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**«ТӘУЕЛСІЗ ҚАЗАҚСТАН ӘЛЕМДІК
ҒЫЛЫМИ-ЗЕРТТЕУЛЕР КЕҢІСТІГІНДЕ»
ХАЛЫҚАРАЛЫҚ КОНФЕРЕНЦИЯ
МАТЕРИАЛДАРЫ**

**МАТЕРИАЛЫ
МЕЖДУНАРОДНОЙ КОНФЕРЕНЦИИ
«НЕЗАВИСИМЫЙ КАЗАХСТАН В МИРОВОМ
ПРОСТРАНСТВЕ НАУЧНЫХ
ИССЛЕДОВАНИЙ»**

**MATERIALS
OF INTERNATIONAL CONFERENCE
“INDEPENDENT KAZAKHSTAN IN THE
WORLD SPACE OF SCIENTIFIC RESEARCH”**



ISBN 978-601-04-3966-5

Қазақстан Республикасының тәуелсіздігіне 30 жыл толуына
«ТӘУЕЛСІЗ ҚАЗАҚСТАН ӘЛЕМДІК
ҒЫЛЫМИ-ЗЕРТТЕУЛЕР КЕҢІСТІГІНДЕ»
ХАЛЫҚАРАЛЫҚ КОНФЕРЕНЦИЯ
9-10 желтоқсан 2021 ж.

МЕЖДУНАРОДНОЙ КОНФЕРЕНЦИИ
«НЕЗАВИСИМЫЙ КАЗАХСТАН В МИРОВОМ ПРОСТРАНСТВЕ НАУЧНЫХ
ИССЛЕДОВАНИЙ»
посвященный 30-летию Независимости Республики Казахстан
9-10 декабря 2021 г.

INTERNATIONAL CONFERENCE
“INDEPENDENT KAZAKHSTAN IN THE WORLD SPACE OF SCIENTIFIC RESEARCH”
is dedicated to the 30th anniversary
of Independence of the Republic of Kazakhstan
9-10 December, 2021

Халықаралық конференция материалдарының жинағы тәуелсіз қазақстан әлемдік ғылыми зерттеулер кеңістігіне арналған. Конференцияның мақсаты – Тәуелсіз Қазақстанның гуманитарлық бағыттағы ғылыми-теориялық зерттеулері мен тұжырымдарын талқылау, даму қарқыны мен келешек бағдарын айқындау бойынша ғалымдардың және жаңадан зерттеушілердің ғылыми зерттеулерінің нәтижелерін әртүрлі тілдердің өзекті материалдары бойынша ұсынатын мақалалардан тұрады. Барлық мақалалар түпнұсқада берілген.

Сборник материалов Международной конференции посвящен независимый Казахстан в мировом пространстве научных исследований. Цель конференции – обсуждение научно-теоретических исследований и выводов по гуманитарному направлению независимого Казахстана, определение темпов и перспектив развития и включает статьи, в которых представлены результаты научных исследований ученых и начинающих исследователей по различным вопросам лингвистики на фактическом материале различных языков. Все статьи даны в авторской редакции.

The collection of materials of the International Conference is dedicated to independent Kazakhstan in the world space of scientific research. The purpose of the conference is to discuss scientific and theoretical research and conclusions on the humanitarian direction of independent Kazakhstan, determine the pace, prospects of development, and include articles that present the results of scientific research by scientists and novice researchers on various issues of linguistics on the factual material of different languages. All articles are given in the author's edition.

Алматы: Қазақ университеті, 2021. – 510 с.
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MAZMUNY / СОДЕРЖАНИЕ / CONTENT

| | |
|--|----|
| <i>Emin Oba, Kubeyeva Sabina Orynbekovna (Taraz, Kazakhstan)</i> KAZAKÇADA BAZI HAREZM TÜRKÇESİ UNSURLARI..... | 4 |
| <i>Inogamova Nargiza Shavkatovna (Toshkent, O'zbekiston)</i> BADIY MATNING LINGVOPOETİK TAHLİLİDA AKTUALLASHGAN LEKSIK VOSITALARDAN FOYDALANISH XUSUSIDA..... | 8 |
| <i>Шенгүл Айгүмүш (Измир, Түркия)</i> TYPİK ЖӘНЕ ҚАЗАҚ ТІЛДЕРІНДЕГІ КҮРДЕЛІ ЕТІСТІКТЕРДЕ ҚАЛ- КӨМЕКШІ ЕТІСТІГІНІҢ ҚОЛДАНЫЛУЫ..... | 13 |
| <i>Raima Auyeskhan (Ankara, Türkiye)</i> MOĞOLISTAN KAZAKLARININ KAZAKISTAN'A GÖÇ SONUCU UYUM SÜRECİNDE KARŞILAŞILAN DİLSEL SORUNLAR..... | 19 |
| <i>Kondybayeva R. Zh. Kuralova A. M. (Almaty, Kazakhstan)</i> <i>Scientific supervisor: Madiyeva G.B. (Almaty, Kazakhstan)</i> THE ROLE OF QUASI HOMONYMS IN PHONETICS INVESTIGATION..... | 24 |
| <i>Baikozha Aiganym Bikozhakyzy, Kuzembekova Zhanna Zhalaiyrovna (Almaty, Kazakhstan)</i> ONLINE DISTANCE LEARNING AND TEACHING METHODS..... | 29 |
| <i>Taubayev Zharas Turysbekovich, Tokhtarbayeva Nurshad (Almaty, Kazakhstan)</i> THE ROLE AND FUNCTION OF THE INTONATION IN ENGLISH SENTENCES..... | 33 |
| <i>Baizakova Shirinoy Kairatovna (Almaty, Kazakhstan)</i> <i>Scientific supervisor: Medetbekova Perizat Tuktibaevna</i> PECULIARITIES OF TEACHING FOREIGN LANGUAGES TO STUDENTS WITH HEARING IMPAIRMENTS..... | 36 |
| <i>Marina Zhambylkyzy, Yergalymova Zhanna Yergalymkyzy (Almaty, Kazakhstan)</i> CORPUS MANAGERS AS AN EFFECTIVE TOOL FOR LEARNING A FOREIGN LANGUAGE..... | 43 |
| <i>Мадиева Гульмира Баянжановна, Юнусова Айман Әбдібекқызы (Алматы, Казахстан)</i> DIFFICULTIES IN IMPLEMENTING THE SUGGESTOPEDIA METHOD OF TEACHING ENGLISH..... | 48 |
| <i>Kamitzhanova Nargiza Bakhytzhonovna (Almaty, Kazakhstan)</i> <i>Scientific supervisor: Marina Zhambylkyzy (Almaty, Kazakhstan)</i> FUNCTIONS OF AUDIOBOOKS IN LANGUAGE LEARNING..... | 53 |

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THE ROLE AND FUNCTION OF THE INTONATION IN ENGLISH SENTENCES

Аңдатпа. Берілген мақала ағылшын тілін оқыту үдерісіндегі дыбыс ырғағы мен сөйлеу мәнері, фонетикалық ерекшеліктерді күрделі үдеріс ретінде қарастырады. Мақалада интонация ұғымына, маңыздылығына теориялық жан-жақты ақпарат беріледі; практикалық бөлімінде интонацияны, дыбыс ырғақты дұрыс пайдалануға байланысты практикалық жаттығулар берілді. **Кілт сөздер:** ағылшын тілі, дыбысталу, интонация, шетел тілін оқыту, сөйлеу ырғағы

Аннотация. В статье рассматриваются ритм и стиль речи, фонетические особенности в процессе обучения английскому языку как сложный процесс. В статье дается исчерпывающая теоретическая информация о понятии и значении интонации; в практической части есть практические упражнения, связанные с правильным использованием интонации, ритма звука.

Ключевые слова: английский язык, произношение, интонация, обучение иностранному языку, ритм речи

Abstract. The article examines the rhythm and style of speech, phonetic features in the process of teaching English as a complex process. The article provides comprehensive theoretical information about the concept and meaning of intonation; in the practical part there are practical exercises related to the correct use of intonation and sound rhythm.

Keywords: English, pronunciation, intonation, foreign language teaching, rhythm of speech

Many modern researchers believe that Phonetics (the study of the sound side of speech) is the basic characteristic of speech, the basis for the development and improvement of all other skills of foreign language speaking, since a violation of the phonetic correctness of speech, its incorrect intonational design by the speaker leads to misunderstandings and misunderstanding on the part of the listener.

It is necessary to lay the foundation for good pronunciation of teaching which presupposes correct intonation, knowledge of the peculiarities of word stress in a sentence and correct articulation. A well-developed pronunciation aspect of students' statements prepares them for the implementation of speaking as a type of speech activity. Knowledge of phonetic skills will allow students to pronounce all sounds of English in a normative manner; learn the differential features of sounds.

Vasiliev V.A. considered that English sounds and their pronunciation, which are the object of study of English phonetics, and the rhythm of sentences are mentioned in many studies, but still require in-depth study [1; 35].

Here the development of both the phonetic base and all the others that are closely related to it, including speaking skills, takes place. Unfortunately, many school educational introductory courses, English lessons do not solve this problem, evidence of this is the fact that in modern times the development of students' phonetic skills remains at a low level.

Many methodologists, as Dubrovskaya S.V. Kostabi L. and give many concepts about how to learn pronouncing English sounds and the syllables they use. They mainly offer to translate the English pronunciation in the form of transcription [2, 3].

In fact, transcription is known to be a very handy tool for understanding how English sounds. According to Vereshchagina I.N. "The phonetics of the English language is not only the study of the rules of pronunciation of sounds, letters and corresponding words" [4, 142]. Although there are 26 letters in English, there are 48 sounds. In this connection, the pronunciation of one letter in several ways requires a special system of rules. These letters then make a sound and are used differently in words and the words in sentences. English phonetics also studies the close connection between oral, internal and written languages. But phonetics in general studies not only the linguistic function, but also the material aspect of its object: the work of pronunciation devices, as well as the acoustic characteristics of sound phenomena and their perception by native speakers.

Let's analyze the following definition of the term "intonation" in general. Intonation is the melody or music of a language, says David Crystal, author of *The Little Language Book*. Intonation refers to how your voice rises and falls.

Another important thing about intonation in sentences is that your voice rises and falls. Just as a musical instrument rises and falls into its own melody as the finished player releases music to convey a sense of mood, so does your voice rise and fall in a similar musical way to create a sense of meaning.

Rhyming helps to pronounce the pronunciation of individual difficult consonants, especially those that are absent in Kazakh. The first thing the speaker says - "I'll tell you" - the voice falls. Then, in the second sentence - "Shall I say?" - Every word sounds like climbing a melodic staircase. The speaker does this to protest. Then, with the last word - "Right?" - The speaker's voice is aloud cause it's question form. This sentence seems to motivate you to talk to the listener if you agree with the speaker. (If the listener does not agree, there may be evidence.)

Galatenko N.A. mentioned that intonation belongs to the super-segmental (supralinar, prosodic) phonetic devices of modern English literary language [5, 14]. In other words, intonation is the process of key statements (and responses) to convey a set of meanings. Usually the initial conclusion (usually a question) can be raised and dropped, but it is often raised at the end, as the speaker gives the sentence or question to the listener. As in the case of a piece of music that begins quietly and begins with the sound of a crescendo and a tree, both the tone and the sound of the answer seem to end quietly until the melody ends softly at the end.

There are two stages in the teaching of listening skills. The first, or initial stage, is focused on the developing skills. The work includes exercises in active listening to the sample and conscious imitation. The second stage is characterized by the maintenance of acquired skills and the hindering of their automatic acquisition. Here it is quite expedient to use exercises, both in listening and reproduction, in order to develop not only auditory, but also pronunciation skills.

Audio materials that fall into the first two categories are widely used in the learning process due to their accessibility and less complexity in use. Video materials and audio recordings that are developed independently can solve a huge number of tasks set by the teacher, since the teacher himself chooses the fragments for recording and can influence the process itself, direct it in the right direction. Creation of such materials requires a lot of time, careful planning and availability of technical equipment. As well as texts that are specially designed for teaching a foreign language, audio complexes that are independently developed are distinguished by an artificially created speech situation.

The subject of training exercises can be sounds and sound combinations, which are placed in ever larger units: from a syllable - through a word - to a phrase and to a text. At the same time, work on pronunciation goes from listening to the text that the teacher pronounces to the text that the student creates.

Thus, teaching foreign languages in modern times has a communicative focus, so audio recordings are an important tool for teaching speaking and foreign language communication. Audio allows you to develop phonetic skills, taking into account the individual qualities of each student, which are presented with the help of visual information and largely determine the nature of the speech statements of the communicants, namely: their social status, the nature of relationships, spatiotemporal conditions of communication, etc.

Lebedinskaya B. Ya. states that English pronunciation has a melodic effect [6, p. 12]. In this sentence "Raining?", you don't really ask a question. The listener is listening to the rain, so you give the "melody" to your words. Your voice goes down and you sound like you know what you're talking about, and of course you do. So you make a statement. It means you use the same words, but the musical feature of your voice, for example, is covered in rain. *Is it raining?*

The most effective exercise of this kind is the following:

Exercise 1. To listen to the sound in the phrase, the word repeatedly and then listen to the isolated sound:

To go out, to go, to write it down, not to stand in front of desk.

Term, store, moment, territory

This exercise will take about 1 minute.

Exercise 2. Listen to the words and name those that have similar sound composition in their native and foreign languages.

Tom, center, task, doctor, tip, motor, door, tour, code, test.

This exercise is also enough to devote about 1 minute.

Exercise 3. The phonetic game "I hear - I do not hear" Objective of the games is the developing phonetic skills.

The process of the phonetic game: students are divided into 2 teams. If he utters a word with sound [t], students should raise their hands. The team that responded faster and made fewer errors wins. The procedure will as follows:

The teacher says the Kazakh and English words: *title, good, wall, table, stool, river, letter, simple, Sunday, book, doctor, shadow, watch, hill, test* and etc.

The effectiveness of some tasks used to develop dialogic speech skills, for example: turning off the sound and then playing the intended text. This exercise can hardly be used to reproduce the texts of a monologue, since in this case it is almost impossible to anticipate the content of the monologue, unless the person is well versed in foreign language texts. As for the dialogue, in the presence of such elements of the speech situation as the place and time of events, communication partners, their non-verbal behavior, certain assumptions about the content of the dialogue can be made.

Students listen to the sound design with some of the sounds (this can be a scene in a restaurant, in a store, a meeting of friends, coming to visit, or any other material depending on the level of the students) and guess what is said in this audio fragment. Then they make up the dialogue and pronounce it as audio dubbing. Then the text is completely audio and the teacher gives the necessary comments.

Exercise 4 Listen to the sentences, raise your hand when you hear an interrogative (narrative, imperative, etc.) sentence; *You want to eat?*

Do you really know her?

I do know him!

Learn the rule!

All the above exercises are a conscious imitation of the standard words and sentences. These types of words mobilize students' efforts to the qualitative reproduction of a new sound. Simple imitation without awareness of the peculiarities of foreign sound is not effective enough.

Thus, the use of an audio complex of phonetic exercises is effective and can be used by teachers of foreign languages.

Knapp-Potthoff A., Knapp K. considered that the intonation of the language in the broadest sense consists of the following elements:

- 1) speech melody, ie movement of a musical tone, raising and lowering of a voice;
- 2) rhythm, ie the ratio of strong and weak, long and short joints;
- 3) tempo, ie the speed, acceleration and deceleration of the flow of speech over time;
- 4) intensity of speech, ie strength or weakness of speech, increase and decrease of exhalation;
- 5) the presence or absence of paraphrase breaks that divide the phrase into the rhythm of speech;

6) timbre - the color of the sound, which depends on which melody is accompanied by the main tone, ie. from complex oscillating movements that give sound waves [7, p. 63].

Brown J. noted that words in English can be strong or weak. When a word is stressed, it is considered strong. If the word is not a shock, then it is weak accordingly [8, p. 41]. Often in weak form there are unions, pronouns and excuses. For example, sound [sound] is a strong form, and sound

[off] is a weak form. In all cases, the appearance of a weak form is explained by the transfer of the accented voice to the strong form [ə], in other cases - the sound is reduced. In the transcripts of all English textbooks, sounds are expressed in a strong form, because knowing the form of a strong sound, you can turn it into a strong form.

In English pronunciation, the timbre differs from each other by different shades of accented and unstressed vowels, as well as different colors of consonants; Timbre is an individual feature of the sound (speech timbre is different for men, women, children, different for those who speak with a head or tenor), as well as there are constant components of the color of the sound. sound, as a result [e] always differs from [a] or [p] [m].

In conclusion, it can be argued that the system of exercises presented above allows not only to form and maintain listening and pronunciation skills, but also has a beneficial effect on the development of students' cognitive activity.

Without correctly set pronunciation, the manifestation of the communicative function of a language is not possible. The problem of teaching English pronunciation and intonation in learning English is one of the most important problems. Learning the correct English pronunciation is extremely difficult. This considered as a separate topic in the methodology of teaching English. It is also necessary to teach children how to pronounce sounds as native English speakers do. Development of students' phonetic skills requires a lot of time and effort both for a teacher and students. Nevertheless, time and effort costs are paid back if students acquire phonetic skills on strictly minimized material that provide a reliable basis for the developing speech activity.

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МРПТИ 16.31.51

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