

Thinking about the Way of English Pronunciation Training Penetrating into English Speech Training

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Abstract: *English speech is the main teaching auxiliary means of English pronunciation teaching, which not only improves students' English speech ability, but also improves students' professional skills and vocational skills, conforms to the educational concept of modern vocational education system, and plays a positive role in the integration and development of skills. The relationship between English speech and English phonetic teaching is close. Integrating English speech into English phonetic classroom teaching can effectively improve the classroom teaching effect of pronunciation, help students master English phonetic knowledge, and expand teachers' evaluation mechanism on the teaching effect.*

Keywords: *English pronunciation; English speech; Teaching and training*

1. Introduction

Phonics teaching has a long history in the West, and has gradually received the attention of language teaching circles. In China, pronunciation teaching has become a skill course for English majors in colleges and universities, and an important basic course related to the actual use and communication of English. On the other hand, pronunciation teaching plays an important role in foreign higher education and is a required course in many colleges and universities. The English speech introduced by the English majors in colleges and universities in China is a new course, which has greatly helped students improve their English practical ability, thinking ability and creative ability.

Although the two courses are different in historical background and purpose, they play similar roles in cultivating students' basic skills in promoting language use and teaching content education. According to the *Teaching Syllabus for English Majors in Colleges and Universities*, English majors need to have "solid basic language skills", including "correct pronunciation and intonation". Spoken and communicative English pronunciation teaching in English pronunciation teaching is the basis of English pronunciation and one of the core competitiveness of English pronunciation, which will undoubtedly improve students' comprehensive English application ability.

2. English phonics teaching

The linguist Saussure once said that speech is a means of communication. The first step in learning English is reading and learning. The pronunciation teaching of English majors in colleges and universities is the key for students to obtain "correct pronunciation". Natural language is crucial in this respect: "Customize the process in the right way. Many college students do not have a deep understanding of pronunciation knowledge before entering school, so English pronunciation teaching can enable students to master English. Through pronunciation teaching, students can clearly understand pronunciation rules, principles and skills, and have a deep understanding of pronunciation skills such as stress, weak reading, continuous reading and incomplete blasting, so that students can clearly understand the differences between English and American pronunciation.

3. English speech

The speaker uses words to convey ideas and information. Therefore, speech and verbal communication are closely related to cross-cultural relations. Speech is not only an essential skill, but also one of the most important skills for successful people. English speaking ability is a comprehensive reflection of English language ability and communicative ability. Learning English speech and actively

participating in English activities are the needs of modern college students to develop language practice skills. A common feature of colleges and universities is that students have a general interest in English education, and their professional basis is uneven. Introducing oral English into English pronunciation classroom teaching can not only activate the classroom teaching atmosphere, improve students' learning interest, but also conform to the teaching philosophy at that time. It is not only conducive to the practical application of students' language skills and the accumulation of social, historical, philosophical and other discipline knowledge, but also conducive to the cultivation of students' critical thinking ability, innovation ability, oral expression ability, professional ability, and more conducive to the realization of effective classroom results for teachers^[1].

4. The relationship between the two

English is a prerequisite for learning English. Without standard pronunciation and correct intonation, there is no way to deliver a successful speech. Phonics teaching can help students enhance their language, pronounce more clearly, and achieve the purpose of effective communication. From the perspective of the "CCTV" Cup speech contest, foreign judges often judge the contestants' speech skills on the premise of understanding the meaning. The goal of the speaker is to expect the audience to understand and accept their opinions. Therefore, the success of English speech must be based on language. Voice and intonation play an important role in the exchange of information and ideas. Secondly, Chinese scholars Li Yuanshu and Bai Ding believe that the source of information, the communicator, the medium, the receiver and the effect. The "medium" here refers to spoken language and body language.

English speech teaching is an extension of English pronunciation teaching. Wang Tong said: that is, the source of information, the communicator, the media, the receiver and the effect. The "media" here refers to spoken language and body language. The purpose of oral English teaching is to apply their critical thinking skills, because students' English expression ability is enhanced and improved on the basis of physics teaching method. However, students should focus on cultivating the ability to observe, organize, criticize and question, as well as the ability to raise and solve problems. The pronunciation and intonation of many English majors is not a big problem, but the expression content is relatively empty. They lack depth of thought in the impromptu speech and cannot express their opinions and suggestions in a constructive way. Therefore, English pronunciation teaching after English pronunciation class pays more attention to cultivating students' thinking ability, language expression ability and oral ability. In addition, English speech classes and related English speech contests, debate contests and other activities create conditions for promoting the learning and improvement of pronunciation and intonation and creating a good atmosphere of pure pronunciation and intonation.

5. English phonics classroom teaching with English speech

5.1 Create an ideal teaching situation

The theory of constitutional education is an important branch of cognitive theory at the end of the 20th century. In order to emphasize the role of the four main elements in learning, it emphasizes "situation", "cooperation", "communication" and "meaning construction". According to this theory, students' knowledge is acquired through interpersonal communication, communication and other meaning-building activities in specific situations. The ideal classroom learning environment should include these four elements. The "situation" in the classroom must be good at constructing meaning for students' learning content, and creating a meaningful construction atmosphere for students is the key to teaching design. "Collaboration" should exist in the whole learning process, including the collaboration between teachers and students as well as between students and students. For example, in English speech classes, "collaboration" plays an important role in the collection and analysis of English speech materials, the evaluation of speech impact and the final construction of meaning. "Communication" is actually a collaborative learning process. Students exchange their views and ideas with each other, which can promote a faster learning process. "Meaning construction" is the main focus of the whole classroom teaching activities. For example, the ultimate meaning of the construction of English classroom teaching activities is to enable students to easily apply English pronunciation skills in real life. According to constructivist learning theory, how much knowledge students gain depends on their ability to build a sense of knowledge based on their own experience, rather than their ability to remember or remember what teachers teach. Therefore, in the teaching of English speech, we should

defend the teaching situation and require students to cooperate and speak by setting different conditions to achieve the goal of mastering spoken English^[2].

In the classroom teaching at the stage of independent speech, the main position of students and the guiding role of teachers should be highlighted. Therefore, the learning process should be an "interactive" teaching mode, focusing on the relationship and cooperation between students; In the theme of the speech, some of the most popular social topics related to life should be selected to facilitate students' interpretation and construction. The whole class can hold a simulation award ceremony, a reception, a new product release, etc., which is rich in content, so that students can learn the characteristics of different English speeches, improve their oral English ability to a certain extent, and gradually improve their preparation ability for fast speeches. In this teaching link, we can make full use of various teaching methods, such as task teaching method, situational teaching method, communicative teaching method, interactive teaching method, etc., to make the classroom atmosphere more active.

5.2 Breaking through the phonetic barrier is the key to a successful introduction to English learning

For a long time, English teachers have been using the methods of "listening, speaking, reading and writing". The word "reading" means reading, but it ignores reading aloud. Teachers are guided by exam-oriented education, and all teaching activities are conducted around vocabulary, grammar, reading comprehension, listening, writing and other training. In teaching practice, it is not difficult for teachers to find that students with good basic knowledge of pronunciation have obvious advantages in listening, speaking, reading and writing. They can carry out teaching practice of listening, speaking, reading and writing, have advanced language skills, and are also relaxed and confident in the learning process; On the contrary, students without good pronunciation knowledge have poor listening and speaking abilities and difficulty in improving their English level. Teachers should help students overcome their phonetic weaknesses and break through the bottleneck of English learning.

The English Curriculum Standard (2011 Edition) describes the pronunciation objectives (Level 5): understand the meaning of pronunciation in language learning, understand English pronunciation, including pronunciation, stress, continuous reading, intonation rhythm, etc. In daily life, it can make words and items basically accurate, natural and fluent, understand and express different motivations and attitudes according to the changes of stress and items, and understand and interpret words and phrases according to pronunciation. Teachers need to adjust their teaching behaviors over time and update their teaching concepts according to the curriculum standards.

In practice, it is not only important to emphasize the importance of understanding phonetic knowledge, but also important for teachers to strengthen experience knowledge, taking into account the role of phonetic knowledge in communication (for example, expressing different ideas and opinions) and the role of phonetic knowledge itself (for example, how many vowels and consonants there are); Clear spelling of pronunciation is not only a tool for spelling words; It is a tool for spelling words; Increase the practice of pronunciation teaching and improve the status of pronunciation teaching; Improve classroom language learning and implement language ability strategies in communication activities; The teacher explains the theoretical knowledge of pronunciation to students; Pay more attention to single-tone education and language communication; Students should be guided to carry out the training of language flow and intonation according to the text, and to convey feelings and ideas in reading and reciting; Encourage students to use textbooks to learn words and texts; Focus on the training of teaching content and spelling rules, help students to establish the phoneme practice of words, and master effective English learning strategies; Guide students to form the habit of preview and improve their self-learning ability.

5.3 Carry out competition activities, exercise and improve

In addition to adjusting and changing the way of thinking and methods of pronunciation teaching, and selecting ways and methods that are more suitable for students' learning needs, teachers should also strengthen the training of students' pronunciation, and try to design some targeted speech contest activities for students according to the content of the textbook, so that students can be trained and improved in practical activities.

For example, in order to exercise and improve students' intonation level, in addition to explaining and explaining the knowledge content of the equipment to students in detail, teachers must also regularly design and carry out some voice contest activities for students to mobilize students to

participate in the class. The students actively participated in the competition and improved their pronunciation. Of course, in the whole speech contest, teachers should also give effective guidance to students, help students solve and deal with possible problems and deficiencies in time, and truly make competitive activities an effective way for students to exercise and improve their voice and intonation. Of course, in addition to English pronunciation competitions, teachers can also make full use of students' free time to hold English speech competitions and English drama performances in the classroom, so that students can actively participate in and improve their English pronunciation level^[3].

5.4 Teaching practice of speech class

Although the lecture course is based on students' practice, the importance of theoretical knowledge is undeniable. Therefore, at the beginning of the course, the author introduced famous speech theorists, excellent speakers and famous speech competitions at home and abroad, such as the CCTV Cup English Speech Competition, and also explained how to prepare speeches to help students understand the standards of excellent speeches, and what aspects should be taken to prepare speeches, so as to obtain corresponding theoretical guidance in the course practice.

At the beginning of the course, the author gave some samples for students to imitate and learn under the guidance of the teacher. The so-called sample refers to the speeches of British and American celebrities and the speeches of celebrities from countries outside the English-speaking countries. In the explanation of each sample article, the author first lets the students get emotional resonance, then makes a brief explanation and analysis from the use of language means, stylistic features and planning techniques, and then makes his own demonstration. Speech requires high pronunciation and intonation, so the demonstration process is actually to help students correct some pronunciation errors^[4].

After each class, the author will leave corresponding speech assignments for students to check in the next class, and encourage students to make full preparations after class, and apply the rhetoric skills, excellent sentence patterns and wonderful vocabulary learned in class to their speeches. As students have more time to prepare, the difficulty of speech topics will increase to maximize students' language expression ability. During the week's preparation, students can list the speech outline in detail according to various speech purposes, carefully think about the words and phrases in the text, and constantly change and supplement the content and language. Through the teacher's modification of the ideological content, discourse structure and language text, the student can fully play his trigger function until his language and thinking habits are more and more close to the British and American way of expression.

In the classroom, the author asked students not to memorize the article mechanically, but to use their own speech script and keywords and phrases to make their oral expression more fluent and natural. In this way, the main information points in students' speeches can often be concise, accurate, appropriate and true. Through long-term practice, students can significantly improve their language skills.

5.5 Multiple and effective evaluation mechanism to actively promote teaching and learning

The evaluation of "English pronunciation" adopts a mixed form of formal and final evaluation, and flexibly uses a variety of evaluation tools, thus establishing a variety of effective evaluation mechanisms. This mechanism not only carries out real-time and effective assessment of students' learning impact, but also promotes the teaching and learning of "English pronunciation".

For formal assessment, students upload their audio, audio or video exercises to the study group or study group every week. Then, select the best audio or video materials through the evaluation of teachers and mutual comments between students, and let students present them at the beginning of the second lesson. This not only improves students' enthusiasm for learning, increases their participation in the phonetic learning process, creates an atmosphere of learning and mutual encouragement, but also provides students with the opportunity to think about problems from the perspective of teachers, so as to find their shortcomings. At the same time, through voice training, teachers can better evaluate students one-to-one on an individual basis, thus affecting voice learning. In practice, teacher assistants can help teachers compile audio documents of students at all levels, and track and guide students' voice exercises through these records. At the same time, teachers regularly communicate with students to understand whether the learning situation at the learning stage has reached the learning goal^[5].

As for the final evaluation, the final exam score of "English pronunciation" is based on the oral test;

Written test=7:3. The final exam tests students' ability to master theoretical language. Of course, it is important to measure whether students have improved their pronunciation ability through learning this course. Secondly, the final score of this course is converted from the usual score, that is, the students' performance in class, weekly homework score, quiz score, etc.^[6], and the results of the final exam, so as to avoid the traditional form of education in which one exam determines the level.

6. Conclusion

To sum up, the implementation of English pronunciation teaching at this stage can not only help students get better English scores, but also practice and improve the knowledge students learn in practice. On the other hand, it can provide theoretical basis for the development of English pronunciation teaching in the future. In this regard, in the teaching process, teachers should not only exercise and improve students' pronunciation and intonation level to ensure that students can gain and improve in the actual participation process, but also pay attention to the reflection of phonetic teaching, timely reflect and review their own defects and deficiencies in phonetic teaching, timely optimize and improve learning methods and methods. In addition, we should pay attention to teachers' own phonetic teaching level, so as to ensure the development of phonetic teaching.

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