  
C) 1 bilabial D) 2 voiced & voiceless

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- A) history of the language B) discussion of phonetics  
#C) one certain language D) phonetical figures

**22. Where did derive from the word " phonetic " ?**

- A) from Latin word #B) from Greek word  
C) from Russian D) from German word

**23. Find the main terms of phonetics**

- A) sounds ,stress, flower B) name, language, syllable  
C) object, subject, vowel #D) stress, consonant, intonation

**24. How many branches in phonetics ?**

- A)6 B)7 #C)5 D)3

**25. Who is the one of the representative of the Leningrade phonological school ?**

- #A)L.V.Shcherba B) A.A. Reformatzky C) N.S. Trubetzkoy D) D.B.Fry

**26. J.R.Firth, D.Jones, D. Abercrombie, I.Ward, L.Armstrong from what phonological school they were?**

- A) from Prague #B) from London C) from USA D)from Russian

**27. Find the third method of investigation , first is the direct observativation, the second is the linguistic and the third -?**

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**31. Find the best answer .....comprises three important modes of phonetics analyses by ear ,by sight and muscular sensation.**

- A) the linguistic B) experimental C) perceptual #D) direct observation

**32. Who did distinguish two sub types of recessive stress in words with prefix which have lost their referential meaning unrestricted and restricted .**

- #A) V.A.Vassilyev B) Otto Jespersen C) D. Jones D) G .P.Torsuyev

- 33. What is the bulk of the English words are ?**  
 A) A German origin B) a Latin origin C) a Romanic origin #D) a, c
- 34. What origins words consist of two syllables ?**  
 A) Latin origin B) Roman origin #C) German origin D) English origin
- 35. Who used the term phoneme in the meaning of the speech sounds ?**  
 A) L.V.Shcherba #B) Ferdinand de Saussure C) M.V.Panov D) N.V.Sidorov
- 36. Which School's representatives based their definition of a phoneme on the concept of the morpheme ?**  
 #A) Moscow B) Prague C) London D) The USA
- 37. Who's theory may be called "atomistic" ?**  
 A) L.V.Shcherba #B) D.Jones C) F. De Saussure D) S. Edward
- 38. How many Pronouncing types exist in Great Britain ?**  
 A) 5 B) 3 #C) 4 D) 7
- 39. Where does Northern English pronouncing is used ?**  
 A) In Northern Ireland B) In Wales  
 C) In London #D) In the region between Birmingham & Scotland
- 40. Find the best answer. Bloomfieldian descriptive phonology is called the relative ...**  
 A) syllabic theory B) phonetical theory #C) acoustic theory D) perceptual theory
- 41. Intonation is an essential prosodic element of ....speech.**  
 A) dog's B) people's #C) human D) my friend's
- 42. There are .... principles of describing intonation.**  
 A) 5 #B) 3 C) 4 D) 7
- 43. Baundonin de Courtenay defined the phoneme as the:**  
 #A) "psychological" B) "psychology" C) "psychologically" D) "psycho lingual"
- 44. Phonetics connected with:**  
 A) lexicology #B) grammar C) stylistics D) all linguistics sciences
- 45. Phonetics is of:**  
 A) only theoretical value, B) practical value,  
 #C) both: theoretical and practical value. D) only practical value
- 46. Phonetics is:**  
 A) a separate independent science. B) not a separate independent science. #C) independent branch of linguistics. D) a new science.
- 47. There are several branches (types) of phonetics. They are:**  
 A) General phonetics descriptive phonetics, diachronical phonetics.  
 B) Descriptive phonetics, comparative typological phonetics  
 #C) General phonetics, descriptive phonetics, historical or diachronical phonetics, comparative - typological-phonetics.  
 D) Comparative typological phonetics

**48. Speech sounds have:**

#A) 4 aspects, B) 5 aspects, C) 3 aspects D) 6 aspects.

**49. Phonetics is:**

#A) a linguistic science. B) a biological science. C) both linguistic and biological science D) both linguistic science

**50. There are ... principal methods of investigation:**

A) 6 #B) 3 C) 4 D) 5

**51. The bulk of English words are:**

A) of Germany origin (Anglo-Saxon and Scandinavia)  
B) of Romanic origin (Norman-French and French)  
#C) both of Germanic and Romanic origin. D) Romanic origin.

**52. Mainly in phonetics the following parts of speech are stressed:**

A) only the noun #B) the nouns, adjectives, notional verbs, adverbs, numeral demonstrative pronouns. C) notional verbs  
D) prepositions, articles

**53. According to the direction of assimilation we distinguish;**

A) regressive assimilation #B) progressive assimilation  
C) filotal assimilation D) regressive progressive; fifeferal assimilation.

**54. The main parts of Trubetskoy's theory are:**

A) the separation of the phonology from phonetics.  
B) the theory of the phonological oppositions  
C) the theory of the arch-phoneme  
D) the separation of the phonology from phonetics, the theory of tin oppositions, the theory of the arch-phoneme.

**55. The American Phonological School is headed by:**

A) Leonard Bloomfield B) Ferdinand de Saussure  
#C) Edward Sapir D) a and c

**56. The London Phonological school is headed by:**

A) Prof. D. Jones B) N.S.Trubetskoy  
C) Ferdinand de Saussure D) L.Hjelmslev

**57. A syllable may consists of:**

#A) one phoneme B) two phonemes  
C a number of phonemes D) one phoneme or of a number of phonemes

**58. Phonetic transcription is:**

#A) a special script, which is used to represent the phonetic from of words accurately B) a type of transcription, which provides -special variants  
C) a special script, which is used to represent  
D) a special script, which is used to represent the phonetic from of sentences accurately

**59. At present there are the following regional pronunciation types exist in Great Britain:**

- A) Southern English Pronunciation B) Northern English Pronunciation  
#C) a, b, c. D) b, c.
- 60. There are at least major speech areas in the USA**  
A) 5 B) 6 #C) 3 D) 7
- 61. There are... types of intonation in English**  
A) 5 types B) 6 types #C) 7 types D) 9 types
- 62. English monophthongs are classified according to the ... principles.**  
A) 6 principles B) 7 principles C) 5 principles #D) 4 principles
- 63. English consonants are classified according to the... principles.**  
A) 4 principles B) 3 principles C) 5 principles D) 6 principles
- 64. The Sankt-Petersburg phonological school is headed by .. .**  
# A) L. V. Shcherba B) I. A. Baundonin de Courtenay  
C) A. A. Reformatsky D) I. Word, H. Kingdom
- 65. The Moscow phonological school is headed by .. .**  
A) L. V. Shcherba # B) A. A. Reformatsky  
C) W. Matezius , B. Havranek D) J. R. Firth, D. Jones, I. Word, H. Kingdom, and A. C. Gimson.
- 66. The Prague phonological school is headed by .. .**  
A) L. V. Shcherba B) A. A. Reformatsky  
# C) W. Matezius, B. Havranek  
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- 67. The London phonological school is headed by .. .**  
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- 68. When did the book “Principles of Phonology” publish?**  
A) in 1999 B) in 1945 C) in 2005 # D) in 1939
- 69. Where did the book “Principles of Phonology” publish?**  
A) in German B) in Tashkent C) in Russia # D) in Uzbekistan
- 70. The fundamental scientific works have been done by ....**  
A) L. V. Shcherba B) A. A. Reformatsky #C) W. Matezius, B. Havranek D) J. R. Firth, D. Jones
- 71. ... linguists presented original ideas on phonemic and prosodic analyses.**  
#A) The British B) the Uzbek C) the Latin D) the French
- 72. A new approach to the description of English phonemics and prosodic is given by ...**  
A) L. V. Shcherba # B) A. C. Gimson C) W. Matezius, B. Havranek D) J. R. Firth, D. Jones

- 73. Phonetic transcription – represents ....**  
 A) a system of words. B) a system of syllables. C) a system of letters.  
 # D) a system of sounds.
- 74. Northern English pronunciation is used in the region between ...**  
 #A) .Birmingham and the border of Scotland. B) Scotland and Russia. C)  
 England and France D) London and Tashkent
- 75. There is no difference between the written forms of ...**  
 A) Birmingham and the border of Scotland. B) Scotland and Russia. C) England  
 and France # D) Scottish and British English.
- 76. The southern types of American pronunciation is used in ...**  
 A) in German B) in Tashkent C) in Russia # D) in Pennsylvania
- 77. G. P. Torsuev distinguished ... types of variations of the English phonemes.**  
 A) 8 B) 4 #C) 2 D) 6
- 78. There are ..... monophthongs. In English.**  
 A) 2 B) 3 #C) 10 D) 5
- 79. There are ..... diphthongs in English.**  
 A) 4 B) 3 C) 9 D) 5
- 80. There are ..... diphthongoids in English.**  
 A) 20 #B) 2 C) 3 D) 6
- 81. There are ..... principles of describing intonation.**  
 A) 20 B) 2 #C) 3 D) 6
- 82. Acoustic Phonetics studies .....**  
 A) the acoustic properties of letters #B) the acoustic properties of sounds  
 C) the acoustic properties of words D) the acoustic properties of sentences
- 83. Prosody (Intonation) is a complex unity of .....**  
 A) sentence stress, rhythm, tempo, speech melody  
 #B) sentence stress, rhythm, tempo, speech melody and voice timbre  
 C) sentence stress, rhythm, tempo and voice timbre  
 D) sentence stress, tempo, speech melody and voice timbre
- 84. Phonetics studies the outer form of language; .....**  
 A) its melody matter B) its letter matter C) its word matter # D) its sound matter
- The branch of Theoretical Phonetics investigates the appropriate aspect of ...**  
 A) talk B) speak #C) speech D) sound
- 86. General phonetics studies all the ..... producing possibilities of the human speech apparatus.**  
 A) syllables B) stresses C) speeches #D) sounds
- 87. Descriptive phonetics gives a description of all the .... units of the given language**

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- 35. Who used the term phoneme in the meaning of the speech sounds ?**  
 A) L.V.Shcherba #B) Ferdinand de Saussure C) M.V.Panov D) N.V.Sidorov
- 36. Which School's representatives based their definition of a phoneme on the concept of the morpheme ?**  
 #A) Moscow B) Prague C) London D) The USA
- 37. Who's theory may be called "atomistic" ?**  
 A) L.V.Shcherba #B) D.Jones C) F. De Saussure D) S. Edward
- 38. How many Pronouncing types exist in Great Britain ?**  
 A) 5 B) 3 #C) 4 D) 7
- 39. Where does Northern English pronouncing is used ?**  
 A) In Northern Ireland B) In Wales  
 C) In London #D) In the region between Birmingham & Scotland
- 40. Find the best answer. Bloomfieldian descriptive phonology is called the relative ...**  
 A) syllabic theory B) phonetical theory #C) acoustic theory D) perceptual theory
- 41. Intonation is an essential prosodic element of ....speech.**  
 A) dog's B) people's #C) human D) my friend's
- 42. There are .... principles of describing intonation.**  
 A) 5 #B) 3 C) 4 D) 7
- 43. Baundonin de Courtenay defined the phoneme as the:**  
 #A) "psychological" B) "psychology" C) "psychologically" D) "psycho lingual"
- 44. Phonetics connected with:**  
 A) lexicology #B) grammar C) stylistics D) all linguistics sciences
- 45. Phonetics is of:**  
 A) only theoretical value, B) practical value,  
 #C) both: theoretical and practical value. D) only practical value
- 46. Phonetics is:**  
 A) a separate independent science. B) not a separate independent science. #C) independent branch of linguistics. D) a new science.
- 47. There are several branches (types) of phonetics. They are:**  
 A) General phonetics descriptive phonetics, diachronical phonetics.  
 B) Descriptive phonetics, comparative typological phonetics  
 #C) General phonetics, descriptive phonetics, historical or diachronical phonetics, comparative - typological-phonetics.  
 D) Comparative typological phonetics

**48. Speech sounds have:**

#A) 4 aspects, B) 5 aspects, C) 3 aspects D) 6 aspects.

**49. Phonetics is:**

#A) a linguistic science. B) a biological science. C) both linguistic and biological science D) both linguistic science

**50. There are ... principal methods of investigation:**

A) 6 #B) 3 C) 4 D) 5

**51. The bulk of English words are:**

A) of Germany origin (Anglo-Saxon and Scandinavia)  
B) of Romanic origin (Norman-French and French)  
#C) both of Germanic and Romanic origin. D) Romanic origin.

**52. Mainly in phonetics the following parts of speech are stressed:**

A) only the noun #B) the nouns, adjectives, notional verbs, adverbs, numeral demonstrative pronouns. C) notional verbs  
D) prepositions, articles

**53. According to the direction of assimilation we distinguish;**

A) regressive assimilation #B) progressive assimilation  
C) filotal assimilation D) regressive progressive; fifeferal assimilation.

**54. The main parts of Trubetskoy's theory are:**

A) the separation of the phonology from phonetics.  
B) the theory of the phonological oppositions  
C) the theory of the arch-phoneme  
D) the separation of the phonology from phonetics, the theory of tin oppositions, the theory of the arch-phoneme.

**55. The American Phonological School is headed by:**

A) Leonard Bloomfield B) Ferdinand de Saussure  
#C) Edward Sapir D) a and c

**56. The London Phonological school is headed by:**

A) Prof. D. Jones B) N.S.Trubetskoy  
C) Ferdinand de Saussure D) L.Hjelmslev

**57. A syllable may consists of:**

#A) one phoneme B) two phonemes  
C a number of phonemes D) one phoneme or of a number of phonemes

**58. Phonetic transcription is:**

#A) a special script, which is used to represent the phonetic from of words accurately B) a type of transcription, which provides -special variants  
C) a special script, which is used to represent  
D) a special script, which is used to represent the phonetic from of sentences accurately

**59. At present there are the following regional pronunciation types exist in Great Britain:**

A) Southern English Pronunciation B) Northern English Pronunciation  
#C) a, b, c. D) b, c.

**60. There are at least major speech areas in the USA**

A) 5 B) 6 #C) 3 D) 7

**61. There are... types of intonation in English**

A) 5 types B) 6 types #C) 7 types D) 9 types

**62. English monophthongs are classified according to the ... principles.**

A) 6 principles B) 7 principles C) 5 principles #D) 4 principles

**63. English consonants are classified according to the... principles.**

A) 4 principles B) 3 principles C) 5 principles D) 6 principles

**64. The Sankt-Petersburg phonological school is headed by .. .**

# A) L. V. Shcherba B) I. A. Baundonin de Courtenay  
C) A. A. Reformatsky D) I. Word, H. Kingdom

**65. The Moscow phonological school is headed by .. .**

A) L. V. Shcherba # B) A. A. Reformatsky  
C) W. Matezius , B. Havranek D) J. R. Firth, D. Jones, I. Word, H. Kingdom, and  
A. C. Gimson.

**66. The Prague phonological school is headed by .. .**

A) L. V. Shcherba B) A. A. Reformatsky  
# C) W. Matezius, B. Havranek  
D) J. R. Firth, D. Jones, I. Word, H. Kingdom, and A. C. Gimson.

**67. The London phonological school is headed by .. .**

A) L. V. Shcherba B) A. A. Reformatsky  
C) W. Matezius, B. Havranek # D) J. R. Firth, D. Jones, I. Word, H. Kingdom,  
and A. C. Gimson.

**68. When did the book “Principles of Phonology” publish?**

A) in 1999 B) in 1945 C) in 2005 # D) in 1939

**69. Where did the book “Principles of Phonology” publish?**

A) in German B) in Tashkent C) in Russia # D) in Uzbekistan

**70. The fundamental scientific works have been done by ....**

A) L. V. Shcherba B) A. A. Reformatsky #C) W. Matezius, B. Havranek D) J. R.  
Firth, D. Jones

**71. ... linguists presented original ideas on phonemic and prosodic analyses.**

#A) The British B) the Uzbek C) the Latin D) the French

**72. A new approach to the description of English phonemics and prosodic is given by ...**

A) L. V. Shcherba # B) A. C. Gimson C) W. Matezius, B. Havranek D) J. R.  
Firth, D. Jones

- 73. Phonetic transcription – represents ....**  
 A) a system of words. B) a system of syllables. C) a system of letters.  
 # D) a system of sounds.
- 74. Northern English pronunciation is used in the region between ...**  
 #A) .Birmingham and the border of Scotland. B) Scotland and Russia. C)  
 England and France D) London and Tashkent
- 75. There is no difference between the written forms of ...**  
 A) Birmingham and the border of Scotland. B) Scotland and Russia. C) England  
 and France # D) Scottish and British English.
- 76. The southern types of American pronunciation is used in ...**  
 A) in German B) in Tashkent C) in Russia # D) in Pennsylvania
- 77. G. P. Torsuev distinguished ... types of variations of the English phonemes.**  
 A) 8 B) 4 #C) 2 D) 6
- 78. There are ..... monophthongs. In English.**  
 A) 2 B) 3 #C) 10 D) 5
- 79. There are ..... diphthongs in English.**  
 A) 4 B) 3 C) 9 D) 5
- 80. There are ..... diphthongoids in English.**  
 A) 20 #B) 2 C) 3 D) 6
- 81. There are ..... principles of describing intonation.**  
 A) 20 B) 2 #C) 3 D) 6
- 82. Acoustic Phonetics studies .....**  
 A) the acoustic properties of letters #B) the acoustic properties of sounds  
 C) the acoustic properties of words D) the acoustic properties of sentences
- 83. Prosody (Intonation) is a complex unity of .....**  
 A) sentence stress, rhythm, tempo, speech melody  
 #B) sentence stress, rhythm, tempo, speech melody and voice timbre  
 C) sentence stress, rhythm, tempo and voice timbre  
 D) sentence stress, tempo, speech melody and voice timbre
- 84. Phonetics studies the outer form of language; .....**  
 A) its melody matter B) its letter matter C) its word matter # D) its sound matter
- The branch of Theoretical Phonetics investigates the appropriate aspect of ...**  
 A) talk B) speak #C) speech D) sound
- 86. General phonetics studies all the ..... producing possibilities of the human speech apparatus.**  
 A) syllables B) stresses C) speeches #D) sounds
- 87. Descriptive phonetics gives a description of all the .... units of the given language**

A) word #B) phonetic C) talk D) speech

**88. Historical phonetics studies changes in the .....system and stages of historical development.**

A) grammatical #B) phonetic C) linguistic D) phonologic

**89. Comparative phonetics studies correlation between .....systems of two languages.**

A) grammatical B) phonologic C) linguistic #D) phonetic

**90. Practical phonetics studies the substance, material form of ..... phenomena in relation to meaning.**

#A) phonetic B) phonologic C) linguistic D) grammatical

**91. Theoretical phonetics is concerned with functioning of .....units of the language.**

#A) phonetic B) phonologic C) linguistic D) grammatical

**92. According to R. Kingdon the most important nuclear tones in English are:**

#A) Low Fall, High Fall, Low Rise, High Rise, and Fall-Rise.

B) Low Fall, High Fall, Low Rise and Fall-Rise.

C) Low Fall, High Fall, High Rise, and Fall-Rise.

D) Low Fall, , Low Rise, High Rise, and Fall-Rise.

**93. There are ..... types of American language**

A) 4 B) 2 #C) 3 D) 6

**94. Word stress in a language performs ..... functions.**

A) 4 B) 2 C) 3 D) 6

**95. How many letters are there in English?**

A) 24 #B)26 C) 20 D) 33

**96. How many consonants are there in English?**

A) 24 B)26 C) 20 D) 33

**97. How many vowels are there in English?**

A) 24 B)26 C) 20 #D) 6

**98. How many functional styles by Sokolova do you know?**

#A) 5 B) 6 C) 2 D) 3

**99. Find the third method of investigation, first is the direct observativation, the second is the linguistic and the third -?**

A) phonetically B) articular #C) experimental D) perceptual

**100. What is a biological science and is concerned with physical and physiological characteristics of speech sounds .**

A) Physiology #B) Phonetics C) Phonology D) Sound

**“Tasdiqlandi”**  
**Ingliz хорижий тилларси**  
**kafedrasi mudiri**  
\_\_\_\_\_f.f.n.A.A.Haydarov  
**“25” avgust 2018 yil**

## **YAKUNIY BAHOLASH SAVOLLARI va variantlari**

**Fakultet - хорижий тиллар**

**Kurs – 2,3,4**

**Bo`lim – Ingliz tili**

**Akadem guruhlar:**

**Fanning nomi – Nazariy fonetika**

**Tuzuvchi: dotsent M.I.Gadoyeva**

**Buxoro – 2018**

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## **11. YAKUNIY BAHOLASH SAVOLNOMASLARI**

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**YAKUNIY BAHOLASH (Yozma) -30 ball**  
**YAKUNIY BAHOLASH VARIANTLARI (1-55)**

VARIANT 1

1. Phonetics as a Branch of Linguistics
2. Phonetics and its aspects.
3. Types of phonetics.

**Compiled by:                    docent M.I.Gadoeva**  
**The head of the English linguistics department:            f.f.n. A.A.Haydarov**

VARIANT 2

1. The functions of phonetic elements.
2. The organs of speech and their functions
3. Active organs

**Compiled by:                    docent M.I.Gadoeva**  
**The head of the English linguistics department:            f.f.n. A.A.Haydarov**

VARIANT 3

1. Passive organs
2. The classification of Speech Sounds
3. Vowel sound

**Compiled by:                    docent M.I.Gadoeva**  
**The head of the English linguistics department:            f.f.n. A.A.Haydarov**

VARIANT 4

1. Consonant sound
2. Transcription
3. Phonological theories.

**Compiled by:                    docent M.I.Gadoeva**  
**The head of the English linguistics department:            f.f.n. A.A.Haydarov**

VARIANT 5

1. The phonological schools.
2. The Sankt-Petersburg phonological school.
3. The Moscow phonological school.

**Compiled by:                    docent M.I.Gadoeva**  
**The head of the English linguistics department:            f.f.n. A.A.Haydarov**

VARIANT 6

1. The Prague phonological school.
2. The London phonological school.
3. The principal types of English pronunciation

**Compiled by:                    docent M.I.Gadoeva**  
**The head of the English linguistics department:            f.f.n. A.A.Haydarov**

VARIANT 7

4. English pronunciation in Great Britain.
5. The pronunciation types of English in the USA as compared with General British.
6. The pronunciation of English in other countries.

**Compiled by:                    docent M.I.Gadoeva**  
**The head of the English linguistics department:            f.f.n. A.A.Haydarov**

VARIANT 8

5. In the Scottish type of pronunciation.
2. Northern English pronunciation.
3. The South African pronunciation.

**Compiled by:** docent M.I.Gadoeva  
**The head of the English linguistics department:** f.f.n. A.A.Haydarov

VARIANT 9

1. The system of consonant phonemes in English
6. Vowel consonant distinction.
7. The articulatory and acoustic classification of English consonants (in comparison with Uzbek).

**Compiled by:** docent M.I.Gadoeva  
**The head of the English linguistics department:** f.f.n. A.A.Haydarov

VARIANT 10

1. The system of the English consonant phonemes
2. The system of the English vowel phonemes
3. The articulatory and acoustic classification of the English vowels compared with Uzbek.

**Compiled by:** docent M.I.Gadoeva  
**The head of the English linguistics department:** f.f.n. A.A.Haydarov

VARIANT 11

5. Phonological analysis of English vowels.
6. Unstressed vowels English. The phonetic approach.
7. The prosodic system of the English language. General remarks.

**Compiled by:** docent M.I.Gadoeva  
**The head of the English linguistics department:** f.f.n. A.A.Haydarov

VARIANT 12

1. The syllabic structure of English
2. The definition of the syllable.
3. The functions of the syllable.

**Compiled by:** docent M.I.Gadoeva  
**The head of the English linguistics department:** f.f.n. A.A.Haydarov

VARIANT 13

1. Theories of syllable formation and syllable division.
4. Phonetic and phonological definitions of the syllable.
5. Word stress in English. Definition of word stress. It's types and components

**Compiled by:** docent M.I.Gadoeva  
**The head of the English linguistics department:** f.f.n. A.A.Haydarov

VARIANT 14

4. Word stress.
5. The accentual structure of words.
6. Placement and degrees of word stress.

**Compiled by:** docent M.I.Gadoeva  
**The head of the English linguistics department:** f.f.n. A.A.Haydarov

VARIANT 15

1. The functions of word stress.
3. The types of grammatical stress.
3. Intonation structure of English. The specification of Intonation. It's components and function

**Compiled by: docent M.I.Gadoeva**  
**The head of the English linguistics department: f.f.n. A.A.Haydarov**

VARIANT 16

4. Intonation.
5. Intonation and its components and functions.
6. Methods of indicating and describing Intonation.

**Compiled by: docent M.I.Gadoeva**  
**The head of the English linguistics department: f.f.n. A.A.Haydarov**

VARIANT 17

1. The Linguistic functions of Intonation components.
4. The functions of sentence – stress.
5. The functions of other Intonation Components.

**Compiled by: docent M.I.Gadoeva**  
**The head of the English linguistics department: f.f.n. A.A.Haydarov**

VARIANT 18

1. Emphatic Intonation.
2. The combinatory – positional changes of Phonemes
3. Speech sound.

**Compiled by: docent M.I.Gadoeva**  
**The head of the English linguistics department: f.f.n. A.A.Haydarov**

VARIANT 19

1. Assimilation.
2. Other combinatory – positional changes.
3. The articulation of English vowels.

**Compiled by: docent M.I.Gadoeva**  
**The head of the English linguistics department: f.f.n. A.A.Haydarov**

VARIANT 20

4. Explanation of phoneme and stress.
5. Phonology is the phonological structure.
6. Morphonology and its functions.

**Compiled by: docent M.I.Gadoeva**  
**The head of the English linguistics department: f.f.n. A.A.Haydarov**

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## **12. Talabalarning JB, OB va YaB bo'yicha baholash MEZONLARI**

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JB uchun ballar taqsimoti(10+10+10MT=30 ball)  
1-JB-10 ball      2-JB-10 ball      3-JB MT-10 ball

8.6-10 = "5"

7.1-8.5 = "4"

5.6- 7.0 = "3"

OB uchun ballar taqsimoti (20+20MT = 40 ball)  
1-OB-20 ball      2-OBMT -20 ball

19-20 = "5"

15-18 = "4"

11-14 = "3"

YaB uchun ballar taqsimoti (30 ball)

26-30 = "5"

22-25 = "4"

17-21 = "3"

**NAZARIY FONETIKA FANI**  
**BOYICHA TALABALAR BILLMINI**  
**JORIY BAHOLASH UCHUN MEZONLAR**

| Ball | Baho         | Talabaning bilim darajasi                                                                                                                                                                                                   |
|------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9-10 | "A`lo"       | German filologryasiga kirish fanining 1-4 ma`ruzalari yuzasidan mukammal ma`lumotga ega bo`lgan, talaffuzda xatosiz, so`z boyligidan foydalanilgan holda aniq va ravon gapira olish qobiliyatiga a`lo darajada ega bo`lgan. |
| 7-8  | "Yaxshi"     | German filologryasiga kirish fanining 1-4 ma`ruzalari yuzasidan mukammalroq ma`lumotga ega bo`lgan, talaffuzda xatosiz, so`z boyligidan foydalanilgan holda gapira olish qobiliyatiga yaxshi darajada ega bo`lgan.          |
| 6-7  | "Qoniqarli"  | German filologryasiga kirish fanining 1-4 ma`ruzalari yuzasidan bir oz ma`lumotga ega bo`lgan, talaffuzda o`qituvchi yordamida gapira olsa                                                                                  |
| 0-5  | "Qoniqarsiz" | German хорижий тилларига kirish fanining 1-4 ma`ruzalari yuzasidan hech qanday ma`lumotga ega bo`lmagan, talaffuzda ko`p xato qiladigan talabag                                                                             |

**NAZARIY FONETIKA FANI**  
**BOYICHA TALABALAR BILLMINI**  
**Oraliq baholash uchun MEZONLAR**

| Ball  | Baho         | Talabaning bilim darajasi                                                                                                                                                                                                   |
|-------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 18-20 | "A`lo"       | German filologryasiga kirish fanining 1-4 ma`ruzalari yuzasidan mukammal ma`lumotga ega bo`lgan, talaffuzda xatosiz, so`z boyligidan foydalanilgan holda aniq va ravon gapira olish qobiliyatiga a`lo darajada ega bo`lgan. |
| 15-17 | "Yaxshi"     | German filologryasiga kirish fanining 1-4 ma`ruzalari yuzasidan mukammalroq ma`lumotga ega bo`lgan, talaffuzda xatosiz, so`z boyligidan foydalanilgan holda gapira olish qobiliyatiga yaxshi darajada ega bo`lgan.          |
| 11-14 | "Qoniqarli"  | German filologryasiga kirish fanining 1-4 ma`ruzalari yuzasidan bir oz ma`lumotga ega bo`lgan, talaffuzda o`qituvchi yordamida gapira olsa                                                                                  |
| 0-10  | "Qoniqarsiz" | German хорижий тилларига kirish fanining 1-4 ma`ruzalari yuzasidan hech qanday ma`lumotga ega bo`lmagan, talaffuzda ko`p xato qiladigan talabag                                                                             |

**NAZARIY FONETIKA FANI**  
**BOYICHA TALABALAR BILLMINI**  
**YAKUNIY BAHOLASHDAGI MEZON**

| Ball  | Baho         | Talabaning bilim darajasi                                                                                                                                                                                                    |
|-------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 26-30 | "A`lo"       | German filologryasiga kirish fanining barcha mavzulari yuzasidan mukammal ma`lumotga ega bo`lgan, talaffuzda xatosiz, so`z boyligidan foydalanilgan holda aniq va ravon gapira olish qobiliyatiga a`lo darajada ega bo`lgan. |
| 22-25 | "Yaxshi"     | German filologryasiga kirish fanining barcha mavzulari yuzasidan mukammalroq ma`lumotga ega bo`lgan, talaffuzda xatosiz, so`z boyligidan foydalanilgan holda gapira olish qobiliyatiga yaxshi darajada ega bo`lgan.          |
| 17-21 | "Qoniqarli"  | German filologryasiga kirish fanining barcha mavzulari yuzasidan bir oz ma`lumotga ega bo`lgan, talaffuzda o`qituvchi yordamida gapira olsa                                                                                  |
| 0-16  | "Qoniqarsiz" | German хорижий тилласига kirish fanining barcha mavzulari yuzasidan hech qanday ma`lumotga ega bo`lmagan, talaffuzda ko`p xato qiladigan talabaga                                                                            |

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### **13.Mustaqil ish bajarish bo`yicha uslubiy ko`rsatma va baholash MEZONI**

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## Мустакил таълим мазмуни

«Nazariy fonetika» фанини узлаштириш учун талабалардан мустакил равишда фикрлаш, мутоала қилиш конспектлар каби жараёнларни амалга оширишни жалб қилинади. Ушбу мустакил ишлаш жараёни укув, махсус ва умумий адабиётлар устида белгиланган укув режасидаги мавзулар, ҳамда ушбу мавзулар доирасидаги масалалар бўйича тайёргарлик қилишни, ҳамда оммавий ахборот воситалари, радио-телевидение, рузнома ва ойнома, интернет ва бошқа тизимли воситалардан фойдаланишлари керак.

Мустакил ишлаш умумий таълим тизимида турувчи ва талабанинг индивидуал хусусиятларини оширувчи мажбурий уқитиш жараёни ҳисобланади.

«Nazariy fonetika» фанини уқитишда кургазмали куроллардан, компьютер-проектларидан, видеокассеталаридан фойдаланиш мақсадга мувофиқдир. Талабалар томонидан мустакил иш давомида ёки реферат асосида тайёрланган схема, график ва рангли чизмаларни қўллаш уларни билим ва қўникмаларини янада мустаҳкамлашда хизмат қилади.

### 1-Mustaqil o`rganish uchun mavzu

1. Fonetika tilshunoslikning bir tarmog`i.

**Usul:** mini-ma`ruza, talabalarning shaxsiy ishi

**Maqsad:** talabalarni Fonetika tilshunoslikning bir tarmog`i bilan tanishish tarqatma materiallar bilan ishlash.

**Stsenariy:** ma`ruza maboynda talabalarga mustaqil fan sifatida Fonetika tilshunoslikning bir tarmog`i va ijtimoiy fanlar tizimida tutgan o`rni, fandagi asosiy uslub va metodlar, Fonetika tilshunoslikning bir tarmog`i ekanligini tushindirish. Bundan keyin talabalarga yetarli ma`lumot berilgandan so`ng quyidagi topshiriq beriladi.

**Topshiriq:** Fonetika tilshunoslikning bir tarmog`i mavzuida internet malumotlarini yig`ish.

**Topshiriq muddati:** kelgusi ma`ruzagacha

**Baholash:** ball

### 2- Mustaqil o`rganish uchun mavzu

1. Fonetika va uning aspektlari.

**Usul:** mini-ma`ruza, talabalarning shaxsiy ishi

**Maqsad:** talabalarni Fonetika va uning aspektlari bilan tanishish tarqatma materiallar bilan ishlash.

**Stsenariy:** ma`ruza maboynda talabalarga mustaqil fan sifatida Fonetika va uning aspektlari bilan tushindirish. Bundan keyin talabalarga yetarli ma`lumot berilgandan so`ng quyidagi topshiriq beriladi.

**Topshiriq:** Fonetika va uning aspektlari mavzuida internet malumotlarini yig`ish.

**Topshiriq muddati:** kelgusi ma'ruzagacha

**Baholash:** ball

### 3-Mustaqil o`rganish uchun mavzu

1. Fonetikaning turlari.

**Usul:** mini-ma'ruza, talabalarning shaxsiy ishi

2. **Maqsad:** talabalarni Fonetikaning turlari o`rganish bilan tanishish tarqatma materiallar bilan ishlash.

3. **Stsenariy:** ma'ruza maboynida talabalarga Fonetikaning turlari tushindirish. Bundan keyin talabalarga yetarli ma'lumot berilgandan so`ng quyidagi topshiriq beriladi.

4. **Topshiriq:** Fonetikaning turlari mavzuida internet malumotlarin yig`ish.

**Topshiriq muddati:** kelgusi ma'ruzagacha

**Baholash:** ball

### 4-Mustaqil o`rganish uchun mavzu

1. Fonetik elementlarning vazifalari.

**Usul:** mini-ma'ruza, talabalarning shaxsiy ishi

**Maqsad:** talabalarni Fonetik elementlarning vazifalari mazmuni, Fonetik elementlarning vazifalari bilan tanishish tarqatma materiallar bilan ishlash.

**Stsenariy:** ma'ruza maboynida talabalarga mustaqil fan sifatida Fonetik elementlarning vazifalari, fandagi asosiy uslub va metodlar, Fonetik elementlarning vazifalarini tushindirish. Bundan keyin talabalarga yetarli ma'lumot berilgandan so`ng quyidagi topshiriq beriladi.

**Topshiriq:** Fonetik elementlarning vazifalari mavzuida internet malumotlarin yig`ish.

**Topshiriq muddati:** kelgusi ma'ruzagacha

**Baholash:** ball

### 5-Mustaqil o`rganish uchun mavzu

Ingliz tili undosh tovushlari tizimi.

**Usul:** mini-ma'ruza, talabalarning shaxsiy ishi

**Maqsad:** talabalarda Ingliz tili undosh tovushlari tizimi mazmuni o`rganish bilan tanishish tarqatma materiallar bilan ishlash.

**Stsenariy:** ma'ruza maboynida talabalarga Ingliz tili undosh tovushlari tizimini tushindirish. Bundan keyin talabalarga yetarli ma'lumot berilgandan so`ng quyidagi topshiriq beriladi.

**Topshiriq:** Ingliz tili undosh tovushlari tizimi mavzuida internet malumotlarin yig`ish.

**Topshiriq muddati:** kelgusi ma'ruzagacha

**Baholash:** ball

## 6-Mustaqil o`rganish uchun mavzu

1. Ingliz tili unli tovushlari tizimi.

**Usul:** mini-ma'ruza, talabalarning shaxsiy ishi

**Maqsad:** talabalarda Ingliz tili unli tovushlari tizimi bilan tanishish tarqatma materiallar bilan ishlash.

**Stsenariy:** ma'ruza maboynida talabalarga mustaqil fan sifatida Ingliz tili unli tovushlari tizimini tushindirish. Bundan keyin talabalarga yetarli ma'lumot berilgandan so'ng quyidagi topshiriq beriladi.

**Topshiriq:** Ingliz tili unli tovushlari tizimi mavzuida internet malumotlarin yig'ish.

**Topshiriq muddati:** kelgusi ma'ruzagacha

**Baholash:** ball

## 7-Mustaqil o`rganish uchun mavzu

Ochiq va yopiq bo`g'in

**Usul:** mini-ma'ruza, talabalarning shaxsiy ishi

**Maqsad:** talabalarda Ochiq va yopiq bo`g'inlar bilan tanishish tarqatma materiallar bilan ishlash.

**Stsenariy:** ma'ruza maboynida talabalarga Ochiq va yopiq bo`g'in tushindirish. Bundan keyin talabalarga yetarli ma'lumot berilgandan so'ng quyidagi topshiriq beriladi.

**Topshiriq:** Ochiq va yopiq bo`g'in mavzuida internet malumotlarin yig'ish.

**Topshiriq muddati:** kelgusi ma'ruzagacha

**Baholash:** ball

## 8-Mustaqil o`rganish uchun mavzu

3- va 4- tur bo`g'inlari

**Usul:** mini-ma'ruza, talabalarning shaxsiy ishi

**Maqsad:** talabalarda . 3- va 4- tur bo`g'inlari mazmuni, . 3- va 4- tur bo`g'inlari bilan tanishish tarqatma materiallar bilan ishlash.

**Stsenariy:** ma'ruza maboynida talabalarga mustaqil fan sifatida . 3- va 4- tur bo`g'inlari tushindirish. Bundan keyin talabalarga yetarli ma'lumot berilgandan so'ng quyidagi topshiriq beriladi.

**Topshiriq:** . 3- va 4- tur bo`g`inlari mavzuida internet malumotlarin yig`ish.

**Topshiriq muddati:** kelgusi ma`ruzagacha

**Baholash:** ball

## 9-Mustaqil o`rganish uchun mavzu

So`z urg`usi va gap urg`usi.

**Usul:** mini-ma`ruza, talabalarining shaxsiy ishi

**Maqsad:** talabalarda So`z urg`usi va gap urg`usi mazmuni, So`z urg`usi va gap urg`usi bilan tanishish tarqatma materiallar bilan ishlash.

**Stsenariy:** ma`ruza maboynida talabalarga So`z urg`usi va gap urg`usini tushindirish. Bundan keyin talabalarga yetarli ma`lumot berilgandan so`ng quyidagi topshiriq beriladi.

**Topshiriq:** So`z urg`usi va gap urg`usi. mavzuida internet malumotlarin yig`ish.

**Topshiriq muddati:** kelgusi ma`ruzagacha

**Baholash:** ball

## 10-Mustaqil o`rganish uchun mavzu

### 4-Mustaqil o`rganish uchun mavzu

1. Urg`uning turlari va komponentlari.

**Usul:** mini-ma`ruza, talabalarining shaxsiy ishi

**Maqsad:** talabalarda Urg`uning turlari va komponentlari mazmuni, Urg`uning turlari va komponentlarini tanishish tarqatma materiallar bilan ishlash.

**Stsenariy:** ma`ruza maboynida talabalarga mustaqil fan sifatida Urg`uning turlari va komponentlarini tushindirish. Bundan keyin talabalarga yetarli ma`lumot berilgandan so`ng quyidagi topshiriq beriladi.

**Topshiriq:** Urg`uning turlari va komponentlari mavzuida internet malumotlarin yig`ish.

**Topshiriq muddati:** kelgusi ma`ruzagacha

**Baholash:** ball

## 11-Mustaqil o`rganish uchun mavzu

Intonatsiya componentlari.

**Usul:** mini-ma`ruza, talabalarining shaxsiy ishi

**Maqsad:** talabalarda Intonatsiya componentlari mazmuni, Intonatsiya componentlarini tanishish tarqatma materiallar bilan ishlash.

**Stsenariy:** ma`ruza maboynida talabalarga Intonatsiya componentlarini tushindirish. Bundan keyin talabalarga yetarli ma`lumot berilgandan so`ng quyidagi topshiriq beriladi.

**Topshiriq:** Intonatsiya componentlari mavzuida internet malumotlarin yig`ish.

**Topshiriq muddati:** kelgusi ma`ruzagacha

**Baholash:** ball

## 12-Mustaqil o`rganish uchun mavzu

1. Intonatsiya haqida buyuk tilshunoslarning fikrlari.

**Usul:** mini-ma`ruza, talabalarning shaxsiy ishi

**Maqsad:** talabalarda Intonatsiya haqida buyuk tilshunoslarning fikrlari, Intonatsiya haqida buyuk tilshunoslarning fikrlari bilan tanishish tarqatma materiallar bilan ishlash.

**Stsenariy:** ma`ruza maboynda talabalarga mustaqil fan sifatida Intonatsiya haqida buyuk tilshunoslarning fikrlari fanlar tizimida tutgan o`rni, Intonatsiya haqida buyuk tilshunoslarning fikrlarini tushindirish. Bundan keyin talabalarga yetarli ma`lumot berilgandan so`ng quyidagi topshiriq beriladi.

**Topshiriq:** Intonatsiya haqida buyuk tilshunoslarning fikrlari mavzuida internet malumotlarin yig`ish.

**Topshiriq muddati:** kelgusi ma`ruzagacha

**Baholash:** ball

## 13-Mustaqil o`rganish uchun mavzu

So`z urg`usi va gap urg`usi.

**Usul:** mini-ma`ruza, talabalarning shaxsiy ishi

**Maqsad:** talabalarda So`z urg`usi va gap urg`usi mazmuni, So`z urg`usi va gap urg`usi bilan tanishish tarqatma materiallar bilan ishlash.

**Stsenariy:** ma`ruza maboynda talabalarga So`z urg`usi va gap urg`usini tushindirish. Bundan keyin talabalarga yetarli ma`lumot berilgandan so`ng quyidagi topshiriq beriladi.

**Topshiriq:** So`z urg`usi va gap urg`usi. mavzuida internet malumotlarin yig`ish.

**Topshiriq muddati:** kelgusi ma`ruzagacha

**Baholash:** ball

## 14-Mustaqil o`rganish uchun mavzu

1. Urg`uning turlari va komponentlari.

**Usul:** mini-ma`ruza, talabalarning shaxsiy ishi

**Maqsad:** talabalarda Urg`uning turlari va komponentlari mazmuni, Urg`uning turlari va komponentlarini tanishish tarqatma materiallar bilan ishlash.

**Stsenariy:** ma`ruza maboynida talabalarga mustaqil fan sifatida Urg`uning turlari va komponentlarini tushindirish. Bundan keyin talabalarga yetarli ma`lumot berilgandan so`ng quyidagi topshiriq beriladi.

**Topshiriq:** Urg`uning turlari va komponentlari mavzuida internet malumotlarin yig`ish.

**Topshiriq muddati:** kelgusi ma`ruzagacha

**Baholash:** ball

## 15-Mustaqil o`rganish uchun mavzu

Intonatsiya componentlari.

**Usul:** mini-ma`ruza, talabalarining shaxsiy ishi

**Maqsad:** talabalarda Intonatsiya componentlari mazmuni, Intonatsiya componentlarini tanishish tarqatma materiallar bilan ishlash.

**Stsenariy:** ma`ruza maboynida talabalarga Intonatsiya componentlarini tushindirish. Bundan keyin talabalarga yetarli ma`lumot berilgandan so`ng quyidagi topshiriq beriladi.

**Topshiriq:** Intonatsiya componentlari mavzuida internet malumotlarin yig`ish.

**Topshiriq muddati:** kelgusi ma`ruzagacha

**Baholash:** ball

## 16-Mustaqil o`rganish uchun mavzu

1. Intonatsiya haqida buyuk tilshunoslarning fikrlari.

**Usul:** mini-ma`ruza, talabalarining shaxsiy ishi

**Maqsad:** talabalarda Intonatsiya haqida buyuk tilshunoslarning fikrlari, Intonatsiya haqida buyuk tilshunoslarning fikrlari bilan tanishish tarqatma materiallar bilan ishlash.

**Stsenariy:** ma`ruza maboynida talabalarga mustaqil fan sifatida Intonatsiya haqida buyuk tilshunoslarning fikrlari fanlar tizimida tutgan o`rni, Intonatsiya haqida buyuk tilshunoslarning fikrlarini tushindirish. Bundan keyin talabalarga yetarli ma`lumot berilgandan so`ng quyidagi topshiriq beriladi.

**Topshiriq:** Intonatsiya haqida buyuk tilshunoslarning fikrlari mavzuida internet malumotlarin yig`ish.

**Topshiriq muddati:** kelgusi ma`ruzagacha

**Baholash:** ball

### MTning BAHOLSH MEZONLARI

|      |      |                          |
|------|------|--------------------------|
| Ball | Baho | Talabaniy bilim darajasi |
|------|------|--------------------------|

|      |              |                                                                                                                                                                                                                                  |
|------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9-10 | "A`lo"       | German filologryasiga kirish faniniga doir barcha mavzulari bo`yicha mukammal ma`lumotga ega bo`lgan, talaffuzda xatosiz, so`z boyligidan foydalanilgan holda aniq va ravon gapira olish qobiliyatiga a`lo darajada ega bo`lgan. |
| 7-8  | "Yaxshi"     | German filologryasiga kirish faniniga doir barcha mavzulari bo`yicha mukammalroq ma`lumotga ega bo`lgan, talaffuzda xatosiz, so`z boyligidan foydalanilgan holda gapira olish qobiliyatiga yaxshi darajada ega bo`lgan.          |
| 6-7  | "Qoniqarli"  | German filologryasiga kirish faniniga doir barcha mavzulari bo`yicha bir oz ma`lumotga ega bo`lgan, talaffuzda o`qituvchi yordamida gapira olsa                                                                                  |
| 0-5  | "Qoniqarsiz" | German хорижий тилласига kirish faniniga doir barcha mavzulari bo`yicha hech qanday ma`lumotga ega bo`lmagan, talaffuzda ko`p xato qiladigan talabag                                                                             |

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## 14.Mashg`ulotlarda pedagogic information texnologiyalarni qo`llash bo`yicha uslubiy ko`rsatmalar

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## **Фанни укитишдаги янги технологиялар**

«NAZARIY FONETIKA» фанини чуқур узлаштириб олиш учун тарли илмий-педагогик ва дидактик укитиш усулларида фойдаланиш керак булади. Жумладан мазкур укув предметини тингловчиларга етказиш учун замонавий укитиш технологияларидан атрофлича фойдаланиш мақсадга мувофиқдир.

«NAZARIY FONETIKA» фанининг соҳаларига турли қуринишдаги укув қурғазма қуролларни тадбиқ қилиш керак. Уларни компьютерларга тушириш ва рангли тасвирини компьютер-проекторлар орқали талабаларга қурсатиш даркор. Ушбу технологик усул аввалам бор тез узгарувчан тизимда, рангли ва маълум жараёнларни щаракатда қурсатиш имкониятига эга. Оралиқ ва якуний назорат саволларини компьютерларга жойлаштириш ва улардан фойдаланилган ҳолда сурок-жавобларини олиш бир жойнинг узида уқитувчи-профессорларга унлаб укувчиларнинг билимини турли саволлар орқали баҳолаб олиш имкониятини беради.

Дарс вақтида ёки дарсдан ташқари машгулотларда тренинг, даврасуҳбатлари ва кизикарли уйинлар утказиш, мисол ва масалаларни ечилишини топиш орқали амалий машгулотлар олиб бориш талабаларда маъруза ва мустақил иш давомида олган назарий билимларини амалиёт билан боғлаш ва

уларнинг бирон бир конун нормасини бир хилда тушуниш ва шархлаш имкониятини беради.

## Информацион-техник воситалар Педагогик технологияларнинг турлари

### 1. Анъанавий ва ноанъанавий педагогик технологиялар

Жамиятимизнинг ҳар бир фуқароси ХХІ аср бўсағасида турар эканмиз, ортда қолган йиллар қадрини ва келажак ҳаётининг турли жабҳаларини белгилаб олишга ўриниши табиийдир.

Республикаимиз Президенти И. А. Каримов таълим тушунчасига миллий дидактик нуқтаи назардан ёндашиб қуйидагича таърифлайди: «Таълим Ўзбекистон халқи маънавиятига яратувчилик фаоллигини бахш этади. Ўсиб келаётган авлоднинг барча энг яхши имкониятлари унда намоён бўлади, касб-кор, маҳорати узлуксиз такомиллашади, катта авлодларнинг доно тажрибаси англаб олинади ва ёш авлодга ўтади». Таъкидланган мақсадни амалга ошириш учун таълимнинг янги моделини яратишни тақозо қилади. Моделни амалиётга тадбиқ этиш ўқув жараёнини технологиялаштириш билан узвий боғлиқдир. Кадрлар тайёрлаш миллий дастурида «ўқув-тарбиявий жараёнини янги педагогик технологиялари билан таъминлаш» унинг иккинчи ва учинчи босқичларида бажариладиган жиддий вазифаларидан бири сифатида белгиланган.

Бугунги кунда таълим технологияларини шартли равишда икки турга ажратиш мумкин:

#### 1. Анъанавий

#### 2. Ноанъанавий

**Анъанавий таълим технологияси** - муайян муддатга мўлжалланган, таълим жараёни кўпроқ ўқитувчи шахсига қаратилган бўлиб, ўқитишнинг анъанавий шакли, методи ва таълим воситаларининг мажмуидан фойдаланиб таълим-тарбия мақсадига эришишдир.

**Ноанъанавий таълим технологияси** - муайян муддатга мўлжалланган, таълим жараёни марказида талаба шахси бўлиб, ўқитишнинг замонавий шакли, фаол ўқитиш методлари ва замонавий дидактик воситаларнинг мажмуини таълим-тарбия ишидан кўзланган мақсад ва қафолатланган натижага эришиш га йўналтиришдир.

Ноанъанавий таълим технологияси анъанавий таълим технологиясидан фарқ қилиб, талабаларнинг билиш имкониятларини ривожланишига шароит яратади, мустақил ишлашларига алоҳида эътибор берилади, билиш фаолиятлари изланувчан ва ижодий характерга эга бўлади. Дарс тузилмаси ўзгарувчан бўлади.

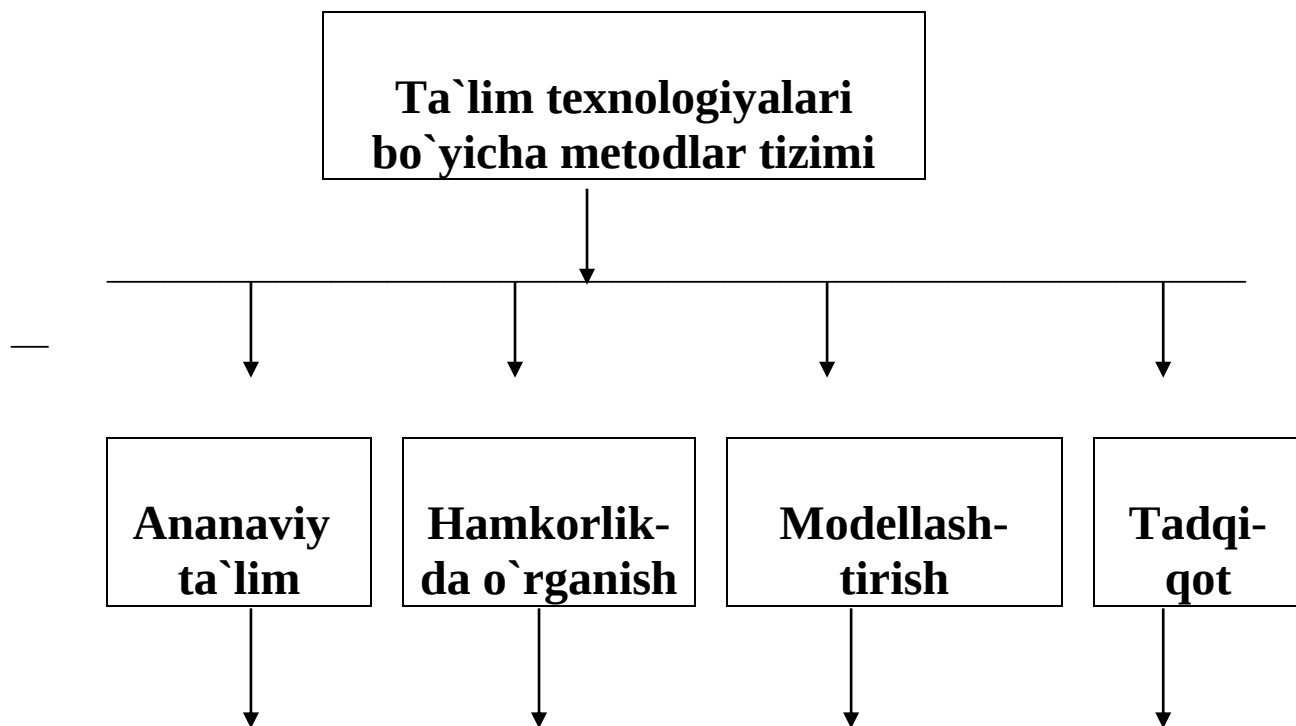
**Ноанъанавий таълим технологияси ўз навбатида учга бўлинади:**

- **Ҳамкорликда ўрганиш**
- **Моделлаштириш**
- **Тадқиқот (Лойиха)**

**Ҳамкорликда ўрганиш** - талабаларнинг билимини ўзлаштириш, сингди - риш, мустаҳкамлаш бўйича репродуктив фаолиятини таъминловчи, маҳорат ва малакани кетма-кетлик бўйича талабанинг бевосита бошчилигида ишга со - лишни ташкил этишга асосланган ўқитиш ва билим олишдир. У талабаларнинг мустақил гуруҳларда ишлаши эвазига таълим олишини кўзда тутадиган метод - лардан иборат. Буларга китоб билан ишлаш, ўқув суҳбати, давра суҳбати, ақлий хужум, кичик гуруҳларда ишлаш, баҳс-мунозара каби методларни киритиш мумкин.

**Моделлаштириш** - реал ҳаётда ва жамиятда юз берадиган ҳодиса ва жараёнларнинг ихчамлаштирилган ва соддалаштирилган кўринишини аудито - рияда яратиш ва уларда талабаларнинг шахсан қатнашиши ва фаолият эвазига таълим олишини кўзда тутати. Унинг асосий мақсади талабаларнинг фақат тинглаши эмас, балки билимларни ўзлаштиришда бевосита иштирокини таъ - минлаш орқали таълим жараёнининг самарадорлигини оширишга қаратилган. Буларга ишбоп ўйинлар ва ролли ўйинлар каби методларни киритиш мумкин.

Қуйида таълим технологиялари бўйича методлар тизимига батафсил тўхталиб ўтамыз



|                                                                                                            |                                                                                                                                                                   |                                         |                                                                               |
|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------------------------------------------------------------------------------|
| <b>Ma`ruza,<br/>Namoyish,<br/>Videousul,<br/>To`rt<br/>pog`onali<br/>usul,<br/>Suhbat,<br/>Ko`rgazmali</b> | <b>Aqliy<br/>hujum,<br/>Kichik<br/>guruhlarda<br/>ishlash,<br/>Bahs-<br/>munozara,<br/>Davra<br/>suhbati,<br/>Zig-zag<br/>texnikasi,<br/>O`rgimchak<br/>to`ri</b> | <b>Ishbop o`yin,<br/>Rolli o`yinlar</b> | <b>Muammoli<br/>vaziyat,<br/><br/>Loyihalash,<br/>Yo`naltiruvchi<br/>matn</b> |
|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------------------------------------------------------------------------------|

**Тадқиқот** - талабалар томонидан муаммони тушуниш ва ечиш, мустақил билим олишни кучайтирадиган ва шунга ундайдиган усуллар йиғиндисидан иборатдир. Тадқиқотнинг мақсади дарс жараёнида талабаларда савол қўйиш ва уларга жавоб излашида қизиқишини уйғотишга қаратилгандир. Унда ўқитиш талабаларни амалий изланиш жараёнида бевосита қатнашишини таъминлайди. Буларга муаммоли вазият, лойиҳалаш методи, мустақил изланиш, йўналтирувчи матн каби методлар киради.

#### **Фаол ўқитиш методларини танлаш.**

Таълим технология элементларини танлаш ва амалга оширишда талаба-ларнинг ўқув билиш фаолиятларини эътиборга олиш лозим. Амалиётдаги од-дий қоида шу ҳақда гувоҳлик берадики, назарий дарснинг дастлабки 20 дақиқасида талабаларга янги билимларни бериш амалга оширилади, кейин эса баҳс-мунозара, кичик гуруҳларда ишлаш ва бошқа шу каби ноанъанавий методларни амалга ошириш орқали берилган билим мустаҳкамланиши лозим.

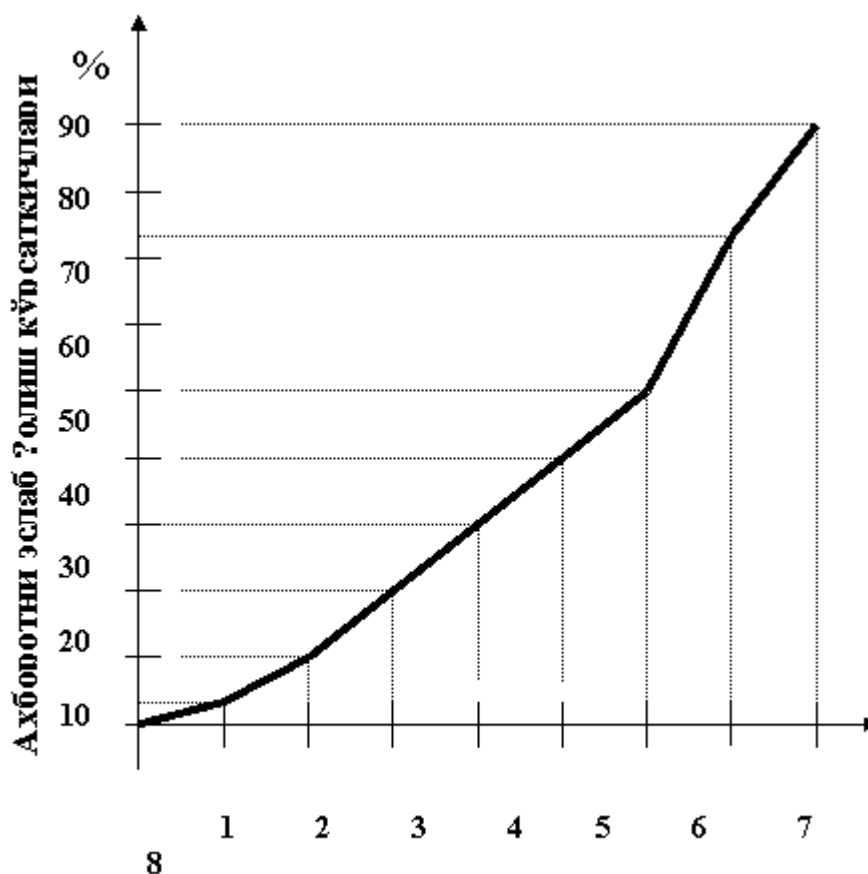
**Ҳар қандай ҳолатда ҳам назарий дарс жараёнида, масалан фақат маъруза ўқиладиган вақт 20 дақиқадан ошмаслиги керак.**

Чунки ўрганишнинг дастлабки 20 дақиқаси энг самарали, 30 дақиқадан кейин эса ўрганишни давом эттириш мотивацияси тезда пасая бошлайди.

Бу ҳамма таклифлар талабанинг диққатини узоқроқ вақтгача сақлаб туришга хизмат қилади.

Идрок қилиш пайтида қанча кўп сенсорик (сезги) каналлардан фойдала - нилса, эсда олиб қолинган билимларнинг миқдори ва сифати шунчалик юқори бўлади. Агар билимлар фақат «маъруза»лар орқали (пассив тинглаш йўлида) берилган бўлса, унда 3 кундан сўнг уларнинг фақат 25%ни эслаш мумкин холос. Агар у маърузалар ўқиш (тинглаш), намоиш ва кўргазмалар қилиш (кўриш, ушлаб кўриш ва шу кабилар) орқали берилса ва шу тўғрисида баҳс - лашилса, унда 3 кундан сўнг 75%ини эсга тушириш мумкин.

Агар билимларни идрок қилишда бир неча сенсорик каналлар биргаликда ишга солинган бўлса, маълумотларнинг қисқа хотирадан узоқ хотирага ўтиш жараёни тезлашади, бу эса билишнинг асоси бўлиб ҳисобланади.



## **Талабаларнинг ўзлаштириш даражасига ўқитиш методларининг таъсир даражаси:**

1. Маъруза - эшитганимизнинг 5%.
2. Ўқиш - ўқиганимизнинг 10%.
3. Видеоусул, намоёиш - кўрганимизнинг 20%.
4. Тажрибани намоёиш қилиш - кўрган ва эшитганимизнинг 30%.
5. Баҳс-мунозара - муҳокама қилганимизнинг 40%.
6. Машқлар - ўқиган, ёзган, гапирганимизнинг 50%.
7. Ишбоп ўйин, кичик гуруҳларда ишлаш, лойиҳалаш - мустақил ўқиш - ганимизнинг, таҳлил ва муҳокама қилганимизнинг, ҳимоя ва намоёиш қилганимизнинг 75%.
8. Йўналтирувчи матн, муаммоли вазият, бошқаларни ўқитиш - мус - тақил ўрганганимизнинг, таҳлил ва муҳокама қилганимизнинг, бошқаларни ўқитган нарсаларимизнинг 90%.

Юқоридаги маълумотлар шуни кўрсатадики, дарс жараёнида ноанъана -вий методлар қўлланилганда, талабаларнинг ахборотни эслаб қолиш кўрсатки -чининг энг юқори даражаси 30%ни ташкил этар экан. Ноанъанавий методлар қўлланилганда эса, талабаларнинг ахборотларни ўзлаштириш даражаси янада ортиб боради.

**ҚУЙИДА ТАЪЛИМ ЖАРАЁНИДА ФОЙДАЛАНМОҚЧИ БЎЛГАН МЕТОДЛАРНИ ТАНЛАШ ВАҚТИДА ҲИСОБГА ОЛИШ ЛОЗИМ БЎЛГАН АЙРИМ ЖИХАТЛАРНИ КЎРИБ ЧИҚАМИЗ.**

**ҲАР ҚАНДАЙ ТАЪЛИМНИНГ МАҚСАДИ - БИЛИМНИ ҲАМДА УНИ АМАЛДА ҚЎЛЛАЙ БИЛИШ КЎНИКМАЛАРИ ВА МАЛАКАЛАРИНИ ШАКЛЛАНТИРИШ, ШУНГА ЗАРУР ШАХС СИФАТЛАРИ ВА КЎРСАТМАЛАРНИ ИШЛАБ ЧИҚИШДИР.**

**ЎҚУВ ФАОЛИЯТИ ҲАРАКАТИДА МАҚСАДНИНГ БАРЧА КОМПОНЕНТЛАРИ АМАЛГА ОШАР ЭКАН, ТУРЛИ МЕТОДЛАРНИ БИРГАЛИКДА ҚЎЛЛАШ ЗАРУР. ШУНИНГ УЧУН, МЕТОД ТАНЛАШДА ЭНГ АСОСИЙ ОМИЛ БЎЛИБ, ЎҚУВ МАШҒУЛОТИНИНГ ДИДАКТИК ВАЗИФАСИ ХИЗМАТ ҚИЛАДИ.**

| <b>ЎҚУВ<br/>МАҚСАДИ</b>      | <b>МЕТОДЛАР</b>                                                                                                                                             |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>БИЛИМ</b>                 | <b>МАЪРУЗА, НАМОЙИШ, ВИДЕОУСУЛ, БАҲС - МУНОЗАРА, АҚЛИЙ ХУЖУМ, КИЧИК ГУРУҲЛАРДА ИШЛАШ, ИШБОП ЎЙИН, РОЛЛИ ЎЙИН, МУАММОЛИ ВАЗИЯТ, ЛОЙИҲАЛАШ, ДАВРА СУҲБАТИ</b> |
| <b>КЎНИКМА ВА<br/>МАЛАКА</b> | <b>ЛАБОРАТОРИЯ ИШЛАРИ, АМАЛИЙ МАШҚЛАР, ТЎРТ ПОҒОНАЛИ МЕТОД, ИШБОП ЎЙИН, РОЛЛИ ЎЙИН, МУАММОЛИ ВАЗИЯТ, ЛОЙИҲАЛАШ, ЙЎНАЛТИРУВЧИ МАТН</b>                       |

**МЕТОД ТАНЛАШ НАФАҚАТ ЎҚУВ МАҚСАДИДАН, БАЛКИ ЎҚУВ МАТЕРИАЛ МАЗМУНИГА ВА БУ ФАННИНГ МУРАККАБЛИГИГА БОҒЛИҚ. БУНДАН ТАШҚАРИ МЕТОДЛАРНИ ТАНЛАШДА ТАЛАБАЛАРНИНГ СОНИ, УЛАРНИНГ ЎҚУВ ИМКОНияТЛАРИ, ТАЪЛИМНИНГ ДАВОМИЙЛИГИ, ЎҚУВ-МОДДИЙ ШАРОИТЛАР ВА ЎҚИТУВЧИНИНГ МАҲОРАТИГА БОҒЛИҚ.**

## **2. АҚЛИЙ ХУЖУМ МЕТОДИ**

**Ақлий хужум -** ғояларни генерация (ишлаб чиқиш) қилиш методидир. «Ақлий хужум» методи бирор муаммони ечишда талабалар томонидан билди - рилган эркин фикр ва мулоҳазаларни тўплаб, улар орқали маълум бир ечимга келинадиган энг самарали методдир. Ақлий хужум методининг ёзма ва оғзаки шакллари мавжуд. Оғзаки шаклида ўқитувчи томонидан берилган саволга талабаларнинг ҳар бири ўз фикрини оғзаки билдиради. Талабалар ўз жавобларини аниқ ва қисқа тарзда баён этадилар. Ёзма шаклида эса берилган саволга талаба - лар ўз жавобларини қоғоз карточкаларга қисқа ва барчага кўринарли тарзда ёзадилар. Жавоблар доскага (магнитлар ёрдамида) ёки «пинборд» доскасига (игналар ёрдамида) маҳкамланади. «Ақлий хужум» методининг ёзма шаклида жавобларни маълум белгилар бўйича гуруҳлаб чиқиш имконияти мавжуддир. Ушбу метод тўғри ва ижобий қўлланилганда шахсни эркин, ижодий ва но - стандарт фикрлашга ўргатади.

Ақлий хужум методидан фойдаланилганда талабаларнинг барчасини жалб этиш имконияти бўлади, шу жумладан талабаларда мулоқот қилиш ва мунозара олиб бориш маданияти шаклланади. Талабалар ўз фикрини фақат оғзаки эмас, балки ёзма равишда баён этиш маҳорати, мантикий ва тизимли фикр юритиш кўникмаси ривожланади. Билдирилган фикрлар баҳоланмаслиги талабаларда турли ғоялар шаклланишига олиб келади. Бу метод талабаларда ижодий тафаккурни ривожлантириш учун хизмат қилади.

**Вазифаси.** “Ақлий хужум” қийин вазиятлардан қутулиш чораларини топишга, муаммони кўриш чегарасини кенгайтиришга, фикрлаш бир хилли - лигини йўқотишга ва кенг доирада тафаккурлашга имкон беради. Энг асосийси, муаммони ечиш жараёнида курашиш муҳитидан ижодий ҳамкорлик кайфиятига ўтилади ва гуруҳ янада жипслашади.

**Объекти.** Қўлланиш мақсадига кўра бу метод универсал ҳисобланиб тадқиқотчиликда (янги муаммони ечишга имкон яратади), ўқитиш жараёнида (ўқув материалларини тезкор ўзлаштиришга қаратилади), ривожлантиришда (ўз-ўзини бир мунча самарали бошқариш асосида фаол фикрлашни шаклланти - ради) асқотади.

**Қўлланиш усули.** “Ақлий хужум” иштирокчилари олдида қўйилган муаммо бўйича ҳар қандай мулоҳаза ва таклифларни билдиришлари мумкин. Айтилган фикрлар ёзиб борилди ва уларнинг муаллифлари ўз фикрларини қай - тадан хотирасида тиклаш имкониятига эга бўлди. Метод самараси фикрлар хилма-хиллиги билан тавсифланди ва хужум давомида улар танқид қилин - майди, қайтадан ифодаланмайди. Ақлий хужум тугагач, муҳимлик жихатига кўра энг яхши таклифлар генерацияланади ва муаммони ечиш учун зарурлари танланади.

«Ақлий хужум» методи ўқитувчи томонидан қўйилган мақсадга қараб амалга оширилади:

1. Талабаларнинг бошланғич билимларини аниқлаш мақсад қилиб қўйилганда, бу метод дарснинг мавзуга кириш қисмида амалга оширилади.
2. Мавзуни такрорлаш ёки бир мавзуни кейинги мавзу билан боғлаш мақсад қилиб қўйилганда - янги мавзуга ўтиш қисмида амалга оширилади.
3. Ўтилган мавзуни мустаҳкамлаш мақсад қилиб қўйилганда - мавзудан сўнг, дарснинг мустаҳкамлаш қисмида амалга оширилади.

#### **«Ақлий хужум» методининг афзаллик томонлари:**

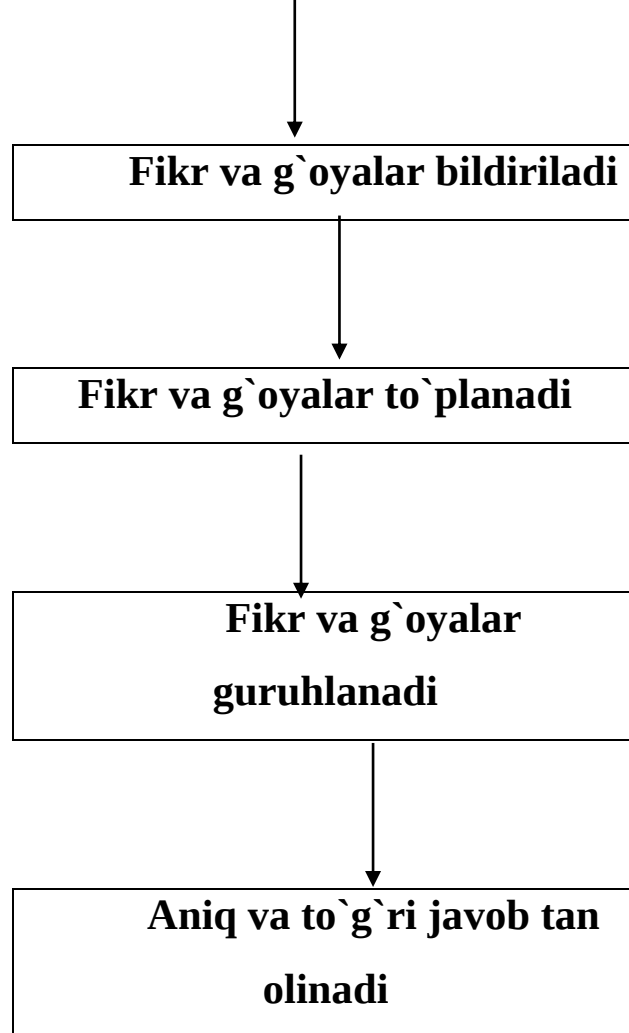
- натижалар баҳоланмаслиги талабаларни турли фикр-ғояларнинг шакл - ланишига олиб келади;
- талабаларнинг барчаси иштирок этади;
- фикр-ғоялар визуаллаштирилиб борилади;
- талабаларнинг бошланғич билимларини текшириб кўриш имконияти мавжуд;
- талабаларда мавзуга қизиқиш уйғотиш мумкин.

#### **«Ақлий хужум» методининг камчилик томонлари:**

- ўқитувчи томонидан саволни тўғри қўя олмаслик;
- ўқитувчидан юқори даражада эшитиш қобилиятининг талаб этилиши.

#### **«Ақлий хужум» методининг таркибий тузилмаси**

|                                |
|--------------------------------|
| <b>Muammoli savol beriladi</b> |
|--------------------------------|



**«Ақлий хужум» методининг босқичлари:**

1. Талабаларга савол ташланади ва уларга шу савол бўйича ўз жавобларини (фикр, мулоҳаза) билдиришларини сўралади;
2. Талабалар савол бўйича ўз фикр-мулоҳазаларини билдиришади;
3. Талабаларнинг фикр-ғоялари (магнитофонга, видеотасмага, рангли қоғозларга ёки доскага) тўпланади;
4. Фикр-ғоялар маълум белгилар бўйича гуруҳланади;
5. Юқорида қўйилган саволга аниқ ва тўғри жавоб танлаб олинади.

**«Ақлий хужум» методини қўллашдаги асосий қоидалар:**

- а) Билдирилган фикр-ғоялар муҳокама қилинмайди ва баҳоланмайди.
- б) Билдирилган ҳар қандай фикр-ғоялар, улар ҳатто тўғри бўлмаса ҳам инобатга олинади.
- в) Билдирилган фикр-ғояларни тўлдириш ва янада кенгайтириш мумкин.

### **3. Ўйинли ўқитиш технологияси**

Меҳнат ва ўқиш билан бир қаторда ўйин ҳам инсон фаолиятининг энг асосий турларидан биридир. Ўйиннинг структураси ўз ичига қуйидаги

босқич -ларни олади:

- мақсадларни қўйиш.
- режалаштириш.
- амалга ошириш (мақсадни).
- натижани таҳлил қилиш.

Ўйинли фаолиятнинг мотивацияси энг ихтиёрийлиги, танлаш имконияти ва мусобақа элементларининг борлиги, эҳтиёжларни қондириш, ўзини англаш ва ўзини сафарбар қилиш билан таъминланади.

### **Ўйин структурасига қуйидаги жараёнлар киради:**

- ўйинчилар ўзларига олган роллар,
- бу ролларни амалга ошириш воситалар сифатидаги ўйинли омил -лар,
- предметларнинг ўйинли қўлланилиши, яъни, ҳақиқий нарсаларни ўйинли шартлари билан алмаштириш,
- Ўйинчилар орасидаги реал муносабатлар,
- Сюжет (мазмун) - ўйинда кўрсатилаётган ҳақиқий аҳвол.

### **Кўпчилик ўйинлар учун қуйидаги хусусиятлар хос:**

- Фақатгина талабанинг хоҳиши билан амалга ошириладиган эркин ривожланувчи фаолият. Талаба фақат натижадан эмас, балки, ўша жараёндан завқ олади.
- Бу фаолиятнинг ижодий, кўпроқ инпровизицион, фаол характер - лиги.
- Фаолиятнинг руҳий жиҳатдан юқорилиги, рақобат, мусобақалаш (руҳий зўриқиш).
- Бевосита ва бил восита қоидаларнинг мавжудлиги - уларнинг ўйин- нинг мазмунини акс эттиради, унинг мантикий ва вақт бўйича кет -ма-кетлигини аниқлаб беради.

### **Ўйинлар қуйидаги функцияларни бажаради:**

1. Ижтимоийлаштириш функцияси. Ўйин талабани ижтимоий муноса - батлар тизимида қўшилиш учун кучли воситадир.
2. Миллатлараро коммуникация функцияси. Ўйин талабага умуминсоний қадриятлар, бошқа миллатларнинг маданиятини

ўзлаштириш имкони -ни беради. Чунки ўйинлар миллий ва шу билан бир вақтда интерна -ционал ва миллатлараро.

3. Ўйинда талабани ўзини намоён қилиш функцияси, яъни ўйин инсон амалиётининг палигони сифатида.

4. Комуникативлик функцияси .

5. Диагностик функцияси.

Ўйин педагогга талабаларга турли хил қобилиятларни (ақлий, руҳий ва ижодий ва ҳ.к.) аниқлашга ёрдам беради.

6. Ўйиннинг терапевтлик функцияси. У талабанинг ҳуқида, муаммосида ва ўқишда пайдо бўладиган турли хилдаги қийинчиликларни енгиш воситаси сифатида фойдаланишда намоён бўлади.

7. Тузатиш (коррекция) функцияси. Талабанинг шахсий структураси кўрсаткичлари ижобий ўзгаришлар қўшимчалар киритиш.

8. Кўнгилочар функцияси.

**Ўйинли педагогик технологиялар.** Ўйин ўқитиш методи, бош авлод -нинг тажрибасини кичикларга узатиш сифатида қадимдан бери фойдаланиб келган. Ўйинлар ҳалқ педагогикасида - мактабгача ёшдаги ва мактабдан ташқа - ри муассасаларда кенг қўлланилади. Яқин вақтларгача ўқув жараёнида ўйин -лардан фойдаланиш анча пайтгача чекланган эди.

Ўйинли технологияни ўйин муҳити аниқлаб беради. Ўқув жараёнида ишбилармонлик ўйинларининг турли модификацияларидан фойдаланилади:

- Иммитацион ўйинлар - машғулотларда бирорта ташкилот, корхона ёки бўлимларнинг фаолиятлари иммитация қилинади.
- Оперцион ўйинлар - у аниқ махсус амалларни бажаришни машқ қилишга ёрдам беради. Бу турдаги ўйинлар ҳақиқий ҳолатни иммитация қилиган шароитларда олиб борилади.
- Ролларни бажариш ўйини - бундай ўйинларда ўзини тутиш тактикаси, бирорта шахснинг вазифа ва мажбуриятларини бажариш ўқувлари шаклланади.

Психограмма ва социограмма - бу худди театрға ўхшайди, фақатгина ижтимоий психологик, бунда вазиятни ҳис қилиш, бошқа ансонларни баҳолаш ўқувлари шаклланади.

#### 4. Жамоавий ўқитиш усули

Бу усул 1918 йилда пайдо бўлган. Педагог Рибин педагогик тажриба ўтказди. Талабалар билан индивидуал ва жуфт-жуфт бўлиб ишлар эдилар: Масала ечар эдилар, конспект қилишарди, китоблардан реферат қилишарди, шеърлар ёдлашарди, маърузалар эшитишарди, бир-бирлари ва ўқитувчи олдида ҳисобот беришарди.

Бу давр мобайнида ҳар бир талаба 3-4 йиллик ўқув курсини ўзлаштирди. Бунда талабаларнинг ривожланиши ҳайратли даражада юқори

эди. Ривож -ланмаган қишлоқ ўсмирлари 1 йилдан сўнг, мантиқли фикрлайдиган, исботлай оладиган, мунозара қила оладиган, мураккаб матнларни таҳлил қила оладиган, ҳаттоки педагогик қобилиятини намоён қила оладиган даражага етди. Бу қиш - локдан 3 та кашфиёт қилинди:

- 1-марта маҳаллий ва хорижий педагогикада йил давомида ин - тенсив равишда ўқув фаолият амалга оширилди. Унда ўзгарув -чан жуфтлик ва микро гуруҳ бўлиб, иш олиб боришди.
- Ўқув тарбиявий ишнинг янги технологияси ишлаб чиқилди ва апробациядан ўтказилди (синаб кўрилди).
- 1-марта турли ёшдаги ўз-ўзини ўқитувчи ўқув жамоаси тузилди.

Ўқитишнинг бундай усули замондошлар томонидан яхши қабул қилинмади.

### **Жамоа бўлиб ўқитишнинг долзарблиги.**

Ушбу педагогик технологияларнинг долзарблиги шундаки, у тўпланиб қолган муаммоларни ва замонавий таълимнинг зиддиятларини очишга йўл беради.

Анъанавий таълимда юз бераётган кризисни барча педагоглар тан олади.

### **У қуйидаги зиддиятларда яққол кўринади:**

1. Талабаларни ўқитиш мотивацияси ва рағбатлантириш орасидаги зиддият. Ўқитувчилар талабаларни ўқишмаяпти деб шикоят қилишади, талабалар эса, ўқишнинг зерикарлилиги, бир хиллиги ва кучи етмаслигига шикоят қилишади. Жамоавий ўқитиш эса, ўқитувчилардаги мотивацияни ҳамкорлик асосида шаклланади ва ривожланади.
2. Ўқитувчи янги мавзунини тушунтиради, қолганлар эшитади. Бу бутун дарс давомида давом этиши мумкин. Жамоа билан ўқитиш эса ҳар бир талабани дарс давомида фаол ишлашга ундайди.
3. Психологик комфорт ва дискомфорт ўртасидаги зиддият. Оддий классик дарсда педагог 1соат 20 минут давомида бутун аудиторияни ўз қўлида ушлаб туриши керак. Жамоавий ўқитиш усули эса, мажбурли бўлмаган ва қизиқарли мулоқот учун, шароит яратади.
4. Тарбия ва ўқитиш орасидаги зиддият. Оддий дарсда талабаларнинг ўзаро тарбиявий таъсири ўқитувчи томонидан “гаплашманг”, “ўргатманг” деган сўзлар билан чегаралаб қўйишади. Жамоавий ўқитишда эса аксинча: “Суҳбатлашинг”, “Тўғирланг”, “бир-бирингизни баҳоланг” деган сўзлар ишлатилади.
5. Индивидуал ривожланиш билан ўқитиш стандартлари орасидаги зиддият: 1 сентябрда аудиторияга 30 та талаба келди ва 1 июнгача уларнинг ҳаммаси курсдан-курсга ўтиши керак. Ривин буни пода ўтиш деб атаган.

Жамоавий ўқитишда эса, талаба аудиторияга истаган вақтда келиши мумкин ва имтҳонни ҳам истаган вақтда топшириши мумкин.

### **Жамоавий ўқитиш усуллариининг методикаси.**

Жамоавий ўқитиш усуллари қуйидаги тамойилларга риоя қилишни талаб қилади:

1. Ўзгариб турадиган талабалар жуфтлиги бўлиши;
2. Уларнинг бир-бирини ўқитиши;
3. Ўзаро назорат;
4. Ўзаро бошқарув.

## **5. Кичик гуруҳларда ишлаш методи**

Кичик гуруҳларда ишлаш талабаларнинг дарсда фаоллигини таъминлай - ди, ҳар бири учун мунозарада қатнашиш ҳуқуқини беради, бир-биридан ауди -торияда ўрганишга имкони туғилди, бошқалар фикрини кадрлашга ўргатади.

### **Қўлланиш усули.**

**1. Фаолиятни танлаш.** Мавзуга оид муаммо шундай танланадики, нати - жада талабалар уни ўрганиш (бажариш) учун ижодий фаолият кўрсатишлари зарур бўлади ва вазифалар белгилаб олинади.

**2. Зарурий асос яратиш.** Талабалар кичик гуруҳ ишида қатнашишлари учун танланган фаолият бўйича баъзи билим, кўникма ва малакаларни олдин -дан эгаллаган бўлишлари керак.

**3. Гуруҳни шакллантириш.** Одатда ҳар бир гуруҳда 3-5 талаба бўлади (эҳтимол, кам ёки кўп бўлиши мумкин). Агар гуруҳда ишлаш у ёки бу ёзма хужжат тайёрлашни талаб этса, яхшиси 2-3 кишили гуруҳ тузилгани маъқул. Гуруҳ ўлчови масаланинг муҳимлиги, аудиториядаги талабалар сони, талаба -ларнинг бир-бири билан конструктив ҳолатда ўзаро ҳаракатига боғлиқ ҳолда ўзгаради. Энг яхшиси, “тетроген” гуруҳ ташкил этишидир (жинси, ўзлаштириш даражаси ва бошқа белгилар асосида). Гуруҳда ишлаш талабалар ўртасида ва -зифаларни аниқ тақсимлашга таянади (мисол учун, бир талаба мунозарани бошқаради, иккинчиси ёзиб боради, учинчиси спикер (сардор) ролини ўтайди ва ҳоказо). Аудиторияни гуруҳларга ажратиш, хоҳиш бўйича ёки ҳисоб бўйича амалга оширилади.

**4. Аниқ йўл-йўриқлар кўрсатиш.** Талабаларга фаолиятни бажариш бўйича аниқ ва ҳажм жихатдан кўп бўлмаган тушунтириш берилади. Ўқитувчи гуруҳларининг ишлаш тезлиги турлича бўлишини инобатга олган ҳолда вақт чегарасини айтади. Гуруҳлар керакли материаллар ва ахборотлар билан таъминланади. Талабалар гуруҳда ишни бошлашлари учун вазифаларини аниқ тушуниб етганлиги текшириб кўрилади.

**5. Қўллаб қувватлаш ва йўналтириш.** Ўқитувчи зарурат туғилса гуруҳлар ёнига навбатма-навбат келиб тўғри йўналишда ишлаётганлигини қайд этади ёки уларга ёрдам беради, гуруҳларга таъзийк ўтказилмайди.

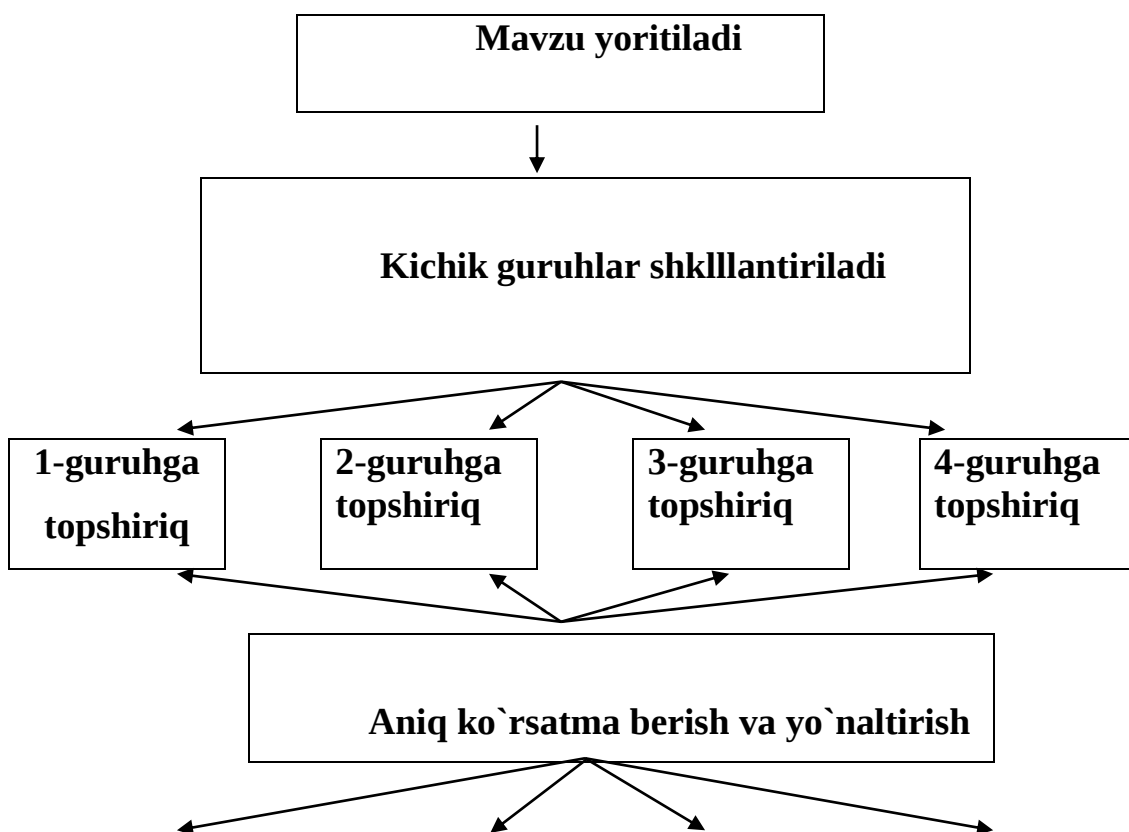
**6. Муҳокама қилиш ва баҳолаш.** Гуруҳларда иш якунлангач, улар натижалари бўйича ахборот берадилар. Бунинг учун ҳар бир гуруҳ ўз сардорини белгилайди. Зарурат туғилса, фаолият натижалари бўйича билдирилган фикрлар ўқитувчи томонидан ёзилиб борилади. Муҳими, гуруҳнинг ечимининг асосланишини аниқлаштириб олишди. Агар вақт етарлича бўлса, у ёки бу фикрни аргументлашда гуруҳлар бир-бирига савол ҳам беришлари мумкин. Кичик гуруҳларда ишлаш натижалари ўқитувчи томонидан баҳоланади. Бунда фаолиятни тўғри ва аниқ бажариш, вақт сарфи асосий мезон ҳисобланади.

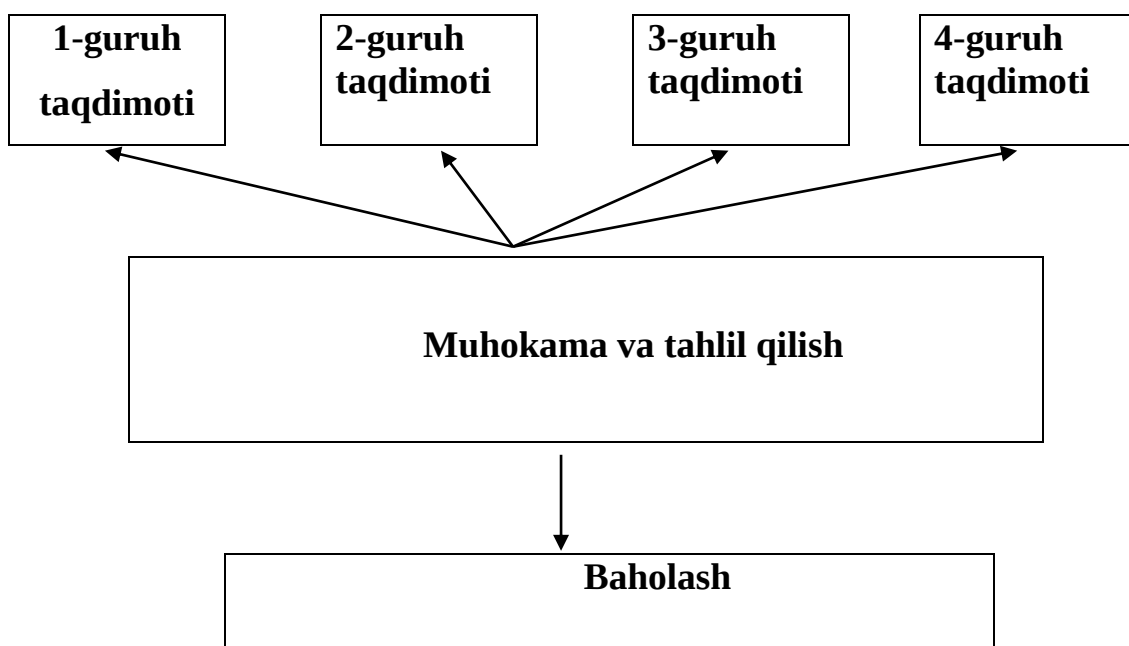
Ушбу метод қўлланилганда талаба кичик гуруҳларда ишлаб, дарсда фаол иштирок этиш ҳуқуқига, бошловчи ролида бўлишга, бир-биридан ўрганишга ва турли нуқтаи назарларни қадрлаш имконига эга бўлади.

Кичик гуруҳларда ишлаш методи қўлланилганда ўқитувчи бошқа ноанъанавий методларга қараганда вақтни тежаш имкониятига эга бўлади.

Чунки ўқитувчи бир вақтнинг ўзида барча талабаларни мавзуга жалб эта олади ва баҳолай олади.

#### «Кичик гуруҳларда ишлаш» методининг таркибий тузилмаси





### **Кичик гуруҳларда ишлаш» методининг афзаллиги:**

- ўқитиш мазмунини яхши ўзлаштиришга олиб келади;
- мулоқотга киришиш кўникмасининг такомиллашишига олиб келади;
- вақтни тежаш имконияти мавжуд;
- барча талабалар жалб этилади;
- ўз-ўзини ва гуруҳлараро баҳолаш имконияти мавжуд бўлади.

### **«Кичик гуруҳларда ишлаш» методининг камчиликлари:**

- кучсиз талабалар бўлганлиги сабабли кучли талабаларнинг ҳам паст баҳо олиш эҳтимоли бор;
- барча талабаларни назорат қилиш имконияти паст бўлади;
- гуруҳлараро ўзаро салбий рақобатлар пайдо бўлиб қолиши мумкин.
- гуруҳ ичида ўзаро низо пайдо бўлиши мумкин.

### **«Кичик гуруҳларда ишлаш» методини қўллаш босқичлари:**

1. Фаолият йўналиши аниқланади. Муаммодан бир-бирига боғлиқ бўлган масалалар белгиланади.
2. Кичик гуруҳлар белгиланади. Талабалар гуруҳларга 3-5 кишидан бўлинишлари мумкин.
3. Кичик гуруҳлар топшириқни бажаришга киришадилар.

4. Ўқитувчи томонидан аниқ кўрсатмалар берилади ва ўқитувчи томонидан йўналтириб турилади.
5. Кичик гуруҳлар тақдимот қиладилар.
6. Бажарилган топшириқлар муҳокама ва таҳлил қилинади.
7. Кичик гуруҳлар баҳоланади.

### ХУЛОСА

Юқорида билдирилган фикр мулоҳазалардан шундай хулосаларга келиш мумкин:

1. Таълим жараёни самарадорлигини ошириш, таълим олувчиларнинг мустахкам назарий билим, фаолият, кўникма ва малакаларини шакллантириш, уларни касбий маҳоратга айланишини таъминлаш мақсадида ўқитиш жараёнида янги педагогик технологиядан фойдаланиш давр тақозоси ҳамда ижтимоий зарурият сифатида кун тартибига қўйилмоқда.

2. Таълим жараёнига янги педагогик технологияни тадбиқ этиш кадрлар тайёрлашга йўналтирилган умумий жараён мазмунининг сифат жиҳатдан ўзгаришини таъминлайди.

3. Янги педагогик технология назарияси ғояларидан фойдаланиш асосида ташкил этилган таълим жараёни баркамол шахс ва малакали мутахассисни тарбиялаш борасидаги ижтимоий буюртманинг бажарилиш ҳолатининг сифат кўрсаткичига эга бўлишига олиб келади.

4. Баркамол шахс ва малакали мутахассисларнинг ижтимоий ишлаб чиқариш жараёнидаги фаолиятлари ҳамда уларнинг самараси ижтимоий тараққиётнинг тезлашувига олиб келади.

### GLOSSARY

Список изучаемых слов:

*Received Pronunciation* - Литературное произношение UK

*General American* - Литературное произношение USA

*the lungs* – лёгкие

*the trachea* - трахея

*the glottal cavity* – гортань

*the vocal cords* – голосовые связки

*the glottis* - голосовая щель

*tone or voice* - музыкальный тон или голос

*the pharyngeal cavity* – фарингальная полость

*the mouth cavity* – ротовая полость

*the nasal cavity* - носовая полость

*the soft palate* - мягкое нёбо

*oral* - ротовой звук

*nasal* – носовой звук

*the tip* - кончик языка

*the front edge* – передний край языка

*the front part* – передняя часть языка

*the middle part* - средняя часть языка

*the back part* - задняя часть языка

*the alveolar ridge* - альвеолярная дуга

*the hard palate* – твёрдое нёбо

*the soft palate* - мягкое нёбо

*the upper and lower teeth* - верхние и нижние зубы  
*the upper and lower lips* - верхние и нижние губы  
*the lower jaw* – нижняя челюсть  
*the (pre)dorsal surface* - предорсальная поверхность  
*the bulk of the tongue* – основная часть языка  
*the phoneme* – фонема  
*the allophone* - аллофон  
*vowel* - гласный звук  
*consonant* – согласный звук  
*monophthong* – монофтонг  
*diphthong* - дифтонг  
*nucleus* - ядро дифтонга  
*glide* - скольжение  
*diphthongoid* – дифтонгоид [i:], [u:]  
*front vowels* - гласные переднего ряда  
*front retracted vowels* - передние оттянутые назад гласные  
*back vowels* - гласные заднего ряда  
*mixed = central vowels* – гласные смешанного ряда = центральные  
*high vowels* - высокие гласные  
*mid vowels* - средние гласные  
*low vowels* - низкие гласные  
*tense vowels* - напряженные гласные  
*lax vowels* - ненапряженные гласные  
*long vowels* - долгие гласные  
*short vowels* - краткие гласные  
*neutral vowels* - нейтральные гласные  
*spread vowels* - растянутые гласные  
*rounded vowels* - округленные гласные  
*labial consonants* - губные согласные  
*lingual consonants* - язычные согласные  
*glottal consonants* - гортанные согласный (h)  
*bilabial consonants* - губно-губные согласные  
*labiodental consonants* - губно-зубные согласные  
*forelingual consonants* - переднеязычные согласные  
*predorsal dental* – предорсально-зубные согласные  
*interdental consonants* - межзубные согласные  
*apical alveolar* - апекально-альвеолярные согласные [t], [d], [n], [l], [s], [z]...  
*cacuminal post-alveolar* – какуминально-заальвеолярный согласный  
*mediolingual consonants* - среднеязычные согласные  
*dorsal palatal* - дорсально-палатальный согласный  
*backlingual consonants* - заднеязычные (велярные) согласные  
*occlusive consonants* - смычные согласные  
*constrictive consonants* - щелевые согласные  
*non-sonorous* – шумные согласные  
*sonants* – сонанты  
*plosive consonants* - взрывные согласные  
*affricates* – аффрикаты  
*fricatives consonants* - фрикативные согласные  
*nasal consonants* - носовые согласные  
*medial sonants* - срединные сонанты  
*lateral sonants* - боковые сонанты

*unicentral consonants* - однофокусные согласные  
*bicentral consonants* - двухфокусные согласные  
*middle secondary focus* – второй средний фокус  
*back secondary focus* - второй задний фокус  
*voiced consonants* - звонкие согласные  
*voiceless consonants* - глухие согласные  
*fortis consonants* - сильные согласные (глухие)  
*lenis consonants* - слабые согласные (звонкие)  
*glottal stop* – твердый приступ  
*aspiration* – аспирация  
*palatalisation* - смягчение, палатализация [s-in]  
*sense-group* - синтагма  
*terminal tone* - терминальный тон  
*scale = body* - шкала синтагмы  
*prehead* - предшкала синтагмы  
*tail* - зашкала синтагмы  
*low fall* - низкий нисходящий терминальный тон  
*word stress* – словесное ударение  
*low rise* - низкий восходящий терминальный тон  
*gradually descending stepping scale* - нисходящая ступенчатая шкала  
*sentence stress* - фразовое ударение  
*high fall* – высокий нисходящий терминальный тон  
*the upbroken descending scale* - постепенно нисходящая шкала  
*uplifted stress = special rise* - специальный подъем  
*reduction* - редукция  
*qualitative reduction* – качественная редукция  
*quantitative reduction* – количественная редукция  
*complete reduction* - полная редукция  
*assimilation* - ассимиляция  
*progressive assimilation* - прогрессивная ассимиляция  
*regressive assimilation* - регрессивная ассимиляция  
*reciprocal assimilation* - взаимная ассимиляция  
*the communicative center* - коммуникативный центр высказывания  
*sibilant* – свистящий или шипящий звук, сибилант  
*closure* – приступ (экскурсия)  
*stop* – выдержка  
*plosion* - отступ (рекурсия)  
*loss of plosion* - потеря взрыва  
*incomplete plosion* – неполный взрыв  
*linking [r]* - связующий звук  
*lateral plosion* - боковой (латеральный) взрыв – middle  
*nasal plosion* - носовой взрыв – button  
*fall rise* - нисходяще-восходящий терминальный тон

### Фонетика и фонология

Основные понятия

Речевой звук • Речевой поток • Сегментация •  
 Артикуляционный аппарат • Фонация •  
 Фонетика • Артикуляция • Место образования согласных •  
 Способ образования • Форманта • Гласные •  
 Согласные • Ударение • Тон • Интонация • Слог •

|                          |                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                          | <u>Мора</u> • <u>МФА</u> • <u>Фонетическая транскрипция</u> • <u>Универсальные фонетические классификации</u>                                                                                                                                                                                                                                            |
| Фонология                | <u>Фонема</u> • <u>Оппозиция</u> • <u>Позиция</u> • <u>Нейтрализация</u> • <u>Дифференциальный признак</u> • <u>Минимальная пара</u> • <u>Фонологизация</u> • <u>Аллофон</u> • <u>Вариант фонемы</u> • <u>Вариация фонемы</u> • <u>Архифонема</u> • <u>Гиперфонема</u> • <u>Чередование</u> • <u>Фонематическая транскрипция</u>                         |
| Персоналии               | <u>И. А. Бодуэн де Куртенэ</u> • <u>Н. С. Трубецкой</u> • <u>Л. В. Щерба</u> • <u>Л. Р. Зиндер</u> • <u>М. И. Матусевич</u> • <u>Л. В. Бондарко</u> • <u>В. Б. Касевич</u> • <u>Р. И. Аванесов</u> • <u>В. Н. Сидоров</u> • <u>А. А. Реформатский</u> • <u>М. В. Панов</u> • <u>Р. О. Якобсон</u> • <u>Н. Хомский</u> • <u>М. Халле</u> • <u>Г. Фант</u> |
| Фонологические концепции | <u>Казанская лингвистическая школа</u> • <u>Фонологическая концепция Н. С. Трубецкого</u> • <u>Петербургская фонологическая школа</u> • <u>Московская фонологическая школа</u> • <u>Фонологическая концепция Р. И. Аванесова</u> • <u>Фонологическая концепция М. В. Панова</u> • <u>Порождающая фонология</u>                                           |
| Разделы и дисциплины     | <u>Артикуляционная фонетика</u> • <u>Акустическая фонетика</u> • <u>Перцептивная фонетика</u> • <u>Просодия</u> • <u>Акцентология</u> • <u>Орфоэпия</u> • <u>Экстранормальная фонетика</u>                                                                                                                                                               |

