

UDC 378

THE USE OF DIALECTS IN EDUCATION AND ITS IMPACTS ON STUDENTS LEARNING AND ACHIEVEMENTS

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Abstract

In the process of students' perception of the speech of native speakers with direct contact, as well as in the process of performing listening assignments, a number of problems arise with understanding the sound of speech. In spite of the fact that students of language specialties study a foreign language for a rather long period (at school, at a university), they experience difficulties in understanding the speech of foreign language speakers. Among such reasons as unfamiliar vocabulary, the use of idioms, speed of speech and slurred pronunciation, they also call the dialect or accent in the speaker's speech. This article is devoted to this problem and ways to solve it.

Key words: dialects, learning listening, perception of sounding speech, pronunciation accents.

As practice shows, in the process of teaching foreign languages in a higher educational institution, teachers generally offer students to listen to English speaking (RP) pronunciation (Received Pronunciation) as samples for listening. Such a speech is heard in almost all audio applications to foreign language textbooks. At the initial stage, this is certainly true, but with increasing levels of language proficiency and senior courses, it is necessary to train students in the perception of authentic speech of native speakers with dialect and accent, explaining the features and characteristics of pronunciation that occur in different regions of the UK.

In his article "Sound reasons for teaching pronunciation", Adrian Tenant points out that few native English speakers speak in our time with an RP accent, while he emphasizes the importance of developing students' perception skills of authentic speech [1].

In the dissertation research of E.I. Mikhaleva, devoted to the problem of perception of the northern dialects of England, provides a number of reasons that impede the understanding of the speakers of dialects. These include: the lack of social and cultural experience in communicating Russian-speaking bilinguals with native speakers of the northern dialects of England, owning the phonetic base of standard English and subconsciously drawing parallels with it, lack of knowledge of the main distinctive characteristics of northern accents, atypical melodic drawing of sounding texts. All this leads us to assert that all recipients, speakers of English as a foreign language, are at the initial, general level of depth of understanding according to the classification of I.A. Winter, which in real communication would lead to a failed communication [2. С. 5].

In his lecture "Speak Proper", devoted to the problem of teaching pronunciation, the teacher from the UK, David Young, mentioned the emphasis and use of colloquial slang among the reasons for not understanding authentic speech. For example, in the speech of a non-standard accent carrier, the following pronunciation can be found: up, month, but, gun, much - are pronounced as they are written; omitting h before the shock vowel - 'ad, 'appy, ouse, 'ope; non-reservation of endings - Ge 'tha' i'; in the endings, -ing pronounce [ŋ] instead of [ɪŋ] - thinking', doin', firin', fallin'; the use of colloquial grammatical forms - gonna, including pronouns - me 'ouse (my house); skip sounds - summat (somewhat) [3].

The causes of dialects and accents in the speech of native speakers are rooted in the heterogeneity of the English language in the territory of modern Britain. Each state language variant is divided into territorial or regional dialects, which have differences in pronunciation, grammar and vocabulary. It should be clarified that when we speak of differences only in pronunciation, we use the term "accent".

Accent is the variation of English pronunciation. In Britain, he played a large enough role and showed where his owner came from, what his education was and even what class of society he belongs to. Each of the four parts of the UK - England, Scotland,

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Wales and Northern Ireland have their own dialects and accents. In England alone there are an infinite number of different accents. Local accents may have much in common in pronunciation and may be grouped into territorial or zonal accents. In Britain, for example, the accents of Yorkshire, Lancashire and Cheshire form the Northern Accent group. Big cities also have their own accents. For example, Liverpool is known for its "Scouse" accent, in Birmingham its accent is "Brummie", and the accent in the city of Newcastle On Tyne is called "Geordie".

In the working areas of London one can hear the so-called "Cockney" accent, the characteristic features of which are: lack of sound [h] before vowels hand - [ænd], lack of interdental sounds, for example: booth - [bu: f], weather - [wevə], significant aspiration of sounds [p, t, k]. In the field of vowels, there are also differences from the standard: blood is pronounced as [blæid], diphthong [ei] is realized in speech as [æi] or [ai], for example, lady ['leidi] sounds like [læidi] or [laidi].

Today society has changed, and regional accents have become more acceptable than before, but now the emphasis is an all-powerful factor for obtaining exemplary work and a high position in society. Modern linguistics uses both the general concept of a social group dialect and its specifications: class, professional, and so on. [4, p. 247].

It should be recognized, however, that in most phonetics textbooks the term "dialect" is still used to denote regional features of pronunciation. For geographic, economic, political and cultural reasons, one of the dialects becomes the standard state language, and the pronunciation is standard accepted. So, the London dialect and accent became RP for Britain [5. C. 7].

In England, the largest difference in pronunciation can be observed between groups of southern and northern accents. Here are some differences:

Word	Southern accent	Northern accent.
Money	[mʌni:]	[moni]
Blood	[blʌd]	[blud]
Book	[buk]	[bu:k]
Path	[pɑ:θ]	[pæθ]
City	[siti:]	[siti]
Love	[lʌv]	[luv]
Talk	[tɔ:k]	[ta:k]
First	[fɜ:st]	[fo:st]
About	[ə'baʊt]	[ə'bu:t]

As can be seen from the above examples, the differences in pronunciation are quite significant and can cause difficulties in understanding for students who do not have sufficient training and experience in perception of speech with accent.

David Young encourages English teachers to teach students to distinguish between pronunciation options, to identify features of pronunciation in speech of native speakers, especially various dialects and accents, which ultimately will lead to improved pronunciation skills [3].

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