MINISTRY OF THE HIGHER AND SECONDARY SPECIAL
EDUCATION OF THE REPUBLIC OF UZBEKISTAN
SAMARKAND STATE INSTITUTE OF FOREIGN LANGUAGES

Report

Phonetics and its connections with social sciences

Philology and learning language (The English language)

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Samarkand – 2016

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Introduction

It is known that the realizing selfness, national consciousness and expression of thought, mental-spiritual dependence between generations are appeared according to the language. The main objective of all our reforms in the field of economic policy is the individual. Therefore the tasks of education, the task of raising up a new generation capable of national renaissance will remain the prerogative of the state constitute a priority. At present great importance is attached to the study and teaching of foreign languages. As our President I. A. Karimov said: “Today it’s difficult to revalue the importance of knowing foreign languages for our country, as our people see their great prosperous future in the cooperation with foreign partners.” That’s why knowing foreign languages has become very important today. Under the notion “knowledge” we understand not only practical but theoretical basis too.

The report is based on learning the variation problems in English language. As linguistics developed in the 20th century, the notion became prevalent that language is more than speech-specifically, that it is an abstract system of interrelationships shared by members of a speech community. The main basic ideas of our phonetic system have been to show how phonological features influenced to English and formed new phonetic expressions in English. During writing of this course paper, we have done our best to deal with some difficult problems. The field of Native American languages is so vast, the historical research so demanding, and the determination of vocabulary origins so complex that I more than once gave up in hopelessness. But the fascination of the topic and the need for writing this report drew us back. The following is an explanation of the principles that have finally formed our research. English is an international language, spoken in many countries both as a native and as a second or foreign language. It is taught in the schools in almost every country on this earth. It is a living and vibrant language spoken by over 300 million people as their native language. Millions more speak it as an additional language. First of all, let us define the problems which students face nowadays. Generally the number of

students comes across with the problems of phonetics. Why is it such a big problem? Let us speak of this problem. In order to get a full insight into language, one has to consider its organization, its mechanism, or, as is accepted to term, its structure and system. Structure is sometimes related to the elements, forms, constructions of language and their meanings. System is referred to as one complex unity of interrelated and interconnected elements, while structure represents inner relations between the elements, or the inner organization of the complex unity.

Phonetics as a branch of linguistics

We begin our study of language by examining the inventory, 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. The phonetician investigates the phonemes and their allophones, the syllabic structure the distribution of stress, and intonation. He is interested in the sounds that are produced by the human speech-organs insofar as these sounds have a role in language. Let us refer to this limited range of sounds as the phonic medium and to individual sounds within that range as speech-sounds. We may now define phonetics as the study of the phonic medium. Phonetics is the study of the way humans make, transmit, and receive speech sounds. 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.

Phonetics is a basic branch of linguistics. Neither linguistic theory nor linguistic practice can do without phonetics. No kind of linguistic study can be made without constant consideration of the material on the expression level.

Phonetics is concerned with the sound component of communication.

The origin of the word is a Greek “phona” – a sound, a voice.

Phonetics is concerned with human noises, the way men may transmit and receive sounds in the process of communication.

We study only those sounds that bring organized information, i.e. meaningful sounds. They are the objects of the specific interest.

Analysis:

the nature |

the function | of a sound

the combination |

Phonetics is one of the fundamental branches of linguistic. It's very important in the study of a language, because neither grammar nor lexics can exist without the phonetic form. All these phenomena are expressed phonetically. It follows from this that phonetics is a basic branch of linguistics. Neither linguistic theory nor the linguistic description can do without phonetics.

Phonetics was known to ancient Greeks, where the theory of public speech and phonetic delivery were important.

As an independent discipline has been known since the 19-th century. Most investigation was done in the 20-th century. Phonetics used to be a part of grammar. In the 20-th century phonetics has become very important.

General phonetics – общая фонетика (studies phonetic laws, problems and principles in any language/ common of all phonetics/ general for any language)

Special phonetics – частная фонетика (English theoretical phonetics vs. Russian –||- and etc. Studies phonetics of a particular languages/ compares it to other languages). Our theme is English phonetics.

We call it the chain of events which takes places when one person is speaking and the other one is listening.

The process of speech production is realized in the folowing scheme:

the message is formed and incoded in the brain of the speaker (linguistic/ psychological level) it is transmitted to the organs of speech and some sounds are articulated (physiological stage) the movement of the organs of speech produces sound waves (physical/ acoustic stage) the sound waves are perceived, identified and decoded by the listener (*NB* stages 4 and 5 in the picture)

The reason is that each of these stages correlate to different branches of phonetics (is studied by a particular branch…): articulation phonetics studies the mechanisms of speech production;

acoustic phonetics is concerned with the physical characteristics of speech sounds and uses special techniques to measure these sounds;

auditory phonetics studies the perception of speech;

the linguistic interpretation is given by phonology.

Phonology studies the system of sounds units (фонетические единицы) and their function. Phonology is quite a controversial subject, because some schools think that it's a separate discipline. But we observe it as a part of Phonetics:

Phonetics stands for physical aspect, Phonology stands for the meaning of a word. Phonetics focuses on the physical characteristic of a sound, and phonology – on its meaning.Phonetics studies:

- the sound system;
- syllabic structure;
- word-stress;
- intonation.

Segmental phonetics studies sounds, i.e. segments of speech.

Suprasegmental (сверх сегментная) phonetics studies bigger units of connected speech (words, phrases)

1.The methods of phonetic analysis

Each branch of phonetics uses its own method of investigation, which changes (develops):

- articulation phonetics uses method of direct observation, photography, cinematography, X-ray photography;
- in acoustic phonetics we use instrumental method. Two basic machines are called spectrograph and intonograph, nowadays computer software (programmes) is also used.
- in auditory phonetics we use methods of auditory/ perception analysis (marking the text).

Generally in phonetic research we combine different methods.

We distinguish between subjective, introspective methods of phonetic investigation and objective methods.

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.[6,47]

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.

Acoustic phonetics comes close to studying physics and the tools used in this field enable the investigator to measure and analyze the movement of the air in the terms of acoustics. This generally means introducing a microphone into the speech chain, converting the air movement into corresponding electrical activity and analyzing (Ксень, этословоуКрасычерез «s», но, по-моему, тут «z») the result in terms of frequency of vibration and the amplitude of vibration in relation to time. The spectra of speech sounds are investigated by means of the apparatus called the sound spectrograph. Pitch as a component of intonation can be investigated by intonograph.The acoustic aspect of speech sounds is investigated not only with the help of sound-analyzing techniques, but also by means of speech-synthesizing devices.

2. Connection with other science

Phonetics is concerned with the human noises by which the thought is actualised or given audible shape: the nature of these noises, their combinations, and their functions in relation to the meaning. Phonetics is subdivided into practical and theoretical. **Practical** or **normative** phonetics studies the substance, the material form of phonetic phenomena in relation to meaning. **Theoretical** phonetics is mainly concerned with the functioning of phonetic units in the language. Theoretical phonetics regards phonetic phenomena syn-chronically without any special attention paid to the historical development of English.

Phonetics is itself divided into two major components: **segmental** phonetics, which is concerned with individual sounds (i.e. "segments" of speech) and **suprasegmental** phonetics whose domain is the larger units of connected speech: syllables, words, phrases and texts. The way these elements of the phonetic structure of English function in the process of communication will be the main concern of this course.

The word “phonetics” is derived from the Greek word “fone’, which means “sound”. It means, that phonetics studies speech sounds. Besides phonetics studies the syllable structure of a language, word stress, intonation. 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. The phonetician investigates the phonemes and their allophones, the syllabic structure the distribution of stress, and intonation. He is interested in the sounds that are produced by the human speech-organs insofar as these sounds have a role in language. Let us refer to this limited range of sounds as the phonic medium and to individual sounds within that range as speech-sounds.

We may now define phonetics as the study of the phonic medium. Phonetics is the study of the way humans make, transmit, and receive speech sounds. 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
We know that the phonic medium can be studied from four points of view: the articulatory, the acoustic, the auditory, and the functional.

We may consider the branches of phonetics according to these aspects. Articulatory phonetics is the study of the way the vocal organs are used to produce speech sounds. Acoustic phonetics is the study of the physical properties of speech sounds. Auditory phonetics is the study of the way people perceive speech sounds. Of these three branches of phonetics, the longest established, and until recently the most highly developed, is articulatory phonetics.[1,456] For this reason, most of terms used by linguists to refer to speech-sounds are articulatory in origin.

Phoneticians are also interested in the way in which sound phenomena function in a particular language. In other words, they study the abstract side of the sounds of language. The branch of phonetics concerned with the study of the functional (linguistic) aspect of speech sounds is called phonology. By contrast with phonetics, which studies all possible sounds that the human vocal apparatus can make, phonology studies only those contrasts in sound which make differences of meaning within language.

Besides the four branches of phonetics described above, there are other divisions of the science. [10,269] We may speak of general phonetics and the phonetics of a particular language (special or descriptive phonetics). General phonetics studies all the sound-producing possibilities of the human speech apparatus and the ways they are used for purpose of communication. The phonetics of a particular language studies the contemporary phonetic system of the particular language, i.e. the system of its pronunciation, and gives a description of all the phonetic units of the language. Descriptive phonetics is based on general phonetics.

Linguists distinguish also historical phonetics whose aim is to trace and establish the successive changes in the phonetic system of a given language (or a

language family) at different stages of its development. Historical phonetics is a part of the history of language.

Closely connected with historical phonetics is comparative phonetics whose aims are to study the correlation between the phonetic systems of two or more languages and find out the correspondences between the speech sounds of kindred languages.

Phonetics can also be theoretical and practical. At the faculties of Foreign Languages in this country, two courses are introduced:

1. Practical, or normative, phonetics that studies the substance, the material form of phonetic phenomena in relation to meaning.

2. Theoretical phonetics, which is mainly concerned with the functioning of phonetic units in language.

This dichotomy is that which holds between theoretical and applied linguists. Briefly, theoretical linguistics studies language with a view to constructing theory of its structure and functions and without regard to any practical applications that the investigation of language might have. Applied linguistics has as its concerns the application of the concepts and findings of linguistics to a variety of practical tasks, including language teaching.

All the branches of phonetics are closely connected not only with one another but also with other branches of linguistics. This connection is determined by the fact that language is a system whose components are inseparably connected with one another.

Phonetics is also connected with many other sciences. Acoustic phonetics is connected with physics and mathematics. Articulatory phonetics is connected with physiology, anatomy, and anthropology. Historical phonetics is connected with general history of the people whose language is studied; it is also connected with archaeology. Phonology is connected with communication (information) theory, mathematics, and statistics.

Which sciences are connected with phonetics?

medicine

physics

psychology (pshychophonetics)

linguistics

rytorics

mathematics

statistics,

computer technologies

All the branches of phonetics are closely connected not only with one another but also with other branches of linguistics. This connection is determined by the fact that language is a system whose components are inseparably connected with one another.

Phonetics and Social Sciences

Language is not an isolated phenomenon, it's a part of society. The use of language and pronunciation in particular is determined by the social context (situation).

Sociophonetics studies the way language functions in social context. The social features/ factors we are interested in:

regional/ geographical factor

the age of the speaker

gender

social status

sphere of communication

Phonetics is necessary in:

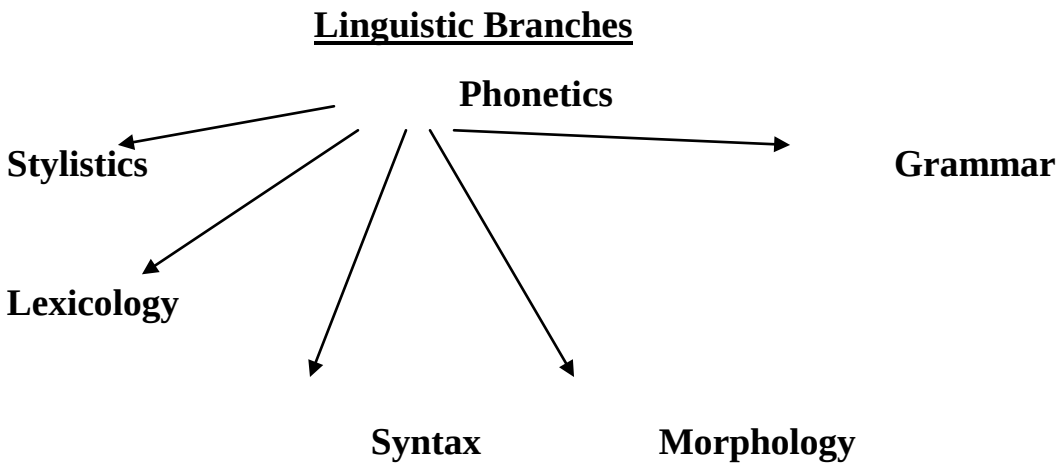
linguistics

communication engineering

foreign language teaching

rhetorical training

speech phonology treatment Communication Technology (Criminal Law)



Sociophonetics studies the ways in which pronunciation interacts with society. It is the study of the way in which phonetic structures change in response to different social functions and the deviations of what these functions are. Society here is used in its broadest sense, to cover a spectrum of phenomena to do with nationality, more restricted regional and social groups, and the specific interactions of individuals within them. Here there are innumerable facts to be discovered, even about a language as well investigated as English, concerning, for instance, the nature, of the different kinds of English pronunciation we use in different situations - when we are talking to equals, superiors or subordinates; when we are "on the job", when we are old or young; male or female; when we are trying to persuade, inform, agree or disagree and so on. We may hope that very soon sociophonetics may supply elementary information about: "who can say, what, how, using what phonetic means, to whom, when, and why?" In teaching phonetics we would consider the study of sociolinguistics to be an essential part of the explanation in the functional area of phonetic units.

Psycholinguistics as a distinct area of interest developed in the early sixties, and in its early form covered the psychological implications of an extremely broad area, from acoustic phonetics to language pathology. Nowadays no one would want to deny the existence of strong mutual bonds of interest operating between linguistics, phonetics in our case and psychology. The acquisition of language by children, the extent to which language mediates or structures thinking; the extent to which language is influenced and itself influences such things as memory, attention, recall and constraints on perception; and the extent to which language has a certain role to play in the understanding of human development; the problems of speech production are broad illustrations of such bounds.

The field of phonetics is thus becoming wider and tending to extend over the limits originally set by its purely linguistic applications. On the other hand, the growing interest in phonetics is doubtless partly due to increasing recognition of the central position of language in every line of social activity. It is important, however, that the phonetician should remain a linguist and look upon his science as

a study of the spoken form of language. It is its application to linguistic phenomenathat makes phonetics a social science in the proper sense of the word, notwithstanding its increasing need of technical methods, and in spite of its practical applications.

1. The phoneme theory

Segmental phonetics – the linguistic function of individual sounds or segments of speech.

[let] apical alveolar fortis [l]

[led] apical alveolar lenis [d]

[let them] dental [t] (assimilation)

are different in one feature, but the contrast between first 2 sounds changes the meaning.

The contrast between 1 and 3 sounds has no functional significance because it doesn't change the meaning.

In our speech we are not aware of sounds differences which don't change the meaning.

2 terms: a phoneme and an allophone

a phoneme – is a sound in its contrasting position (capable of distinguishing the meaning of a word)

an allophone – is a representation of a phoneme in a particular position/ context.

[let] – [led] phonemes

[let] - [let them] allophones

The phoneme is a minimal abstract language unit realized in speech in the ofrm of speech sounds opposable to other phonemes of the same language to distinguish the meaning of morphemes and words (by Shcerba + Vasiliev).

3 aspects of the phoneme:

1) material;

2) abstract (generalized);

Function

Let us consider the English phoneme [d]. It is occlusive, forelingual, apical, alveolar, lenis consonant. This is how it sounds in isolation or in such words as door, darn, down, etc, when it retains its typical articulatory characteristics. In this case the consonant [d] is called principal allophone. The allophones which do not undergo any distinguishable changes in speech are called principal.

Allophones that occur under influence of the neighboring sounds in different phonetic situations are called subsidiary, e.g.:

a. *deal, did* - it is slightly palatalized before front vowels

b. *bad pain, bedtime* - it is pronounced without any plosion

c. *sudden, admit* - it is pronounced with nasal plosion before [n], [m]

d. *dry* - it becomes post-alveolar followed by [r].

If we consider the production of the allophones of the phoneme above we will find out that they possess three articulatory features in common - all of them are forelingual lenis stops. Consequently, though allophones of the same phoneme possess similar articulatory features they may frequently show considerable phonetic differences.

Native speakers do not observe the difference between the allophones of the same phoneme. At the same time they realize that allophones of each phoneme possess a bundle of distinctive features that makes this phoneme functionally different from all other phonemes of the language. This functionally relevant bundle is called the invariant of the phoneme. All the allophones of the phoneme [d] instance are occlusive, forelingual, lenis. If occlusive articulation is changed for constrictive one [d] will be replaced by [z]: e. g. *breed - breeze, deal — zeal,* the articulatory features which form the invariant of the phoneme are called distinctive or relevant.

To extract relevant features of the phoneme we have to oppose it to some other phoneme in the phonetic context.

If they opposed sounds differ in one articulatory feature and this difference brings about changes in the meaning this feature is called relevant: for example,

port — *court*, [p] and [k] are consonants, occlusive, fortis; the only difference being that [p] is labial and [t] is lingual.

The articulatory features which do not serve to distinguish meaning are called non-distinctive, irrelevant or redundant. For example, it is impossible to oppose an aspirated [p^h] to a non-aspirated one in the same phonetic context to distinguish meaning.

We know that anyone who studies a foreign language makes mistakes in the articulation of sounds. L.V. Shcherba classifies the pronunciation errors as phonological and phonetic. If an allophone is replaced by an allophone of a different phoneme the mistake is called phonological. If an allophone of the phoneme is replaced by another allophone of the same phoneme the mistake is called phonetic.

The material aspect.

Each phoneme is realized in speech as a set of predictable (=depended on the context) speech sounds which are called allophones.

phoneme [t]

[to:k] apical alveolar [t] |

[tip] slightly palatalized [t] |

[not there] dental [t] | allophones

[not kwait] loss of plosion |

[trai] post-alveolar [t] |

[stei] not aspirated [t] |

The requirements to the allophones of the same phoneme:

they poses similar articulating feature, but at the same time they can show considerable phonetic differences.

they never occur in the same phonetic context

they are not capable of differentiating the meaning

2 types of allophones: principal and subsidiary

Principal are the allophones which don't undergo any changes in the flow of speech => they are the closest to the phoneme) Ex: [t] -> [to:k]

In the articulation of a subsidiary allophone we observe predictable changes under the influence of the phonetic context.

Ex: [d] – occlusive plosive stop, forelingual, apical-alveolar, voiced lenis (the phoneme)

[do:], [dog] – the principal allophones

[d] is slightly palatalized before front vowels and [j]: [ded], [did ju:]

without plosion before another stop: [gud dei], [bad pain]

with nasal plosion before nasal sonorants [m], [n]: ['s^nd]

before [l] a literal plosion: [midl]

followed by "r" – [pst alveolar [d]: [dr^m]

before interdental sounds it becomes dental: [bredth]

when followed by [w] it becomes labialized: [dwel]

in word final position it's partly devoiced: [ded]

They are all fore-lingual lenis stops, but they show some differences. The allophones of the same phoneme never occur in the same phonetic context.

We can't pronounce a phoneme, we pronounce allophones, which are accompanied by several social and personal characteristics. The actual pronounced sounds which we hear are formed with stylistic, situational, personal and etc. characteristics. They are called phones.

The Abstract aspect

The phoneme is a minimal language unit.

The phoneme belongs to the language, the allophone – to the speech.

Language is an abstract category, it's an abstraction from speech. Speech is the reality of a language, thus the phoneme as a language unit is materialized in speech sound. The phoneme is a sort of generalization (abstraction).

The process of generalization.

The native speaker doesn't pay attention to the allophones which don't change the meaning. But every native speaker has a generalized idea of a complex of distinctive features that can't be changed without changing the meaning.

The features which can't be changed without a change of meaning are called relevant (or distinctive)

The invariant of a phoneme – a native speaker's generalized variants. The invariant of a phoneme is a bundle of its distinctive features.

The functional aspect

.. to dinstinguish the meanings. Phonemes are capable of distinguishing the meaning of words and morphemes: seemed [d] ⇔ seems [z]

and changing the meanings of whole sentences:

Ex: He was heard badly. – He was hurt badly.

There is no room for you in my hut. – There is no room for you in my heart.

This function is performed when the phoneme is opposed to another phoneme in the same phonetic context: [ka:t] – [pa:t]

backlingual bilabial (relevant features)

The features that do not effect the meaning are called irrelevant features (non-distinctive). Ex: aspiration.

Distinctive features for English consonants:

place of articulation;

manner of articulation;

absence/ presence of voice

Distinctive features for English vowels:

the vowel quality: [sit] – [si:t]

monothong dipthongoid

(front-retractive) (front)

Phonetic and Phonological Mistakes:

If an allophone of some phoneme is replaced by an allophone of a different phoneme – the mistake is phonological.

If an allophone of some phoneme is replaced by another allophone of the same phoneme – the mistake is called phonetic.

The phoneme is a unity of 3 aspects: material, abstract and function.

2. Phonetic notatations

Transcription is a set of symbols which represents sounds in written form. There is an organization called IPA (International Phonetic Assosiation), and it worked out the system of symbols universal internationally: International Phonetic Alphabet (IPA).

There are 2 types of transcription: broad and narrow.

The broad variant is (*called*) phonemic and provides symbols for the phonemes. It's used in teaching.

The narrow variant is (*called*) allophonic and provides symbols for the allophones, mainly used in phonetic research: [p^h] – aspiration, seemed – [d^o] partly devoiced.

There are 2 types of broad transcription: by D.Jones and by Vasiliev.

By D.Jones: uses the same symbols for short and long vowels (he focused on the length, but it's a non-distinctive feature).

By Vasiliev: uses special symbols for all vowel phonemes.

Phoneme Theory. Part II

Main trends in the phoneme theory. The history of investigation.

The phoneme is one of the basic language units. However, by different linguistic schools it's very differently described.

The history of phonological studies.

The idea of distinguishing between the functional approach to the study of speech sounds and their material substance was first expressed by the Russian linguist Ivan Alexandrovich Бодуэн-де-Куртене (he is the founder).

in the 20-30s of the 20th century a number of phonological conceptions appeared in different countries.

Nickolai Trubetskoy (Prague Linguistic Circle)

Roman Jakobson (-||-)

The theory of these two linguists formed the classical phonology (in Europe).

In the USA at the same time the familiar theories appeared.

There were 2 famous schools in Russia: Leningrad School (Scherba, *his follower*Зиндер, Бондаренко - *woman*) and Moscow School (Avanesov, Кузнецов, Реформатский).

Among American linguists: E. Sapir – classical phonology.

All these theories are classical, traditional, static (description, classificatory character).

In the 60s of the 20th century New Phonology appeared. It was aimed to explain how speech was actually produced and understood.

This New Phonology is known as generative phonology.

N. Chomsky (an American linguist)

They tried to create dynamic models, which were aimed at establishing the sound pattern of a sentence on the basis of its semantic and grammar characteristics.

The main criterion is the approach of different linguistics to the 3 aspects of the phoneme. Some linguists exaggerated the material aspect, some – the abstract one and etc.

3 Groups of Conceptions

1) includes the conception that pay special attention to the abstract aspect. This vie is called mentalistic or psychological. According to it, the phoneme is the ideal mental image, it doesn’t exist objectively, it exists only in the mind of the

speaker. Actual speech sounds are an imperfect realization of the phoneme. These ideas were expressed by Бодуэн-де-Куртене and later developed by Sapir and others.

2) functional group conception. Because special attention is given to the ability of the phoneme to differentiate the meaning. Scholars are particularly interested in distinctive features, while non-distinctive features are often ignored.

Trubetskoy, Jakobson and Bloomfield.

The greatest achievement of these scholars was that their theory gave rise to phonology as a linguistic discipline. However it resulted in the separation of phonetics and phonology. They claimed that only phonology was a linguistic discipline, while phonetics should belong to biology. The material aspect was ignored by this theory.

3) the material aspect is exaggerated. This approach is called physical and is represented by D. Johnes and an American scholar B. Bloch. And they regarded the phoneme as the *family* of sounds, i.e. the phoneme is a mechanical sum of its allophones. So, similarity between sounds is considered to be the main criterion for attributing them to a particular phoneme. They ignored abstract and functional aspects.

It also demonstrates, that Scherba's definition is comprehensive, because it gives equal importance to each of the aspects of the phoneme.

Methods of Phonological Analysis.

What is the aim of the phonological analysis?

Firstly, the aim of it is to establish distinctive differences between sounds, i.e. to establish relevant features.

Secondly, on the basis of this study to create the inventory of the phonemes (*the phones?*) and establish the phonemic system of a language.

The final aim of phonological analysis is the identification of the phonemes and their classification.

There are 2 main approaches:

1) formally distributional

It is practiced by American structuralists and it pays special attention to the position of the sound in the word or its distribution;

2) semantically distribution (sematic)

It gives special attention to meaning; it's wildly practiced in this country.

The analysis is conducted through the system of phonological oppositions. It's based on the following rule:

the phoneme can distinguish meaning when opposed to one another in the same phonetic context.[15,741**]** Ex: [dei] – [thei], [ship] – [sheep] (minimal pairs)

To establish the phonemic status of a sound it is necessary to oppose one sound to another in the same phonetic context.

This procedure is called commutation test. We must find the so-called minimal pairs. A minimal pair is a pair of words which differ in once sound only. So we replace one sound by another and try to see if the meaning is the same or different and if the sound belongs to one or different phoneme.

Ex: [pin] – [sin] (1)

[p^hin] – [pin] (2)

[pin] – [hin] (3)

The commutation test may have 3 results:

(1) the meaning is different, so they opposed sounds belong to different phoneme;

(2) the meaning is the same, so the opposed sounds belong to the same phoneme;

(3) a meaningless word, so we can't make any conclusion – we can't identificate the sound

Conclusion

Today phonetics has developed greatly and consists of several branches. We distinguish special phonetics and general phonetics. Special phonetics studies the phonetic structure of one language, while general phonetics studies structure of many languages; shows common and distinctive features in this languages. Besides, we distinguish descriptive and historical phonetics. Descriptive phonetics studies the phonetic structure of language in its present situation synchronically. Historical phonetics studies the phonetic system of a language in its historical development, diachronically.We know that the phonic medium can be studied from four points of view: the articulatory, the acoustic, the auditory, and the functional.

We may consider the branches of phonetics according to these aspects. Articulatory phonetics is the study of the way the vocal organs are used to produce speech sounds. Acoustic phonetics is the study of the physical properties of speech sounds. Auditory phonetics is the study of the way people perceive speech sounds. Of these three branches of phonetics, the longest established, and until recently the most highly developed, is articulatory phonetics. For this reason, most of terms used by linguists to refer to speech-sounds are articulatory in origin.

An important question for every society—and most particularly for emerging as well as established democracies—is how to educate the young so that they become competent, responsible, and knowledgeable citizens. That is a challenge of overriding importance. Not only does the quality of life in a democracy depend upon how well that challenge is met. So, too, does the stability—indeed, the endurance of democracy itself is contingent on the competence, commitment, and caring of its citizens.

An infant may be born a citizen in the eyes of the law, but transforming a human being into a citizen who can participate effectively and responsibly in a democratic society is a lengthy and demanding task. The government policies of Uzbekistan have build up 50,000 new educational institutes annually for the past few years. More schools are yet required to fulfil the public demand. All the educational institutes of Uzbekistan aim at educational development.

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