

Ал эми сүйлөшүүнүн өзү – адамдын жаш курагына, билимине, маданиятына, түшүнүгүнө, акыл-эсине, атүгүл маанайына байланыштуу жүрүүчү өтөт татаал процесс. Ал процессти (сүйлөшүүнү) кандай жүргүзгөнүнө байланыштуу сүйлөөчүнүн ким экендигин билүүгө болот. Эгерде сүйлөөчү өз ой пикирин билдирүүдө сөз байлыгы аз болуп, өз сөзүндө макал-лакаптарды, учкул сөздөрдү, туруктуу сөз айкаштарын ж.б. колдонбой жупуну сүйлөсө, анын кеби кызыксыз болуп, угуучулар кызыкпай, сүйлөп жаткан адамдын өзүнө болгон сый-урмат да төмөн болот. Тескерисинче, пикир алышууда туруктуу сөз айкаштарын, салыштырууларды, накыл кептерди ыгы менен колдонуп айтылган кеп угуучуну өзүнө тартып, айтылып жаткан ой жеткиликтүү, кызыктуу жана элестүү болуп, айтуучуга болгон мамиле да жакшы жагына өзгөрөт. Ошондуктан кыргыз элинде «Тил – акыл-эстин сандыгы» деген макал айтылып калган. Ф.и.д., профессор Т.С.Маразыков макалдарды: «Түзүлүшү кыска, мааниси нуска, тоодой ойду томуктай сөзгө батырган, элдин чыгармачылыгын, акыл-эсин өстүрүүдө өтө кеңири колдонулган, байыркы көөнөргүс мурастар»<sup>2</sup>- деп баалап, макалдар өсүп келе жаткан жаш муундарды ата-бабалар тарабынан калыптанып келе жаткан сүйлөө маданиятына үйрөтүүчү окуу куралы деген тыянак чыгарат [3, 54-б.].

Коммуникативдүү окутууга негизделген кыргыз тили сабагында илимий педагогика, элдик педагогика жана элдик тил илимин интеграциялоо жарандардын социалдык кызыкчылыгы болгон сүйлөшүүгө карата компетенттүүлүгүн гана калыптандырбастан, ал инсанга багыттап билим берүүдө бир топ маселелерди чечүүгө жөндөмдүүлүгүн да арттырат.

Ал *ойлоонун ийкемдүүлүгү, тереңдиги, кенендиги, сынчылдыгы, ишенимдүүлүгү* касиеттерин ичине алат. Макал-лакаптар, накыл сөздөр грамматикалык талдоонун предмети, ой-жүгүртүүнүн, таанып-билүүнүн булагы, талашып-тартышуунун, талкуунун предмети, жазуу жумуштарынын тексти, темасы, ой-пикирин айтуунун булагы болуп саналат.

### Колдонулган адабияттар:

1. Койчуманов Ж. Элдик педагогиканын берметтери. Б., 1996. 6-9-бб.
2. Кыргыздар: Санжыра. Тарых. Мурас. Салт/Түзгөн К.Жусупов. Б., 1991. 2-том, 113-б.
3. Маразыков Т.С.- I китеп. –Б., 2005.54-б.
4. Муратов А. Кыргыз эл педагогикасы: табияты, таралышы жана тарыхы. Б., 2011
5. Тургунбаева Ж.Ж. Адептүү инсанды калыптандыруу процессиндеги элдик макал-ылакаптардын тарбиялык функциялары. И.Арабаев ат.КМУнун “Жарчысы”, Б., 2011, 147-149-бб.
6. Чыманов Ж. Кыргыз тилин окутуунун теориясы жана практикасы.- Б., 2009. 190-б.

**Рецензент: фил.и.д., проф. Маразыков Т.С.**

УДК 808

**Кадырова Ш.**

И. Арабаев атныдагы КМУнун профессору, фил.и.к.

### **АНГЛИС, КЫРГЫЗ (ОРУС) ТИЛДЕГИ АССИМИЛЯЦИЯ ПРОЦЕССИ**

*Ассимиляция процесси ар бир тилде өзгөчө орду бар, ассимиляция тилди үйрөнүүдө каталарды алдын алууга жардам берет. Бул макала чет тилинде так сүйлөө чеберчилигине байланышкан маселелерди аныктоого, фонетикалык жана фонологиялык көйгөйлөрдү*

*тандоо жүргүзүүгө жана тыбыштарды үйрөтүүнүн ырааттуулугун түзүүгө, ошону менен бирге керектүү көнүгүүлөрдүн системасын иштеп чыгууга өбөлгө түзөт.*

**Негизги сөздөр:** *ассимиляция, тоналдык тилдер, толук жана толук эмес ассимиляция, диссимиляция.*

**Кадырова Ш.**

профессор, кандидат филологических наук, Кыргызский государственный университет им. И.Арабаева

### **ПРОЦЕСС АССИМИЛЯЦИИ В АНГЛИЙСКОМ, КЫРГЫЗСКОМ (РУССКОМ) ЯЗЫКАХ**

*Процесс ассимиляции играет важную роль в любом языке, поэтому знание этого процесса помогает предупредить ошибки в изучении английского языка. Данное исследование позволяет определить проблемы, связанные с освоением иноязычного произношения, произвести соответствующий отбор фонетических и фонологических трудностей и разработать последовательность изучения звуков и необходимую систему упражнений.*

**Ключевые слова:** *ассимиляция, тональные языки, полная и неполная ассимиляция, диссимиляция.*

**Sh. Kadyrova**

professor, candidate of philological sciences, I.Arabaev Kyrgyz State University

### **PROCESS OF ASSIMILATION IN ENGLISH, KYRGYZ (RUSSIAN) LANGUAGES**

*The process of assimilation takes part a significant role in any language, therefore awareness of this process helps teachers to prevent difficulties in learning the English language. The following research enables to define the problems, related to the mastery of pronunciation, and it also helps to make an appropriate selection of phonetic and phonological challenges, which enables to work out a learning system of the sounds and necessary system of exercises.*

**Key words:** *assimilation, tonal languages, complete and incomplete assimilation, dissimilation.*

People speak by producing a continuous, connected stream of sounds, except when they pause. In most languages one can find occasional cases where a speaker makes a single segment in isolation with no sound preceding or following it, but such cases are rare. The usual situation is for segments to fit closely together with each other. We have seen that phonetics tends to look on speech as a sequence of segments. However to imagine these segments as discrete and independent of each other would be quite wrong. In every language we can find that segments have a strong effect on other segments which are close to them. This process is called “assimilation”.

According the term “assimilation” we can find all forms, structures, types or how similar is word to word and in what way use these words.

It is a well known fact to describe speech sounds, and classify them according to the established frameworks. We must not forget that we produce speech for a particular purpose- to

communicate. We can only do this because speech sounds are used by a speaker of a particular language according to its rules. Each language has only a limited system of sounds that its speakers use. Each sound in the system must be distinctive: we must show that the identity of a word can be changed if we substitute one phenomenon with another. In addition to this, sound can only be combined in particular ways. It is interesting to look how speech develops in children: in the child's earliest month of life, he/she makes a meaningless babble of noises that have little or no resemblance to the sounds of the language. That means the children try to pronounce the sounds of his native language. The phonology (phonetics) of a language is part of its linguistic structure, which explains why phonology of the sort described here is sometimes called linguistic phonetics. The theoretical study of phonology involves far more than the rather basic observation about sound system, which are provided in this article. **Assimilation** as we have mentioned before is a process of alteration of speech sounds as a result of which one of the sounds becomes fully or partially similar to the adjoining sound or the phonetics of a speech segment becomes more like that of another segment in a word (or at a word boundary.) A common example of assimilation would be "don't be silly" where the |n| and |t| in "do not" are assimilated [dɒmbisaɪdər] [1,25].

Assimilated can be synchronic being an active process in a language at a given point in time or diachronic being a historical sound change.

The word "assimilation" is an example of this phenomenon.

The term assimilation offered by two scientific L.B. Sherba and I.A Bourdeun de Courtener. They wrote many books devoted to the phonetics and the sounds.

The more deeply we look into the complexity of assimilatory process the more the need to shift from ideas like phoneme change and a single influence of neighbouring segment.

Two sounds (invariably adjacent) may influence one another in reciprocal assimilation. When such a change results in a single segment with some of the features of both components, it is known as coalescence or fusion. Some authorities distinguish between partial and complete assimilation, i.e. between assimilatory changes in which there remains some phonetic difference between the segments involved, and those in which all differences are obliterated. There is no theoretical advantage to such a classification, as one of the following examples will show.

Tonal languages may exhibit tone assimilation (tonal umlaut, in effect), while sign languages also exhibit assimilation when the characteristics of neighbouring phonemes may be mixed. As other languages in English also subdivided into types of assimilation and it is distinguished to:

- types of assimilation;
- degrees of assimilation.

### **Types of assimilation**

1. Direction assimilation
2. Degree of completeness
3. Degree of stability

Assimilation can affect the place of obstruction, and the active organs of speech and the work of the vocal cords, and also the position of the lips, the position of the soft palate, the manner of the release of plosive consonants.

**Direction of assimilation.** The influence of the neighbouring sounds in English can act in progressive, regressive, reciprocal (double) direction. When some articulator features of the following sound are changed under the influence of the preceding sound or segment which remains unchanged assimilation is called progressive. For example; the pronunciation of the plural suffix -s of nouns depends on the quality of the preceding consonant. For example; pens [penz], [z] – after voiced consonants and as [s] after voiceless consonants cat-cats [kæts]; desks- [desks]; stay- [stei] style-[stail] explosion sound [t] assimilated under the influence of the preceding rustle [s]. Within the words sandwich, grandmother, under the influence of [n] the consonant [d] changes into [n] and then disappears.

When the following sound influences the articulation of the preceding one assimilation is called regressive. For example: within the word *width* [widθ] and in the word combination *in them* [in ðəm] the alveolar [n] becomes dental before the interdental [ð].

This type of assimilation is common both in English and in Kyrgyz. Assimilation in Kyrgyz acts mainly in regressive direction, progressive assimilation being rather rare in this language, example: кетбе - [кетпе]. The sound [b] partly devoiced under the influence of the preceding voice [b].

Reciprocal or double assimilation means complex mutual influence of the adjacent neighbouring sounds.

Degree of completeness. According to its degree, assimilation can be complete and incomplete. Assimilation is called a complete in the case the two adjoining sounds become alike or merge into one. It always takes place when the two sounds differ only in one articulator feature. One can find cases of complete assimilation within words; eg; cupboard [kʌbəd]. Complete assimilation can also be found in Russian example: отделать, отдать, сжать, безсил, голосженщины, братдруга, in Kyrgyz Асанбай-Асаммбай, кет де-кетте, etc.

Assimilation is called incomplete when the likeness of the adjoining sounds is partial as the assimilated sound retains its major articulator features. For example: the sounds [w, l, r] are partly devoiced when preceded by the voiceless for this within the words, sweet [swi:t], try[traɪ], twelve[twelv], dry [draɪ] etc.

### **Degree of assimilation**

Assimilation is closely connected with borrowing words i.e. the words which are assimilated according to the borrowing way. Degree of assimilation depends on the following factors:

1. From what group of language this word was borrowed, if the word belongs to the same group of language it belongs it to and it is assimilated easier.
2. In what way the word is borrowed, orally or written, because many words which are assimilated are in oral and written forms and oral forms are quickly changed and the quicker it is assimilated, especially in what kinds of terms or items, because after borrowing many words are divided by meaning.
3. How long these words may be used or the borrowed words may live in the language, depend on the influence of the assimilation so the result is many words completely change by form, also some words may stay in a colloquial or letter form.
4. How often the borrowings are used in the language, depend on the greater the frequency of their usage.

According to the factors degree of assimilation can be subdivided into:

1. Complete
2. Partly
3. Non-assimilated

Completely assimilated borrowings are not felt as foreign words in the language. Completely assimilated verbs belong to regular verbs. Completely assimilated nouns can be formed mostly from their plural by means of s-inflection, example: gate- gates.

Semantic assimilation of borrowed words depend on the words existing in the borrowing language, as a rule, borrowed words do not bring all their meanings into the borrowing language, if it is polysemantic, example: the Russian borrowing “sputnik” is used in English only in one of its meanings.

Partly assimilated borrowings are subdivided into the following groups:

- a) Borrowing non-assimilated semantically, because they denote objects and notions peculiar to the country from the language of which they were borrowed, example: sari, sombrero, taiga, kvass.
- b) Borrowings non-assimilated grammatically, example: nouns borrowed from Latin and Greek retain their plural forms bacillus- bacilli, phenomenon-phenomena, datum -data, genius-genii.

Borrowings non-assimilated phonetically. Here belong words with the initial sounds /v/ and /z/, example: voice, zero. In native words these voiced consonants are used only in the intervocalic position as allophones of sounds /i/ and /s/ example: loss-lose, life-live. Some Scandinavian borrowings have consonants and combination of consonants which were not palatalized, example: /sk/ in the words sky, skate, ski, skin. In native words we have the palatalized sounds denoting by the digraph "sh" example: shirt. Sounds /k/ and /g/ before front vowels are not palatalized.

### **Assimilation in the Kyrgyz language**

Changing of vowels depends on the definite phonetic law, almost in most languages among them in Kyrgyz. In general, changing of sounds can be divided into assimilation (similar) and dissimilation (differ or dissimilar). Changing of the vowels may differ from each other. According to this rule we can observe two types of assimilation:

1. Completely assimilated words which came from other languages without any changes. Example: computer-from English language, but it is used in used in Kyrgyz - компьютер, native one.

Example: кровать - керебет,

совхоз - сапкоз

квитанция - кифтанса

милиция - милиса

доктор - дохтур

температура - темпратура

машина - мащне

центр-сентр

велосипед-лесепед soon.

Assimilation in purely Kyrgyz words, exampleтун + ма = тумма, жат + дыжатты.

Уктат+ды=уктатты, ыйлат+ды=ыйлатты, сүйлөт+дү=сүйлөттү

2. Partly assimilated words: Example: суук + дан = сууктан, ысык+дан=ысыктан, алыс+дан=алыстан, жабык+дан=жабыктан, убак+дан=убактан, булак+дан=булактан.

**Dissimilation of vowels.** In the Kyrgyz language some vowels can change their articulation.

1. In this language there are many suffixes under the influence of which the sounds can change their articulation under the influence of neighbouring ones: Example: -лапул+ ла = пулда,

кал+да =калда

2. Suffix -ны ending -д, -й, -з, -л, -м. example: -ны

карагай + ны =карагайды

күз+ны=күздү

калем+ны=калемди

коом+ны=коомду

каз+ны=казды

кагаз+ны=кагазды

шамал+ны=шамалды

килем+ны=килемди

Э - И эркин, ичеги. О - У корук, жорук.

**Degree of stability.** Many assimilatory phenomena of older stages in the development of the language have become obligatory in modern English, they may or may not be reflected in spelling. Such changes which have taken place over a period of time within the words are called historical. Example: orchard (ort+yard).

In modern language obligatory assimilations are special for allophonic variants which are characteristic for the native speech. The use of the wrong allophones, though non-phonemic mistakes, leads to mispronunciation and it may be one of the causes problems in understanding a foreign accent. For example: a dental allophone of the alveolar [t] should be used when it is followed by dentals. Besides, there are lots of widely spread but non-obligatory cases of assimilation which can be traced mainly at word boundaries. For example: ten minutes ['ten 'minits >'tem'minits], ten girls ['tem 'gɜ:lz].

Non-obligatory assimilations are characteristics of fluent or careless speech and should be avoided by public speakers, lectures, teachers.

Quality of adjacent sounds.

According to the quality of the adjacent sounds there can be four special cases of contact assimilation;

1. Influence of a consonant on the adjacent consonant
2. Influence of a vowel on the adjacent vowel
3. Influence of a consonant on the adjacent vowel
4. Influence of a vowel on the adjacent consonant

**/ t / changes to / p / before / m // b / or / p /**

basket maker                      mixed bag

best man                              mixed blessing

cat burglar                           mixed marriage

cigarette paper                      mixed metaphor

circuit board	pocket money
court martial	pot plant
direct method	private property
dust bowl	put back
fast motion	put by
first base	right pair
flight plan	secret police
foot brake	set point
front bench	set back
Great Britain	sit back
harvest moon	soft porn
hatchet man	split pea
hot metal	street piano
hot money	sweet basil
last post	sweet pea
light bulb	sweet potato
light music	test ban
light meter	test match
light middleweight	test paper
market price	that man
mint bush	wet blanket

**/ d / changes to / b / before / m // b / or / p /**

bad pain	good cook
blood bath	grand master

blood brother                      ground plan

blood poisoning                    head boy

blood pressure                    hold back

card punch                         mud pie

command module                    old boy

command post                      old man

custard pie                         old maid

custard powder                    old moon

dead beat                         Oxford blue

food poisoning                    red bag

food processor                    second mate

gold plate                         sound barrier

gold medal                         stand by

gold mine                         united party

good man                         word blindness

**/ n / changes to / m / before / m // b / or / p /**

action planning                    iron man

American plan                    on me

brown bear                         open book

chicken breast                    open market

cotton belt                         pin money

cotton picker                      queen bee

down payment                    queen mother

fan belt                             question mark

fan mail	roman mile
Foreign mission	sun blind
<b>/ t / changes to / k / before / k / or /g/</b>	
credit card	smart card
cut glass	street credibility
fat girl	street cry
first class	that cake
flat cap	
<b>/ d / changes to / g / before / k / or / g /</b>	
bad girl	hard cash
bird call	hard copy
closed game	hard core
cold call	hard court
cold cream	highland cattle
field glasses	red carpet
good cook	sand castle
Grand Canyon	second class
ground control	second coming
ground cover	second cousin
had come	slide guitar
had gone	
<b>/ n / changes to /ŋ/ before / k / or / g /</b>	
action group	open court
common good	roman calendar
common ground	roman candle

garden cress                      roman catholic

golden gate                        tin can

golden goose                      tone control

human capital                     town clerk

in camera                         town crier

iron curtain

**/ s / changes to /ʃ/ before /ʃ/ or / j / followed by a rounded vowel sound**

bus shelter

dress shop

nice shoes

**/ z / changes to /s/ before /z/ or / j / followed by a rounded vowel sound**cheese

shop

rose show

these sheep

**/θ/ changes to / s / before / s /**

bath salts

bath seat

birth certificate

both sides

To sum up, it is essential to note, that assimilation takes an active part in languages. Within this article we were able to identify the main principles of assimilation, types of assimilation and their peculiarities in the English and Kyrgyz languages. This linguistic phenomenon requires further more deeply investigation.

### **Bibliography**

- 1.КоротковаО.Н. Фонологический механизм языковой интерференции. Москва, 1986
2. А.С. Gimson. An introduction to the pronunciation of English. London, 1961
- 3.СыдыковЖ.К. Кыргыз жана англис тилдеринин салыштырма фонетикасы. Фрунзе, 1984

**Рецензент: д. фил.н., профессор Бекбалаев А.А.**

УДК 008 658 (575.2)

**Калыбекова А. М.**

М. Рыскулбеков атындагы Кыргыз экономика университетинин  
Мамлекеттик жана расмий тил кафедрасынын ага окутуучусу