

actually different. Sentence stress organizes a sentence into a linguistic unit, helps to form its rhythmic and intonation pattern, performs its distinctive function on the level of a phrase.

In this work I have treated some problems of accentual structure, such as the quantitative and qualitative components of word stress, vowels and consonants.

I have known that vowel of the stressed syllable is perceived as never reduced or obscure and longer than the same vowel in the unstressed syllables. I have said about European languages such as English, German, French, Russian, and that they are believed to possess predominantly dynamic word stress. In Scandinavian languages the word stress is considered to be both dynamic and musical. I have paid attention to the instability of English accentual structure of words and that the English presents much difficulty for Russian learners, because of his multisyllabic words the accentual structure of which is regulated by the rhythmical tendency. I have pointed out that in a speech chain the phonetic structure of a word obtains additional characteristics connected with rhythm, melody, and tempo. Though the sentence stress falls on the syllable marked by the word stress it is not realized in the stressed syllable of an isolated word but in a word within speech continuum. I singled out that the opinions of phoneticians differ as how many degrees of stress are linguistically relevant in a word.

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THE HISTORY OF GRAMMATICAL STUDY OF THE ENGLISH LANGUAGE

The English language may now be regarded as the common inheritance of about fifty millions of people; who are at least as highly distinguished for virtue, intelligence, and enterprise, as any other equal portion of the earth's population. All these are more or less interested in the purity, permanency, and right use of that language.

Английский язык в настоящее время можно рассматривать как общий язык около пятидесяти миллионов людей; которые также отличаются силой, интеллектом, как и в

любой другой, равной части населения земного шара. Это проявляется в чистоте, постоянстве, и в правильном использовании этого языка.

Keywords: *ambition, grammatical excellence, comparative, hearing, speaking, reading, writing, influence, childhood.*

Ключевые слова: *честолобие, грамматическое совершенство, сравнительный, слух, речь, чтение, письмо, влияние, детство.*

Every person who has any ambition to appear respectable among people of education, whether in conversation, in correspondence, in public speaking, or in print, must be aware of the absolute necessity of a competent knowledge of the language in which he attempts to express his thoughts. Many a ludicrous anecdote is told, of persons venturing to use words of which they did not know the proper application; many a ridiculous blunder has been published to the lasting disgrace of the writer; and so intimately does every man's reputation for sense depend upon his skill in the use of language, that it is scarcely possible to acquire the one without the other. Who can tell how much of his own good or ill success, how much of the favour or disregard with which he himself has been treated, may have depended upon that skill or deficiency in grammar, of which, as often as he has either spoken or written, he must have afforded a certain and constant evidence.

The regular grammatical study of our language is a thing of recent origin. Fifty or sixty years ago, such an exercise was scarcely attempted in any of the schools, either in this country or in England. Of this fact we have abundant evidence both from books, and from the testimony of our venerable fathers yet living. How often have these presented this as an apology for their own deficiencies, and endeavoured to excite us to greater diligence, by contrasting our opportunities with theirs! Is there not truth, is there not power, in the appeal? And are we not bound to avail ourselves of the privileges which they have provided, to build upon the foundations which their wisdom has laid, and to carry forward the work of improvement? Institutions can do nothing for us, unless the love of learning preside over and prevail in them. The discipline of our schools can never approach perfection, till those who conduct, and those who frequent them, are strongly actuated by that disposition of mind, which generously aspires to all attainable excellence.

To rouse this laudable spirit in the minds of our youth, and to satisfy its demands whenever it appears, ought to be the leading objects with those to whom is committed the important business of instruction. A dull teacher, wasting time in a school-room with a parcel of stupid or indolent boys, knows nothing of the satisfaction either of doing his own duty, or of exciting others to the performance of theirs. He settles down in a regular routine of humdrum exercises, dreading as an inconvenience even such change as proficiency in his pupils must bring on; and is well content to do little good for little money, in a profession which he honours with his services merely to escape starvation. He has, however, one merit: he pleases his patrons, and is perhaps the only man that can; for they must needs be of that class to whom moral restraint is tyranny, disobedience to teachers, as often right as wrong; and who, dreading the expense, even of a school-book, always judge those things to be cheapest, which cost the least and last the longest. What such a man, or such a neighbourhood, may think of English grammar, I shall not stop to ask.

To the following opinion from a writer of great merit, I am inclined to afford room here, because it deserves refutation, and, I am persuaded, is not so well founded as the generality of the doctrines with which it is presented to the public. "Since human knowledge is so much more extensive than the opportunity of individuals for acquiring it, it becomes of the greatest importance so to economize the opportunity as to make it subservient to the acquisition of as large and as valuable a portion as we can. It is not enough to show that a given branch of education is useful: you must show that it is the most useful that can be selected. Remembering this, I think it would be

expedient to dispense with the formal study of English grammar, a proposition which I doubt not many a teacher will hear with wonder and disapprobation. We learn the grammar in order that we may learn English; and we learn English whether we study grammars or not. Especially we *shall* acquire a competent knowledge of our own language, if other departments of our education were improved."

A boy learns more English grammar by joining in an hour's conversation with educated people, than in poring for an hour over Murray or Horne Tooke. If he is accustomed to such society and to the perusal of well-written books, he will learn English grammar, though he never sees a word about syntax; and if he is not accustomed to such society and such reading, the 'grammar books' at a boarding-school will not teach it. Men learn their own language by habit, and not by rules: and this is just what we might expect; for the grammar of a language is itself formed from the prevalent habits of speech and writing. A compiler of grammar first observes these habits, and then makes his rules: but if a person is himself familiar with the habits, why study the rules? I say nothing of grammar as a general science; because, although the philosophy of language be a valuable branch of human knowledge, it were idle to expect that school-boys should understand it. The objection is, to the system of attempting to teach children formally that which they will learn practically without teaching".

This opinion, proceeding from a man who has written upon human affairs with so much ability and practical good sense, is perhaps entitled to as much respect as any that has ever been urged against the study in question. And so far as the objection bears upon those defective methods of instruction which experience has shown to be inefficient, or of little use, I am in no wise concerned to remove it. The reader of this treatise will find their faults not only admitted, but to a great extent purposely exposed; while an attempt is here made, as well as in my earlier grammars, to introduce a method which it is hoped will better reach the end proposed. But it may easily be perceived that this author's proposition to dispense with the formal study of English grammar is founded upon an untenable assumption. Whatever may be the advantages of those purer habits of speech, which the young naturally acquire from conversation with educated people, it is not true, that, without instruction directed to this end, they will of themselves become so well educated as to speak and write grammatically. Their language may indeed be comparatively accurate and genteel, because it is learned of those who have paid some attention to the study; but, as they cannot always be preserved from hearing vulgar and improper phraseology, or from seeing it in books, they cannot otherwise be guarded from improprieties of diction, than by a knowledge of the rules of grammar. One might easily back this position by the citation of some scores of faulty sentences from the pen of this very able writer himself.

I imagine there can be no mistake in the opinion, that in exact proportion as the rules of grammar are unknown or neglected in any country, will corruptions and improprieties of language be there multiplied. The "general science" of grammar, or "the philosophy of language," the author seems to exempt, and in some sort to commend; and at the same time his proposition of exclusion is applied not merely to the school-grammars, but *a fortiori* to this science, under the notion that it is unintelligible to school-boys. But why should any principle of grammar be the less intelligible on account of the extent of its application? Will a boy pretend that he cannot understand a rule of English grammar, because he is told that it holds good in all languages? Ancient etymologies, and other facts in literary history, must be taken by the young upon the credit of him who states them; but the doctrines of general grammar are to the learner the easiest and the most important principles of the science. And I know of nothing in the true philosophy of language, which, by proper definitions and examples, may not be made as intelligible to a boy, as are the principles of most other sciences. The difficulty of instructing youth in any thing that pertains to language, lies not so much in the fact that its philosophy is above their comprehension, as in our own ignorance of

certain parts of so vast an inquiry; in the great multiplicity of verbal signs; the frequent contrariety of practice; the inadequacy of memory; the inveteracy of ill habits; and the little interest that is felt when we speak merely of words.

The grammatical study of our language was early and strongly recommended by Locke, and other writers on education, whose character gave additional weight to an opinion which they enforced by the clearest arguments. But either for want of a good grammar, or for lack of teachers skilled in the subject and sensible of its importance, the general neglect so long complained of as a grievous imperfection in our methods of education, has been but recently and partially obviated. "The attainment of a correct and elegant style," says Dr. Blair, "is an object which demands application and labour. If any imagine they can catch it merely by the ear, or acquire it by the slight perusal of some of our good authors, they will find themselves much disappointed. The many errors, even in point of grammar, the many offences against purity of language, which are committed by writers who are far from being contemptible, demonstrate, that a *careful study* of the language is previously requisite, in all who aim at writing it properly.

To think justly, to write well, to speak agreeably, are the three great ends of academic instruction. The Universities will excuse me, if I observe, that both are, in one respect or other, defective in these three capital points of education. While in Cambridge the general application is turned altogether on speculative knowledge, with little regard to polite letters, taste, or style; in Oxford the whole attention is directed towards classical correctness, without any sound foundation laid in severe reasoning and philosophy. In Cambridge and in Oxford, the art of speaking agreeably is so far from being taught, that it is hardly talked or thought of. *These defects* naturally produce dry unaffecting compositions in the one; superficial taste and puerile elegance in the other; ungracious or affected speech in both.

I am not of opinion that it is expedient to press this study to much extent, if at all, on those whom poverty or incapacity may have destined to situations in which they will never hear or think of it afterwards. The course of nature cannot be controlled; and fortune does not permit us to prescribe the same course of discipline for all. To speak the language which they have learned without study, and to read and write for the most common purposes of life, may be education enough for those who can be raised no higher. But it must be the desire of every benevolent and intelligent man, to see the advantages of literary, as well as of moral culture, extended as far as possible among the people. And it is manifest, that in proportion as the precepts of the divine Redeemer are obeyed by the nations that profess his name, will all distinctions arising merely from the inequality of fortune be lessened or done away, and better opportunities be offered for the children of indigence to adorn themselves with the treasures of knowledge.

We may not be able to effect all that is desirable; but, favoured as our country is, with great facilities for carrying forward the work of improvement, in every thing which can contribute to national glory and prosperity, I would, in conclusion of this topic, submit--that a critical knowledge of our common language is a subject worthy of the particular attention of all who have the genius and the opportunity to attain it;--that on the purity and propriety with which American authors write this language, the reputation of our national literature greatly depends;--that in the preservation of it from all changes which ignorance may admit or affectation invent, we ought to unite as having one common interest;--that a fixed and settled orthography is of great importance, as a means of preserving the etymology, history, and identity of words;--that a grammar freed from errors and defects, and embracing a complete code of definitions and illustrations, rules and exercises, is of primary importance to every student and a great aid to teachers;--that as the vices of speech as well as of manners are contagious, it becomes those who have the care of youth, to be masters of the language in its purity and elegance, and to avoid as much as possible every thing that is reprehensible either in thought or expression.

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THE ROLE OF TEACHING PRONUNCIATION IN FLT

This work deals with new ways and methods of correcting students' pronunciation mistakes. Teaching English pronunciation is important and actual nowadays, so problems of teaching pronunciation and correcting students' mistakes in pronouncing are discovered in this work. There are a variety of good methods and techniques suggested for correcting learners' errors on the spot. Mistakes are part of our life; we all make mistakes now and then.

В этой работе рассматриваются новые способы и методы коррекции ошибки в произношении студентов. Изучение английского языка важно в настоящее время, в данной научной работе рассмотрены проблемы обучения произношению и исправления ошибок учащихся. Есть множество хороших методов и приемов предложенных для исправления ошибок обучающихся. Ошибки являются частью нашей жизни; все мы делаем ошибки время от времени.

Ключевые слова: *intonation, rhythm of English sentences, individually with each student, the theories and methodologies of language teaching.*

Keywords: *интонация, ритм английских предложений, индивидуально с каждым учеником, теории и методологии преподавания языка.*

Most native speakers of English have not formally studied the mechanics of English pronunciation, so this is an area in which it would be helpful to do some homework so that you are prepared to explain how sounds are made if called on to do so. However, you will almost certainly be expected to serve as a model for pronunciation, and for this purpose a limited amount of choral drill can be useful. Steps for such a drill would be as follows:

1) Choose a text that represents normal spoken English (as opposed to more bookish language). A dialog from your textbook would be a good choice.

2) Read sentences aloud, clearly but at a fairly normal speed. Have students listen to each sentence once or twice before attempting to repeat it. Remind them that they should be listening to