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THE STUDY OF THE PRONUNCIATION PROBLEM IN THE DOMESTIC AND FOREIGN METHODS OF TEACHING FOREIGN LANGUAGES

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This article examines the problem of pronunciation in foreign language teaching through a comparative analysis of domestic and foreign methodologies. It contrasts traditional approaches focused on articulatory accuracy with modern communicative models emphasizing intelligibility. The study concludes that an integrated approach combining both perspectives is the most effective.

Keywords: pronunciation, phonetics, foreign language teaching, communicative approach, articulatory base.

The phonological landscape of contemporary applied linguistics is currently defined by a profound tension between the traditional pursuit of phonetic precision and the modern urgency of communicative fluidness. In an era where global mobility and digital interconnectedness dominate, the mastery of a foreign language's sound system has evolved from a mere mimicry of prestigious accents into a sophisticated cognitive and physiological synchronization. While the broader pedagogical discourse often prioritizes lexical range and grammatical accuracy, the persistence of "phonological noise"—the distortion of meaning through phonetic interference—remains a critical bottleneck in successful cross-cultural decoding. This discourse necessitates a deep comparative analysis of the divergent methodological philosophies emerging from domestic academic traditions and Western communicative paradigms.

The domestic methodological school, particularly within the post-Soviet space, has historically anchored its pedagogical framework in the "Articulatory Base

Theory." This perspective treats pronunciation as a foundational discipline requiring rigorous, conscious control over the speech apparatus. Under this paradigm, the learner is viewed as a technician of sound, where the primary objective is the systematic restructuring of the native phonetic habits to accommodate the target language's specific muscular and acoustic demands. Such a methodology demands a high degree of metalinguistic awareness, often involving the intensive study of phonetic transcription and the contrastive analysis of phonological systems. The strength of this tradition lies in its preventative nature; by identifying potential points of interference between the native and target languages, it builds a resilient articulatory foundation that minimizes the fossilization of errors.

In contrast, the evolution of foreign, specifically Western, methodologies has moved toward a more functionalist interpretation of phonology. The paradigm shift from "native-like" perfection to "intelligibility" marks a significant departure from the rigid standards of the past. Within this framework, pronunciation is not taught in isolation but is integrated into the holistic process of meaning-making. The emergence of the Lingua Franca Core (LFC) exemplifies this trend, suggesting that in international contexts, the emphasis should shift toward features that most directly impact comprehension, such as vowel length and aspiration, rather than the aesthetic mimicry of specific regional dialects. This approach acknowledges the psychological dimension of language learning, aiming to reduce the "foreign language anxiety" that often stems from an obsession with accent reduction. It prioritizes prosodic features—the rhythm, stress, and intonation—arguing that these suprasegmental elements carry more weight in the listener's ability to decode the speaker's intent than the isolated articulation of individual phonemes.

Bridging these two distinct approaches requires a synthesis that respects the structural integrity of the domestic school while adopting the pragmatic flexibility of foreign methods. The integration of modern technology, such as acoustic visualization and AI-driven feedback loops, offers a new frontier for this synthesis. These tools allow for a personalized trajectory where the learner can observe their own phonological patterns in real-time, transforming abstract phonetic theories into tangible, adjustable data. This convergence suggests that the future of phonetic instruction lies in a "Phonologic-Functional" model—one that maintains the discipline of articulatory precision as a means to achieve the ultimate goal of clear, confident, and culturally resonant international communication.

The historical trajectory of phonetic instruction has long been defined by a fundamental dichotomy between the subconscious absorption of sound and the conscious deconstruction of speech mechanics. This dialectical tension manifests most prominently in the struggle between the intuitive-imitative approach and the analytic-linguistic paradigm, each representing a distinct philosophical stance on how the human brain processes and reproduces the phonological features of a non-native tongue. At the heart of the intuitive-imitative method lies the conviction that language

acquisition is a biological imperative, largely driven by the learner's innate capacity for mimicry. This perspective, which gained significant traction during the rise of direct and immersion methods, posits that constant exposure to authentic auditory input allows the learner to bypass the cognitive filters of the conscious mind. By focusing on the global acoustic image of a word or phrase, the student is encouraged to "feel" the rhythm and resonance of the target language, much like a child acquiring their first language. This approach prioritizes the natural flow of communication and the development of a "native-like" ear, assuming that with sufficient repetition and exposure, the articulatory organs will spontaneously adapt to the required positions. However, the limitation of this purely imitative model becomes apparent in adult learners, whose established native phonological filters—often described as "phonological sieves"—frequently prevent them from accurately perceiving sounds that do not exist in their mother tongue.

In stark contrast to this naturalistic mimicry, the analytic-linguistic approach treats pronunciation as a technical skill that demands intellectual intervention and physiological precision. This methodology does not leave the acquisition of sound to chance or intuition; instead, it subjects the phonetic system to rigorous anatomical and acoustic scrutiny. Central to this paradigm is the use of the International Phonetic Alphabet (IPA) and detailed articulatory descriptions that guide the student in the precise placement of the tongue, the tension of the vocal folds, and the control of airflow. By externalizing the internal mechanics of speech, the analytic approach provides the learner with a conceptual map of the mouth, turning the invisible process of articulation into a visible, manageable task. This method is particularly effective in addressing the persistent interference of the native language, as it allows for a contrastive analysis where the differences between phonetic systems are explicitly highlighted. The learner is not merely asked to "listen and repeat" but is trained to understand the "how" and "why" behind every sound, transforming pronunciation into a conscious motor habit that can be perfected through deliberate practice.

The modern pedagogical landscape has moved toward a sophisticated synthesis of these two poles, giving rise to what is now recognized as the balanced or integrative approach. This evolution reflects a deeper understanding of neuroplasticity and the cognitive demands of multilingualism. Rather than viewing imitation and analysis as mutually exclusive, contemporary methods utilize them as complementary stages of a single developmental process. The balanced approach acknowledges that while technical analysis provides the necessary scaffolding for accuracy, the ultimate goal is the internalization of these sounds until they can be produced fluently and subconsciously in real-time communication. This involves a transition from "controlled processing"—where the student is acutely aware of their articulatory movements—to "automatic processing," where the focus shifts entirely to the message being conveyed. In this context, the role of the instructor has transformed from a mere model for imitation into a linguistic coach who can

diagnose phonetic deviations through an analytic lens while facilitating the imitative exercises that build communicative confidence.

Expanding upon this synthesis, the integration of suprasegmental features—such as intonation, word stress, and rhythm—has become a cornerstone of modern phonetic research. Early analytic methods were often criticized for their atomistic focus on individual phonemes, which sometimes resulted in a "staccato" style of speech that remained difficult to understand despite the correct articulation of vowels and consonants. Today's methodologies emphasize the musicality of language, recognizing that the emotional and pragmatic intent of a speaker is often carried by the melody of the sentence rather than the isolated sounds. This shift has led to the development of techniques that combine physical movement, such as "haptic-integrated" instruction, with rhythmic chanting and prosodic modeling. By engaging the body's kinesthetic sense alongside auditory and visual analysis, these methods bridge the gap between the abstract linguistic symbol and the physical reality of speech production.

The evolution of these approaches is not merely a matter of classroom technique but is deeply reflective of the broader socio-linguistic shifts in the global community. As the purpose of foreign language learning moves away from pure academic study toward functional global participation, the criteria for "successful" pronunciation have been redefined. The transition from the rigid imitative standards of the past to the flexible, analytically-informed strategies of the present allows for a more inclusive and effective learning experience. It empowers students to develop a voice that is both accurate enough to be universally intelligible and authentic enough to reflect their identity as multilingual speakers. This ongoing refinement of phonetic methodology underscores the complexity of the human voice as a bridge between the cognitive self and the social world, proving that the mastery of sound is as much an intellectual triumph as it is a physical one. Through the continuous dialogue between imitation and analysis, the field of foreign language teaching continues to unlock new pathways for achieving phonetic clarity in an increasingly diverse linguistic environment.

The domestic methodological tradition, deeply embedded within the academic landscapes of Kazakhstan and the broader post-Soviet sphere, represents a rigorous and highly structured approach to linguistic acquisition, primarily characterized by its unwavering commitment to the "Articulatory Base Theory." This scholarly paradigm, championed by foundational figures such as I.A. Zimnyaya and S.F. Shatilov, posits that the mastery of a foreign language is inextricably linked to the deliberate and conscious reconstruction of the learner's physical speech habits. Unlike more contemporary, immersion-based techniques that may allow for a degree of phonetic ambiguity, the domestic school advocates for a "preventative" philosophy of phonetic training. This philosophy is rooted in the belief that the early stages of language learning are critical for establishing a "phonetic immune system," whereby potential

errors are identified and neutralized through intensive articulatory drills before they can achieve permanence or "fossilization" in the learner's speech.

Central to this pedagogical architecture is the implementation of a strict and exhaustive "Phonetic Introductory Course," which serves as a mandatory gateway to further linguistic study. This phase is characterized by a high degree of isolation, where students are required to master individual phonemes, allophones, and acoustic nuances long before they are permitted to navigate complex syntactic or lexical structures. This deliberate slowing of the learning process ensures that the physiological mechanisms—the precise positioning of the tongue, the tension of the lips, and the control of the larynx—are perfectly aligned with the target language's phonological requirements. By treating the human vocal apparatus as a finely tuned instrument, this method transforms pronunciation from a secondary communicative byproduct into a primary analytical objective, fostering a level of self-monitoring and phonetic discipline that is rarely seen in more functionalist approaches.

A defining pillar of this tradition is the extensive use of contrastive analysis, a method that involves the systematic comparison of the phonological systems of the native language—typically Kazakh or Russian—and the target language, such as English. This comparative lens allows educators and students to pinpoint "zones of interference" where the native phonetic habits might distort the production of foreign sounds. For instance, the absence of certain interdental fricatives or the differences in vowel length between the Turkic or Slavic families and the Germanic systems are treated as strategic challenges that require specific articulatory interventions. This analytical depth empowers the learner with a conscious understanding of their own linguistic identity, enabling them to navigate the transition between sound systems with a high degree of technical precision. The focus here is not merely on imitation but on a deep-seated comprehension of the phonetic "logic" that governs the target language.

This tradition is often associated with what scholars term the "Crystal" model of phonetic excellence. Within this framework, the pedagogical goal is frequently defined as the attainment of a "near-native" accent, often modeled after the prestigious standards of Received Pronunciation (RP). This aspirational standard is applied with a high degree of prescriptive rigor, where deviations from the norm are viewed not as variations of a global lingua franca, but as fundamental errors that require immediate and systematic correction. This commitment to phonetic purity is reflective of a broader academic culture that values intellectual precision and structural integrity. The "Crystal" model creates a classroom environment where the pursuit of elegance in speech is seen as a mark of high academic achievement and cultural competence.

Furthermore, the domestic school's emphasis on the articulatory base extends beyond the simple production of sounds to encompass the complex domain of suprasegmental phonetics. While individual sounds are the starting point, the

methodology quickly scales up to address the "melodic skeleton" of the language—its specific rhythm, tonal fluctuations, and stress patterns. This ensures that the learner does not merely produce correct sounds in isolation but can integrate them into the flowing, rhythmic pulse of authentic discourse. The integration of these elements is achieved through a systematic progression from imitation to conscious control, and finally to automaticity. By grounding the learner in a solid theoretical and physiological foundation, the domestic methodology ensures that the speaker's voice remains resilient and intelligible, even under the cognitive pressure of complex communication.

In the contemporary context, this traditional focus on the articulatory base is undergoing a subtle transformation as it encounters global trends in communicative linguistics. However, its core principles—rigorous analysis, preventative correction, and the pursuit of phonetic excellence—remain remarkably influential. The strength of this approach lies in its ability to produce speakers who possess a deep, almost visceral understanding of the foreign sound system, allowing them to communicate with a level of clarity and sophistication that transcends basic mutual intelligibility. It is a testament to the enduring relevance of a methodology that views language not just as a tool for interaction, but as a discipline of the mind and body. By maintaining this high standard of phonetic scholarship, the domestic tradition continues to provide a robust framework for the development of highly proficient, articulately confident multilingual specialists.

In sharp contrast to the prescriptive rigor of traditional articulatory models, contemporary foreign methodologies—predominantly those originating from Western European and North American academic circles—have undergone a radical paradigm shift, transitioning from the pursuit of phonetic "perfection" toward the pragmatic goal of "intelligibility." This evolution is deeply rooted in the philosophy of Communicative Language Teaching (CLT), which posits that the primary function of language is meaningful social interaction rather than the flawless reproduction of formal structures. Under this communicative lens, pronunciation instruction is stripped of its isolationist character and re-embedded into authentic discursive contexts. The pedagogical priority is no longer centered on whether a speaker can mimic the prestigious acoustic nuances of a native dialect, but rather on whether their speech remains robust and decipherable under the pressures of real-time information exchange. This shift acknowledges the psychological reality of the modern learner, recognizing that the demand for "near-native" fluency often acts as a cognitive inhibitor, whereas a focus on functional clarity empowers the speaker to engage more confidently in global dialogue.

A pivotal catalyst in this methodological transformation is the Lingua Franca Core (LFC) theory, most notably articulated by Jennifer Jenkins. This framework operates on the sociological premise that in the 21st century, English functions primarily as a global bridge between non-native speakers, rendering the traditional

"native-speaker" norm statistically irrelevant and pedagogically inefficient. The LFC identifies a specific hierarchy of phonetic features that are essential for maintaining mutual understanding in international contexts, while simultaneously designating others as non-essential or "redundant" for communication. For instance, the distinction between long and short vowels or the preservation of word-initial consonant clusters is viewed as critical for semantic decoding. Conversely, the "th" /θ/ fricative or the specific rhoticity of an accent is considered an "allophonic variation" that rarely leads to a total breakdown in meaning. By streamlining the phonetic curriculum to focus on these core features, foreign methods maximize the efficiency of the learning process, allowing students to achieve communicative competence without the exhaustive burden of mastering peripheral acoustic details.

This pragmatic reorganization of phonology is further supported by the strategic prioritization of prosody over segments. While traditional domestic schools often exhaust the learner's energy on the minutiae of individual consonants and vowels, modern foreign approaches argue that "suprasegmental" features—word stress, sentence rhythm, and intonation patterns—carry the lion's share of the communicative load. Extensive research within this paradigm suggests that a listener can often overlook mispronounced individual sounds if the overarching rhythmic structure of the sentence remains intact. However, a speaker who articulates every phoneme perfectly but fails to grasp the tonic stress or the melodic contours of the language is much more likely to be perceived as unintelligible or even socially abrasive. Consequently, foreign methods frequently employ techniques such as "shadowing," rhythmic mirroring, and the visualization of pitch contours to ensure that the learner masters the musicality of the language, which serves as the fundamental scaffolding for all verbal meaning.

Furthermore, the integration of these methods reflects a broader democratic shift in linguistics, where the learner's own cultural and linguistic identity is preserved rather than erased. In this functionalist view, an accent is not a deficit to be eradicated but a natural byproduct of multilingualism that can coexist with high-level clarity. This "intelligibility-first" approach is particularly suited for the digital age, where asynchronous communication and diverse global accents are the norm. By shifting the focus toward the listener's decoding process rather than the speaker's articulatory perfection, foreign methods align language education with the realities of modern socio-political and economic exchange. This does not imply a disregard for quality, but rather a sophisticated redefinition of what constitutes "quality" in speech—shifting it from an aesthetic ideal to a functional achievement.

The convergence of these theories—CLT, LFC, and the emphasis on prosodic dominance—creates a dynamic pedagogical environment where the student is treated as an active participant in a global community. The instructional focus moves away from the "remedial" correction of errors toward the proactive building of a versatile and resilient communicative voice. This methodology recognizes that the human

voice is a tool for connection, and by centering the curriculum on the most impactful phonological elements, it ensures that the learner's energy is invested where it yields the greatest communicative return. Ultimately, this foreign tradition offers a compelling vision of phonetic instruction that is as inclusive as it is practical, ensuring that the sound of the language serves as a bridge rather than a barrier in the complex landscape of international discourse. Through this lens, the mastery of pronunciation becomes a journey toward clarity, confidence, and cross-cultural resonance.

The culmination of phonetic research across divergent academic landscapes underscores a critical necessity for a paradigmatic synthesis, moving beyond the historical isolation of domestic and foreign methodologies. The study of pronunciation, once relegated to a secondary status in the communicative era, has re-emerged as a multifaceted cornerstone of linguistic competence that demands a sophisticated integration of technical discipline and pragmatic flexibility. While the domestic methodological tradition provides an indispensable service through its focus on the articulatory base—ensuring that the learner possesses the physiological precision required for high-quality speech production—it often risks becoming an academic exercise in phonetic perfection at the expense of real-world spontaneity. Conversely, the contemporary foreign focus on intelligibility and prosodic dominance offers the vital benefit of communicative efficiency, yet it can sometimes overlook the long-term structural benefits of rigorous articulatory training.

The future of foreign language pedagogy lies in the adoption of a "Phonologic-Functional" model, a holistic framework that bridges the gap between these two extremes. This approach does not view the structural discipline of the domestic school and the learner-centered pragmatism of the Western paradigm as contradictory, but rather as symbiotic components of a singular developmental trajectory. By maintaining the foundational rigor of articulatory drills and contrastive analysis, educators can provide students with the necessary cognitive scaffolding to navigate phonological interference. Simultaneously, by embracing the "Intelligibility" standard and prioritizing suprasegmental features such as rhythm and pitch, this model ensures that the learner's technical skills are immediately translatable into meaningful social and professional interaction.

In this integrated vision, the objective of phonetic instruction is fundamentally redefined. The goal is no longer the clinical eradication of a foreign accent—an aim that is often both psychologically taxing and statistically unnecessary in a globalized world—but rather the cultivation of a voice that is clear, rhythmic, and strategically confident. This mastery allows the speaker to retain their unique linguistic identity while ensuring that their message is decoded with minimal cognitive effort by listeners from diverse backgrounds. Furthermore, the incorporation of modern digital tools into this synthesis allows for a personalized, data-driven approach to

pronunciation, where the "articulatory technician" meets the "global communicator" in a virtual feedback loop.

Ultimately, the study of the pronunciation problem reveals that phonetic competence is as much about psychological resilience as it is about muscular coordination. A methodology that honors the rich academic heritage of domestic phonetic science while adapting to the fluid, functional demands of the international community creates a more inclusive and effective educational environment. It empowers the modern student to move beyond the limitations of mere "correctness" toward the higher ideal of "resonance," where the sound of the language becomes a transparent medium for thought, culture, and connection. As we navigate the complexities of multilingualism in the 21st century, this unified approach stands as the most viable pathway for fostering genuine cross-cultural understanding through the power of the human voice.

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ШЕТЕЛ ТІЛДЕРІН ОҚЫТУДАҒЫ ОТАНДЫҚ ЖӘНЕ ШЕТЕЛДІК ӘДІСТЕМЕЛЕРДЕГІ АЙТЫЛЫМ МӘСЕЛЕСІН ЗЕРТТЕУ

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Бұл мақалада шетел тілін оқытудағы айтылым мәселесі отандық және шетелдік әдістемелер тұрғысынан салыстырмалы түрде талданады. Зерттеуде артикуляциялық дәлдікке негізделген дәстүрлі тәсілдер мен коммуникативтік түсініктілікке бағытталған заманауи әдістердің ерекшеліктері қарастырылады. Қорытындысында тиімді оқыту үшін осы екі бағытты біріктіретін интеграциялық модель ұсынылады.

Кілт сөздер: айтылым, фонетика, шетел тілін оқыту, коммуникативтік әдіс, артикуляциялық база.

ИССЛЕДОВАНИЕ ПРОБЛЕМЫ ПРОИЗНОШЕНИЯ В ОТЕЧЕСТВЕННЫХ И ЗАРУБЕЖНЫХ МЕТОДИКАХ ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ

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В статье рассматривается проблема произношения в обучении иностранным языкам через сравнительный анализ отечественных и зарубежных методик. Анализируются традиционные подходы, основанные на артикуляционной точности, и современные коммуникативные модели, ориентированные на понятность речи. Делается вывод о необходимости их интеграции для повышения эффективности обучения.

Ключевые слова: произношение, фонетика, обучение иностранным языкам, коммуникативный подход, артикуляционная база.