Ways to Use Phonetic Sounds in Pronunciation comparing of Kazakh and English languages
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Abstract – The questions of sound production play an important role in learning of the speech skills, as well as in other varieties of linguistic communication. Incorrect pronunciation of the English sounds is not only accents, but also to a breach of the meaning of words. It is discussed about comparison of the sound structure of English and Kazakh languages and they allow brighter to reveal their characteristic features, their identity and it gives the teacher a basic for methods of working at an English accent for the effective speech exercises. Without appropriate explanations and exercises Kazakh students will read and speak in English with Kazakh pronunciation.

Index terms – language communication, Kazakh sounds and words, vowel and consonant sound, pronunciation.

I. INTRODUCTION
Pronunciation questions play a huge role in learning the skills of speech, as well as in other species of linguistic communication. Wrong pronunciation of the English sounds leads not only accent, but also to a violation of the meaning of words. The distortion of speech intonation also leads to an incorrect understanding of the meaning of expression. Without appropriate explanations and exercises Kazakh students will read and speak English with the Kazakh intonation.

In the practice of language teaching are distributed mainly two ways of teaching pronunciation. The first is based on imitation, that is, on the unconscious assimilation of phonetic phenomenon. In the base of second is meaningful learning. It means that teaching pronunciation skills can not be mechanical. In comparison with other communicative rate of common time of pronunciation in the Kazakh language is more than other phrase in English. The bandwidth of the English phrase takes minimal place, Kazakh takes middle position.

In English the frequency level of the narrative is higher than in Kazakh. To pronounce the English declarative sentence of beginning sound is not important, in the Kazakh same sentence of indicator is the frequency of the main tone, in the design of shock syllable of both languages is involved fundamental frequency tone and time pronunciation, final sound of English phrases is characterized by the frequency of the pitch and time, as in the Kazakh is only the frequency of the main tone. Interval falling of the final tone is big in both languages.

II. DISCUSSION
When teaching English pronunciation in Kazakh class, each group of sounds and intonation structures should be considered separately by the teacher, depending on the difficulty of perception and articulation, as well as depending on the similarity of the sound phenomena of the Kazakh language. This makes it possible to determine, taking into account any difficulties should be based learning of English pronunciation in Kazakh group [1]. For example, learning English sound [a:] present specific difficulty for Kazakhs students.

Students tend to replace the English long vowel of back line [a:] (in the words of garden, star) qualitatively and it differs quantitatively from Kazakh vowels of back line (а) (in the words of the бала – child). Consequently, over the sound [a:], teacher has to work longer and hard, to prevent the influence of the corresponding sound of the learners native language. On the other hand, the pronunciation of the English sound [h], it is very easy to adopt for Kazakhs students, as the same sound is also in the Kazakh language (карахман - hero ah!), Interjection) [1].

The above-described characteristics of sounds should take into account the mutual influence and interaction, which are the sounds of speech when combined each other, for language – “a set of sound units and the laws of their combination”.

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Compatibility of sounds of every language marked by certain features that are necessary to keep in mind in the process of teaching pronunciation. When consider the most important laws of derivation and combinations of sounds in Kazakh and Russian languages [2]. Common in the derivational field of Kazakh and English languages is that in both languages have the same types of syllables:

a) open syllable (syllable, which consists of one vowel or starts from consonant and finishes on the vowel), in Kaz. а-се (father), ка-на (city), in Eng. a-long, bor-der;

b) semi-closed syllable (syllable, that starts from a vowel and finishes a consonant): Kaz. Ic (case), ай (moon), ұлт (nation); Eng. po-et, at.

c) closed syllable (starts from a consonant and ends in a consonant): Kaz. өп (give), құн (sun), мәз - ғәз (time); Eng. let, bit, night.

Compound has in both languages and its own features. In English, the vowels [e], [ae], [A], [e ] is always closed consonants. In the Kazakh language syllable-boundary in the word very often takes place after a vowel. For the English language, in contrast from the Kazakh, it is characterized by the presence of syllabic consonants [m, n, l] – “sonants”, which, like the vowels can form a syllable (e.g. in the syllables of people, garden, prism). These consonants are more sonorous, than the adjacent noisy consonants and act as derivation.

Students usually difficult to perceive derivational role of these syllabic sonants, that is, phenomenon of rather far from Kazakh language. To clarify this, you need to give an idea of the relative sonority of speech sounds (the most sounding are vowels, then followed sonoristic, after them are voiced consonants and the lowest sonority have voiceless consonants) [3]. For clarity, on the board the crosses is put on each sound of the word, than louder and stronger sound, the cross placed higher. For example: people, open.

Unlike English, syllables in the Kazakh language break down into hard and soft. Hardness and softness of word depends on the presence of the word of soft (front) or solid (back) of the vowel sound. Pairs of hardness and softness are vowels (a) - (ա), (o) - (о), (u) - (у), (y) - (γ)}. Only the sound (е) stripped solid variety. Vowel sound in a syllable is not only to impart the hardness or softness of it, but also determines the hardness or softness of consonants, involved in the formation of the syllable. For example, the word өсү (this), аз (take) consist of a hard syllable. They sound (и), (i), under the influence of hard consonants are pronounced firmly. Words өсү (grow), аз (force) consist of soft vowels are pronounced softly.

English freely admits confuence of hard and soft sounds in a single syllable and the neighbourhood of hard and soft syllables. In the Kazakh language only a soft consonant can put before a vowel (i). During the pronunciation (i) in the word move (do not touch), the middle part of tongue is lifted to hard palate, as for (u), which gives softness to this consonant. And in English consonants before [i; i] is hard. When pronouncing the consonant [t] in the word team, tip of the tongue is for the alveolus, the middle part of the tongue to the hard palate is not lifted. Thus, the preceding consonant is hard. The acquisition of the appropriate pronunciation skills present a specific difficult for Kazakh students. For consonant in one syllable, we observe a large discrepancy between comparison of languages. English admits at the beginning of a syllable of two, three or more consonants (strange, twelve). In Kazakh language there are not more than one consonant at the beginning of a syllable: жас (soul), сәм (decoration).

At the end of an English word may be the endings of four or even five consonants, which is quite strange to Kazakh language (fourfeths, sixths) [4]. In the vast majority of Kazakh words it is not more than two consonants at the end of a syllable, and combination of two consonants is limited only varieties at the end of a syllable: sonorant consonant + voiceless consonant пм, сп, нп (жетем, білім, құм, and etc.). As for regard loanwords, most of them are beyond the law (апеуибі, липет, Олэк) [5]. Thus, English language allows for a variety of combinations of consonant sound, than Kazakh language, so the students are under the influence of phonetic law of the native language is inserted vowels either before the first consonant, or between two consonants: stand - (i)stand, ask - аск(스), plan - пл(лан), blame - б(н)ламе.

In both languages connected pronunciation of sounds in the word and at the junction of words can cause more or less assimilation of one sound to others. According to the direction of action we usually distinguish assimilation, progressive, regressive and mutual. The law of progressive assimilation (assimilation of following sound to previous) acts in Kazakh language within a single word (at the junction of root and affix, at the junction of the two components of a compound word), and between the words: сөз - созге, төс - тоске, жас ғул - жасқұл, малға сәк бөл – малға сәкпөл, кино корді - киноғорді) [6].
An example of progressive assimilation in English can serve as a pronunciation: *It’s this* instead *it is this*, where *[s]* stunned under the influence of the preceding voiceless consonant [t]. Regressive assimilation (assimilation of previous sound to the following) in the Kazakh language has a place as in a single word, and between separate, closer to each other in words (Аманқұл, а у е э ц, с о ш э is pronounced like Амакұл, асэши, сошеш) [6]. It can be found only a limited number of cases of regressive assimilation in English (horse - shoe - *’heʃu*], newspaper *’[ɲu: speɪʃ]*, etc.). Most of these words refers to an outdated vocabulary. In English, it doesn’t carried out often by regressive voicing assimilation between words.

For Kazakhs, English language learners, greater difficulty is the fact that cases of progressive and regressive voicing assimilation by Kazakh, it is more frequent and systemic than in English.

Therefore, students should learn to enunciate final consonants, especially voiced not to extend the phonetic laws of the native language into English.

The processes, that take place in the modern world creates a powerful sense for learning a foreign language. Today the value of a foreign language is not only cultural, but also an economic necessity. In modern society, any expert who wants to excel in their field, to own at least one foreign language is vital.

The main purpose of learning a foreign language is the development of a child’s personality, his way of thinking, imagination, hearing (intonation, the difference of sounds), creating the conditions for adaptation of students to use foreign vocabulary in the speech [7].

In setting up the pronunciation should be aware that the correct setting for a single sound can be a support for learning the correct pronunciation and other languages.

### III. CONCLUSION

So, in the system of English vowel is marked more contrasts than in the Kazakh. Thus, it can not find the similarity of the English opposition between Kazakh vowels: 1) the sound of the front and mixed back row, and 2) long and short; monophthong and diphthong. The correct pronunciation of the sounds of the studied language is only achieved when the teacher corrects mistakes, but do not put up with obvious errors in shades of learning language sounds. Expression of communicative type of sentences in two languages is not only the tone, but also lexical and grammatical as well as the formal and grammatical means. But whatever the methods may have taken in part in terms of the communicative type of proposal and its emotional and volitional coloration, the presence of intonation is always necessary, and its role in communication is very important [8]. In this case, processing proposals, intonation plan stratifies on syntactic as more moving to a permanent one. Characterized in the above the differences and common moments in the intonation of the main types of Kazakh and English sentences should be the subject of constant attention of the teacher and help students in mastering the English intonation, which is an integral part of linguistic communication.

### REFERENCES


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