PHRASE THEORY: PHRASE TYPES AND SUBTYPES: COORDINATE, SUBORDINATE AND PREDICATIVE PHRASES

Teshaboyeva Nafisa Zubaydulla qizi

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek The faculty of Psychology, department of Foreign languages

Phylology and foreign languages

Student of group 302-21: : Eshbekova Laziza Xayrulla qizi

Annotation: This article provides a detailed overview of the various organs involved in speech production, emphasizing the coordination and roles of each component in the process. It begins by describing the respiratory system as the power source, explaining how air from the lungs is used to generate sound. The role of the larynx in sound production through vocal cord vibration is explored, followed by an examination of how the articulators—such as the tongue, lips, and palate—shape these sounds into recognizable speech. The nasal cavity's role in resonance for specific sounds is also highlighted. Finally, the article underscores the importance of the brain in controlling and coordinating these functions. Through this explanation, the article offers a comprehensive understanding of the complex biological processes behind speech, reinforcing the intricacy and interconnectedness of the human anatomy in communication.

Key words: respiratory system, larynx, vocal cords, articulators, tongue, lips, palate, nasal cavity, resonance, speech production, brain, motor cortex, Broca's area, sound, airflow, communication, speech anatomy, vocal folds, coordination, language, articulation.

The Work of the Organs of Speech

The process of speaking involves the coordinated effort of several structures in the human body known as the "organs of speech." These organs, working together in a highly complex and synchronized manner, allow humans to produce sounds that form language. Understanding how these organs function provides insight into how speech is produced, from the generation of sound to its articulation and modulation.

The Respiratory System: The Power Source

The first and most fundamental part of speech production is the respiratory system. Breathing supplies the airflow needed for speech. The lungs act as the power source, providing air that is pushed through the trachea (windpipe) and into the larynx (voice box).

- **Inhalation:** The diaphragm, a muscle beneath the lungs, contracts and moves downward, allowing the lungs to expand and fill with air.
- **Exhalation:** As the diaphragm relaxes, air is forced out of the lungs, passing through the trachea and into the larynx, where it is ready to be shaped into sound.

This airflow is crucial for voice production, and its control is vital for both speech volume and clarity.

The Larynx: Sound Production

At the heart of the speech process is the larynx, which contains the vocal cords (also known as vocal folds). These are two folds of tissue located at the top of the trachea. When air passes through the vocal cords, they vibrate, producing sound.

- Pitch and Volume Control: The tension of the vocal cords and the force of the air determine the pitch and volume of the sound produced. Tighter vocal cords result in higher-pitched sounds, while relaxed cords produce lower-pitched sounds. The louder the airflow, the more intense the vibration, which results in a louder voice. The larynx also plays a role in protecting the airway. When swallowing, the vocal cords close tightly to prevent food and liquids from entering the lungs.

The Articulators: Shaping Sound After sound is produced in the larynx, it moves into the mouth, where it is shaped into distinct sounds by the articulators. These include:

- **The Tongue:** The most versatile of all articulators, the tongue moves in various ways to produce different sounds. Its tip, blade, and back can articulate with the teeth, hard palate, and soft palate (velum) to form consonants and vowels.

- The Lips: The lips can shape sounds by pressing together (as in the production of "p" and "b"), or by rounding and protruding (as in "o" and "u").
- **The Teeth:** The teeth, particularly the upper teeth, work with the tongue to create sounds like "th" (voiced as in "this," or voiceless as in "think").
- The Hard and Soft Palates: These structures, located in the roof of the mouth, are essential for producing various consonants. The hard palate helps produce sounds like "sh," while the soft palate (velum) controls whether air is directed through the nose (nasal sounds like "m," "n," and "ng") or the mouth. The articulators refine the sound produced in the larynx, turning it into understandable speech sounds that make up words and sentences.

The Nasal Cavity: Resonance While the mouth and throat are key to articulation, the **nasal cavity** also plays an important role in resonance. Nasal sounds such as "m," "n," and "ng" are produced when the velum (soft palate) lowers, allowing air to flow into the nasal passages. The nasal cavity acts as a resonating chamber, giving certain sounds a distinct quality.

The Brain: Control and Coordination Speech is not just a physical process but a highly coordinated one that is controlled by the brain. The motor cortex, responsible for voluntary movement, sends signals to the muscles of the respiratory system, larynx, tongue, lips, and other speech organs. The brain also processes the sensory feedback from these organs, adjusting movements in real-time for precise speech production. Additionally, the brain's Broca's area is critical for speech production, controlling the movements involved in forming words. Damage to this area can result in speech disorders such as aphasia, affecting an individual's ability to speak or understand language.

The Process of Speech Production

The process of speech begins with the brain generating the message to be communicated. This message is then translated into motor commands, which instruct the respiratory system, larynx, articulators, and brain to produce the sounds.

Breathing initiates the process by providing air pressure.

The larynx vibrates to produce sound.

The articulators shape this sound into distinct speech sounds.

The nasal cavity provides resonance for specific sounds.

The brain continues to monitor and adjust the entire process, ensuring the message is accurately conveyed.

The ability to produce speech is one of the most remarkable human traits, and it relies on the intricate coordination of several anatomical structures known as the speech organs. These organs, working together as part of the articulatory system, enable the production of sounds that form words and, ultimately, communication. Below is a breakdown of the main speech organs and their respective functions in speech production. The process of speech production is an intricate interaction between various speech organs. The lungs supply the necessary air pressure, the larynx produces the sound, and the articulatory organs (mouth, lips, teeth, tongue, and soft palate) shape and refine the sound into intelligible speech. Each organ plays a unique role, working together to produce the full range of sounds used in human languages. Understanding the functions of these speech organs highlights the complexity of speech production and underscores the marvel of human communication.

The lungs are responsible for providing the airflow necessary for speech production. When air is exhaled from the lungs, it travels up through the trachea and into the larynx (voice box). The lungs act as the source of energy that powers speech. The force and volume of air that is exhaled determine the loudness and duration of the speech sounds. Controlled exhalation is essential for producing clear and sustained speech.

The trachea, or windpipe, is the airway through which air travels from the lungs to the larynx. It connects the lower respiratory system to the vocal apparatus. Although the trachea itself does not contribute to sound production directly, it is crucial for conducting the airflow that powers phonation (sound production) in the larynx. It allows a steady flow of air to pass into the vocal cords.

The larynx contains the vocal cords (vocal folds), which vibrate as air passes through them to produce sound. The larynx is often referred to as the "voice box" because it is where the raw sound (phonation) is produced. The vocal cords in the larynx are controlled by various muscles that adjust their tension and length, which alters the pitch and tone of the sound. The larynx's ability to control vocal cord vibration is what allows us to produce different pitches, volumes, and tones.

The vocal cords, located in the larynx, are two flexible bands of muscle tissue that vibrate to create sound when air passes through them. The vocal cords can be stretched or relaxed to control the frequency of vibration, thus producing different pitches. They can also be brought closer together for louder sounds or apart for softer sounds. Their tension and mass are key factors in determining pitch (high or low).

The pharynx, or throat, is a muscular tube that connects the larynx to the oral cavity and nasal passages. It acts as a resonating chamber that helps amplify and modify the sounds produced in the larynx. The shape and size of the pharynx can affect the resonance of speech sounds. It also assists in directing airflow through the mouth or nose, which is essential for producing different speech sounds.

The mouth plays a central role in shaping speech sounds. It is where many of the final articulatory processes take place. The mouth, especially its parts—the lips, teeth, tongue, and palate—modifies the sound created by the vocal cords. The tongue is particularly important in shaping consonant sounds, and the lips are key for producing labial sounds such as /p/, /b/, and /m/.

The lips are crucial for the articulation of several speech sounds, especially those involving the labial articulatory features. The lips help in forming sounds like /p/ and /b/ (as in *pat* and *bat*), which are made by bringing the lips together. The position and movement of the lips also play a role in creating rounded vowel sounds like /u/ in *boot*.

The teeth are involved in the production of some consonant sounds, particularly those that are dental in nature. The upper teeth work with the tongue to produce sounds like $/\theta/$ (as in *think*) and $/\delta/$ (as in *this*). The teeth provide a

point of contact for the tongue, and this interaction is crucial for accurate articulation of these specific sounds.

The tongue is perhaps the most flexible and dynamic of the speech organs. It is capable of moving in various directions and making contact with different parts of the mouth to produce a wide range of speech sounds. The tongue plays a critical role in both consonant and vowel production. Its position in the mouth determines whether a sound is a stop (e.g., /t/, /d/), a fricative (e.g., /s/, /z/), or a nasal (e.g., /n/). It also helps shape vowels by moving to various positions (e.g., high, low, front, or back) in the mouth to produce different vowel sounds.

Conclusion

The work of the organs of speech is a finely tuned and intricate process. The respiratory system provides the air needed for speech, while the larynx produces sound. The articulators then shape this sound into recognizable speech, with the nasal cavity adding resonance for specific sounds. All these actions are coordinated and controlled by the brain, making the act of speaking a remarkable display of human anatomy and neural function. Understanding the roles of these organs enhances our appreciation for the complexity of human communication and the mechanisms that allow us to convey our thoughts, feelings, and ideas. In conclusion, the organs of speech work in a highly synchronized manner to produce the complex and nuanced sounds that form human language. Each component, from the lungs providing airflow to the intricate movements of the tongue and lips, plays a critical role in ensuring clear and effective communication. The brain's control over this process highlights the incredible coordination required for speech production. This seamless integration of biological structures not only allows us to speak but also enables the rich variety of languages and dialects that define human culture and interaction. By understanding these physiological mechanisms, we gain a deeper appreciation for the remarkable capacity of human communication.

REFERENCES

1. Boersma, P., & Weenink, D. (2018). Praat: Doing Phonetics by Computer. Retrieved from http://www.praat.org/

- 2. Clark, J., Yallop, C., & Fletcher, J. (2007). An Introduction to Phonetics and Phonology (3rd ed.). Blackwell Publishing.
- 3. Fink, A. (2017). The Anatomy of Speech and Language. Pearson Education.
- 4. Gick, B., & Derrick, D. (2009). The Vowel Articulation of the English Phonetic System. Cambridge University Press.
- 5. Kent, R. D., & Read, C. (2002). The Acoustic Analysis of Speech. Delmar Cengage Learning.
- 6. Lieberman, P. (2006). Acoustic Phonetics. MIT Press.
- 7. Perkins, R. (1999). Speech and Language Development. Oxford University Press.
- 8. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).
- 9. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).
- 10.Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).
- 11. Хидирова, Д., & Тешабоева, Н. (2022). Pedagogical conditions for the development of the healthy thinking in students. Zamonaviy innovatsion tadqiqotlarning dolzarb muammolari va rivojlanish tendensiyalari: yechimlar va istiqbollar, 1(1), 120-122.
- 12. Gaybullayeva, N. D. K., & Kizi, T. N. Z. (2022). THE ROLE OF INNOVATIVE METHODS FOR LISTENING COMPREHENSION IN TEACHING LANGUAGE LEARNERS FOREIGN LANGUAGES AND MAINLY ENGLISH. Central Asian Research Journal for Interdisciplinary Studies (CARJIS), 2(10), 8-10.
- 13. Teshaboyeva Nafisa Zubaydulla qizi, Jurayev Muhammadrahim Murod o'g'li, & Mamirova Munisa Rajab qizi. (2021). Language Learning Culturally and the Role of Literature in Teaching Process. *Central Asian Journal of Theoretical and Applied Science*, 2(3), 1-5. Retrieved from

- https://www.cajotas.centralasianstudies.org/index.php/CAJOTAS/article/view/84
- 14. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. Журнал иностранных языков и лингвистики, 5(5).
- 15. Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. Журнал иностранных языков и лингвистики, 5(5).
- 16. Teshaboyeva, N. Z. (2023, November). Adjective word group and its types. In "Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 59-61).
- 17. Teshaboyeva, N. Z. (2023, November). Modifications of Consonants in Connected speech. In "Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 7-9).
- 18.Teshaboyeva, N., & Rayimberdiyev, S. (2023, May). THE IMPORTANCE OF USING MULTIMEDIA TECHNOLOGY IN TEACHING ENGLISH CLASSES. In Academic International Conference on Multi-Disciplinary Studies and Education (Vol. 1, No. 8, pp. 149-153).
- 19.Nafisa, T., & Marina, S. (2023). TEACHING AND LEARNING OF ENGLISH VOCABULARY IN TESL AND TEFL CLASSROOMS. International Journal of Contemporary Scientific and Technical Research, 465-469.
- 20. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). COMPOUNDING. "XXI **ASRDA** WORD FORMATION. TEXNOLOGIYALAR, FAN TA'LIM **INNOVATSION** VA TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Retrieved 109-113. Ilmiy-Amaliy Konferensiyasi, 1(12), https://universalpublishings.com/index.php/itfttdm/article/view/3187
- 21. Teshaboyeva, N., & Yakubova, N. (2023). CHANGES OF MEANING OF WORDS. Центральноазиатский журнал образования и инноваций, 2(12), 126-129.
- 22. Sharifova Dinora Tohir qizi, & Teshaboyeva Nafisa. (2023). "NOUNS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 292–297. извлечено от http://nauchniyimpuls.ru/index.php/noiv/article/view/13128

- 23. Teshaboyeva Nafisa Zubaydulla kizi, & Akramov Ibrohimjon. (2023). **WORD** FORMATION. COMPOUNDING. "XXI **ASRDA INNOVATSION** TEXNOLOGIYALAR, **FAN** VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" Nomli Respublika Konferensiyasi, 1(12), 109–113. Retrieved Ilmiy-Amaliy https://universalpublishings.com/index.php/itfttdm/article/view/3187
- 24. Qodirova Aziza Yunusovna, & Teshaboyeva Nafisa Zubaydulla qizi. (2023). "VERBS AND THEIR GRAMMATICAL CATEGORIES". Новости образования: исследование в XXI веке, 2(16), 280–283. извлечено от http://nauchniyimpuls.ru/index.php/noiv/article/view/13126
- 25.Tuxtayeva Aziza Ilhom qizi, & Teshaboyeva Nafisa. (2023). Word Formation: Compounding . "Conference on Universal Science Research 2023", 1(12), 113–115. Retrieved from https://universalpublishings.com/index.php/cusr/article/view/3185
- 26. Teshaboyeva Nafisa Zubaydulla, & Iskandarova Sarvinoz Shukurullo qizi. (2023). THE CLASSIFICATION OF SYNONYMS AND THEIR ASRDA **SPECIFIC** FEATURES. "XXI INNOVATSION TEXNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI Nomli Respublika Ilmiy-Amaliy **DOLZARB** MUAMMOLAR" 126–131. Retrieved Konferensiyasi, 1(12), from https://universalpublishings.com/index.php/itfttdm/article/view/3191
- 27. Тешабоева, H. (2023). Teaching writing as a major part of productive skills in mixed ability classes. Информатика и инженерные технологии, 1(2), 652–656. извлечено от https://inlibrary.uz/index.php/computer-engineering/article/view/25759
- 28. Teshaboyeva, N., & Yakubova, N. (2023). WORD FORMATION. COMPOUNDING. Development of pedagogical technologies in modern sciences, 2(12), 187-192.
- 29. Teshaboyeva, N. (2023). Compound sentences in the English language. *Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari*, 2(2), 68-70.
- 30.Nafisa, T. (2023). THE USA ECONOMY, INDUSTRY, MANUFACTURING AND NATURAL RESOURCES OF GREAT BRITAIN. *INTERNATIONAL JOURNAL OF RECENTLY SCIENTIFIC RESEARCHER'S THEORY*, 1(9), 94-97.

- 31.Nafisa, T. (2023, December). Secondary ways of word formation. In "

 Conference on Universal Science Research 2023" (Vol. 1, No. 12, pp. 109-112).
- 32.Nafisa, T. (2023). VOWELS AND THEIR MODIFACATIONS. Новости образования: исследование в XXI веке, 2(16), 298-305.
- 33. Nafisa, T. (2023, December). Secondary ways of word formation. In "

 Conference on Universal Science Research 2023" (Vol. 1, No. 12, pp. 109-112).
- 34.Nafisa, T. (2023). THE EDUCATION SYSTEM OF THE USA: PRESCHOOL EDUCATION, SECONDARY AND HIGHER EDUCATION, SCHOOL FORMS. The Role of Exact Sciences in the Era of Modern Development, 1(6), 53-57.
- 35.Qizi, T. N. Z., & Umedovich, M. Y. (2023). AMERICAN-BASED PRONUNCIATION STANDARDS OF ENGLISH. Scientific Impulse, 2(15), 563-567.
- 36.Nafisa, T. (2023, December). Word Formation: Compounding. In "
 Conference on Universal Science Research 2023" (Vol. 1, No. 12, pp. 113-115).
- 37.Nafisa, T. (2023). NOUNS AND THEIR GRAMMATICAL CATEGORIES. Новости образования: исследование в XXI веке, 2(16), 292-297.