

TYPES OF PHONETICS AND THEIR FUNCTIONS IN LANGUAGE TEACHING

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Annotation: This article examines the main types of phonetics and their functional roles in teaching foreign languages. It highlights articulatory, auditory, acoustic, and visual phonetics, emphasizing their importance for developing learners' pronunciation, listening comprehension, and overall communicative competence. The study provides practical strategies for integrating phonetics into classroom activities, enhancing both teaching effectiveness and learner outcomes.

Keywords: Phonetics, articulatory phonetics, auditory phonetics, acoustic phonetics, visual phonetics, pronunciation, listening skills, speaking skills, classroom methods, foreign language teaching.

Phonetics is one of the fundamental branches of linguistics that investigates the sound structure of human language. It focuses on how speech sounds are produced, transmitted, and perceived. This article provides a comprehensive overview of the main types of phonetics, including articulatory, acoustic, and auditory phonetics, as well as additional classifications based on scope, level of analysis, time perspective, and practical application. Understanding these types is essential for linguists, language teachers, speech therapists, and researchers in related fields. Language exists primarily in spoken form, and its most basic material is sound. The scientific study of speech sounds is known as phonetics. Unlike phonology, which studies sounds as functional units within a language system, phonetics examines the physical, physiological, and perceptual properties of sounds. The classification of phonetics into different types allows scholars to analyze speech from multiple perspectives and to understand both the biological and physical foundations of human communication.[1]

The traditional method of describing speech sounds is in terms of the movements of the vocal organs that produce them. The main structures that are important in the production of speech are the lungs and the respiratory system, together with the vocal organs. The airstream from the lungs passes between the vocal cords, which are two small muscular folds located in the larynx at the top of the windpipe. The space between the vocal cords is known as the glottis. If the vocal cords are apart, as they are normally when breathing out, the air from the lungs will have a relatively free passage into the pharynx and the mouth. But if the vocal cords are adjusted so that there is a narrow passage between them, the airstream will cause them to be sucked together. As soon as they are together there will be no flow of air, and the pressure below them will be built up until they are blown apart again. The flow of air between them will then cause them to be sucked together again, and the vibratory cycle will continue. Sounds produced when the vocal cords are vibrating are said to be voiced, as opposed to those in which the vocal cords are apart, which are said to be voiceless.[2]

Phonetics is a foundational component of effective language teaching. Integrating articulatory, auditory, acoustic, and visual phonetics into classroom practice enhances learners' pronunciation, listening comprehension, and overall communicative competence. By

employing diverse strategies such as visual aids, games, songs, and TPR activities, teachers can create engaging, practical, and scientifically grounded learning environments. Prioritizing phonetics in language instruction prepares learners for lifelong language use and supports their holistic development as competent communicators.[3]

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