

STANDARDS OF PRONUNCIATION IN TEACHING THE RUSSIAN LANGUAGE

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ANNOTATION

The article deals with the issue of Russian normalized pronunciation, the stages of phonology. A functional approach to the issue of normativity allows avoiding subjective and restrictive tendencies when improving the pronunciation culture of the Russian language and developing language education programs that improve language perception, taste and optimal use of the language.

Keywords: norm, normativity, normalized pronunciation, form, literary language, non-standardized language, regional dialect, adverbs, slang, vernacular.

INTRODUCTION

The national language of the Russian people exists in several forms: it is a literary (normative) language and non-normative phenomena, such as regional dialects, adverbs, slang, vernacular, etc. The highest norm of the language is the literary language.

Norms are the rules of use, word formation, word replacement, pronunciation, construction of the smallest communicative unit - sentences - and spelling rules adopted at a certain stage in the development of the literary language.

Data on the influence of dialect, jargon or slang on phonetics allow teachers to create an effective phonetic training program that takes into account various sources of errors, the nature of deviations and the choice of methodically sound ways of mastering pronunciation norms.

Norms distinguish right options from wrong ones. There are variants of norms that are desirable in a given communicative context and some that are undesirable, neutral, stylistic, obsolete, and some that have received literary citizenship. Codification does not deny the possibility of variants, the connection between linguistic phenomena, but takes it into account, first of all, considering the presence of variants, trends in language development and evaluating the available options from a stylistic point of view.

For users of the literary language, the normativity of each speech situation is considered as an option that is "accepted without comment" in this speech environment, i.e. matches the listener's expectations. D. N. Ushakov, the founder of the science of Russian normative pronunciation, wrote about this feature of normativity. "What is generally accepted is correct. Not every inconsistency with instructions in dictionaries, reference books, etc. is an extraliterary proverb. For example, such pronunciation options as "skoka" (how much) and "current" (only) occur in everyday situations in the speech of literary workers and refer to

certain ("shadow") intonation-semantic conditions of oral texts, where they are appropriate and where they are "accepted" by listeners. [2]

Education in itself does not yet provide the knowledge about pronunciation norms that would ensure the acquisition of the necessary phonological skills. So, if in everyday speech (in the family, when communicating with friends, when meeting on the street, etc.) ordinary pronunciation skills can be considered adequate (relevant), then in public speech this stereotype is perceived by the listener as careless, inept pronunciation, not corresponding to the necessary (situationally relevant) norms.

There is no general norm that would be equally acceptable for all communication situations. The language has a system of norms that vary depending on the situation and other features of communication. In the mouth of any speaker, there are many variants of the standardized pronunciation of the Russian language, that is, synonyms for the sound design used to indicate important elements of the language. Since there is no absolute pronunciation suitable for use in all situations, it is preferable to give suggestions for standard pronunciation with phonetic annotation. [1]

Such a functional approach to the question of normativity makes it possible to avoid subjective and restrictive (prescriptive) tendencies when improving the pronunciation culture of the Russian language and to develop language education programs that improve language perception, taste and optimal use of the language.

A strict culture of pronunciation in public (oratorical) speech is not something that can be obtained without special work, and, in fact, such pronunciation should be studied and assimilated as a special branch of knowledge and skills.

The frontiers of phonetics have expanded considerably since what the Greeks called linguistics was concerned only with the study of sounds. Today, phonetics deals with the entire phonetic system of a language. The goal of phonetics differs from the goals of other linguistic disciplines in that its nature is that of a material object. The object of phonetics is devoid of meaning, and at the same time it presupposes the existence of a symbolic unit of language. Phoneticity is related to meaning as form is related to content, the most important aspect of which is content: the form of the ordered, to that which is ordered. All linguistic means serve to express the main thing - the purpose of communication. And the expression schema is no exception.

The signifier corresponding to the level of content, in turn, is divided into several phonetic levels, which objectively do not mix in various units of this level. Units of the phonetic level have specific means of creating their unity: the unity of a sentence - by intonation, the unity of its constituent parts - by phonetic centers, the intonation of a word - by intonation, and so on.

The sounds of a foreign language are perceived through the "prism" of the phonetic system of the native language. This applies to all levels and to all speech phenomena.

As everyone knows, the process of learning the Russian language begins with learning the basics of Russian articulation and perception when setting the correct pronunciation.

One of the features of the initial stage of learning Russian as a foreign language is, first of all, the difficulty of learning and mastering the phonetic aspects of a new language. The student's attention is mainly focused on the correct pronunciation of the studied sounds in syllables, words and their distinction in the flow of speech.

The main goal of the teacher's work on pronunciation at this stage is the development and automation of auditory speech skills and the training of students' pronunciation hearing. This goal is achieved in the introductory pronunciation course and then in the accompanying pronunciation courses throughout elementary school. Pronunciation skills are practiced and integrated into various types of pronunciation exercises. [3]

The goal of the teacher is to work out and automate the pronunciation of the studied sounds in educational, speech and gaming activities. The attractiveness of game forms of practice is due to the universality of game activity and the interconnected system of teaching linguistic activity and aspects of language learning.

The system of vocal games and exercises allows you to relieve psychological stress and arouse interest in the studied phoneme, the phenomenon of sound.

The choice of sound material is carried out taking into account the lexical and phonetic interpolations of the student's native language, on the one hand, and the phonetic system of the Russian language, on the other.

The teacher should use the material to work on phonetic phenomena that reflect the main features of the Russian phonetic system and cause typical difficulties for people of different nationalities. These include: hardness and softness of consonants, pronunciation and deafness of ho, pronunciation and deafness of consonants, pronunciation of songs, combinations of consonants, contrast with the reduction of dissonant vowels.

The above phenomena are the result of the syllabic principle of the Russian alphabet, which emphasizes the peculiarities of the Russian alphabet and the interdependence of consecutive consonants and vowels. For the writer, the nature of the consonant phoneme is determined by the consonant following it, and for the correct reading of a written work, it is necessary to pay attention to the consonant following the vowel. In other words, the unit of reading and writing in Russian is not one letter, but a combination of letters (consonant + vowel).

These features can be traced by the presentation of the material and the nature of the work. At the initial stage of mastering phonetic phenomena and phonetic pronunciation, all words in the material are divided into syllables, and the student is given the opportunity to divide words into syllables, determine the position of phonemes, explain pronunciation, form word forms, etc. In addition to the minimum lexical material, phonological material should be translations and artistically designed works from small genres of Russian folklore (riddles, proverbs, etc.). The novelty of the approach to the use of small genres of Russian folklore lies in the presentation of words with the studied phonemes in different lists of words after comparative reading, which allows illustrating this phonological phenomenon in the spoken language.

The study of phonology can be divided into several stages. At the first stage, phonological games are based on auditory and visual imitation and are fragmented. They help develop phonemic perception and articulation skills of students. Tasks should be reproducible and repetitive, and work should be carried out using alphabet boards, which are images of objects whose names include the letters being studied. The alphabet board is also designed taking into account the peculiarities of the Russian alphabet and clearly represents the specifics of the Russian language.

At the second stage, games and exercises are subordinated to the task - the study of sounds and pictographic images of letters in the comparative reading of syllables and words. Phonic games are receptive and receptively productive.

The third stage is the practical development of the Russian phonological system. The development and improvement of pronunciation skills includes reading and reciting children's songs, language games, riddles, puzzles and adjectives. These are reproduction exercises, reproduction-production and production.

Teachers can arrange them in appropriate combinations depending on the language readiness of the students, and some game exercises can be used at all three stages, gradually increasing the complexity of the phonological material.

Of particular note is the work on word lists. They are used in the second and third stages of phonological processing and consist of two parts. Each table helps the student overcome a phonological difficulty. The teacher or group read the given syllables and words horizontally and vertically, together or individually, in pairs, and perform the following tasks. Then move on to the second part of the table. The interesting material of Part 2 allows students not only to see and improve the studied language and put into practice the acquired pronunciation skills in live speech, but also to demonstrate their ingenuity, speed and relax a little.

Therefore, pronunciation skills are practiced and reinforced through a combination of learning, speaking and games.

Independent work of students should be organized. For example, students can be given worksheets that ask them to complete what they have read after a certain amount of time, or "Test Yourself" tasks where students test their knowledge and the teacher tests their level of knowledge.

Thus, the development and consolidation of listening and pronunciation skills occurs in various conditions of working with the word (syllables, words, sentences, etc.), and a certain sequence can be traced in the nature of game exercises in phonics: from perceptual and reproductive game tasks at the first stage to reproductive and regenerative play tasks at the second and third stages.

Games should be accompanied by visual aids and be short.

Each system, according to the general methodological position, allows a certain variability in its functioning, that is, it generates phenomena that do not correspond to already established patterns. Orthoepy studies exceptions to the phonetic system, that is, features of the standard pronunciation that do not depend on this system - they are also on the level. The systemic phenomena of phonetics are widespread, some of them do not know exceptions, for example, strong and weak positions of voiced phonemes of deafness, voiced phonemes of hardness.

In contrast to the mass pronunciation model, the cases of non-systematic pronunciation studied by orthophony are unique and fractional in relation to the form of individual words, but very numerous for a standard pronunciation culture. This is due to the fact that listeners convey the impression of the construction and extrapolate the culture of speech to the general cultural level of the speaker. This is due to the tendency to extrapolate the culture of speech to the general cultural level of the speaker. If the speaker is ill-informed about the exceptions to the normalized pronunciation, the impression of the nature of the speech and the achievement of its goals will be weakened, and its effect will be difficult to achieve. [4]

In addition to phenomena in the field of consonants and vowels, there are other signs that are very important for the culture of speech, for example, a ban (warning) on false word stress. Unfortunately, such errors are so common and perceived by listeners as annoying violations of the rules of oral speech that they were also studied in orthoepy.

Orthoepy is a part of cultural, speech, theoretical and practical discipline, which, firstly, studies the problem of normalization and substantiates the norms themselves, and secondly, the degree of speech correctness. [6]

Orthoepy (from Greek, literally "correct speech") is practical: the formulation of general ideas about the accuracy of pronunciation, these recommendations for achieving the required level of pronunciation, of course, are based on real images of the pronunciation of this person.

It is known that there are also standard pronunciations, the use of which may depend on the social characteristics of the speaker, his social status and actual experience. The speech of a speaker of a particular common language can be influenced by such non-linguistic factors as the dialect of the region in which the speaker spent his childhood and youth, his age group, the social environment in which he is located, his level of qualification, the culture of the person, and so on. At the same time, linguists note that there is no strict and unambiguous connection between the corresponding phonetic variant and the social characteristics of the native speaker. Moreover, when determining the professional prerequisites for a particular pronunciation, for example, an important role is played not by the specialty of the speaker, but by who he is.

These are the social characteristics of speech and its phono-stylistic differentiation - the state of speech, interlocutor and text. From the point of view of psychology and physiology, the style of pronunciation is the auditory equivalent of psychological and physiological restructuring. Psychological and sociolinguistic approaches thus closely merge to determine the pronunciation features (phonetic aspects of idioms) of a particular person. The social and stylistic variability of speech is called the stratification situational variables of speech. It would seem that these data outweigh the actual dialects of the speakers, the general average recommendations for standard pronunciation available in textbooks and dictionaries, but a rare person who needs to improve the culture of pronunciation does not know how to use these general instructions, i.e. how to turn orthoepic knowledge into practical skills. The fact is that some people live worse than others, control their pronunciation worse, have poor oral hearing for evaluating their own personality, and receive most of the general instructions at their own expense. [7]

The study of the phonological features of the Russian language is far from complete. It can take several different directions, which are determined by the specific objectives of the study. The deepening of phonological knowledge also largely depends on the clarity of goals. For this, it is necessary to take into account the place of the Russian language in the professional activities of Russian students. At the same time, of course, one should take into account the modern role of the Russian language as a means of international and interethnic communication, the expected changes in the professional activities of students and, finally, trends in the development of Russian literary pronunciation. All this corresponds to the general methodological principle, according to which a completely objective and concrete presentation of the subject means understanding it in development. Here we attach great importance to the chosen method of phonetic (and prosodic) research, which should lead to the identification of all

factors that control pronunciation in speech acts, and to the construction of a statistical model of pronunciation. [5]

A more complete description of modern pronunciation is also necessary for cultural and speech propaganda, and its influence on language practice and its consequences are ultimately part of a sociolinguistic policy that purposefully regulates the functional development of language as a social phenomenon.

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