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ВІДОМОСТІ ПРО АВТОРА

Подольняська-Калько Наталія Олегівна – аспірант кафедри педагогіки вищої школи і освітнього менеджменту навчально-наукового інституту педагогічної освіти, соціальної роботи і мистецтва Черкаського національного університету ім. Б. Хмельницького.

Коло наукових інтересів: дослідження дидактичних особливостей мовної освіти.

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THE DEVELOPMENT OF ENGLISH FOREIGN PHONETIC COMPETENCE SKILLS OF THE FIRST YEAR STUDENTS-PHILOLOGISTS

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Mastering the pronunciation norm of the foreign language is one of the main conditions for conducting effective cross cultural communication. At the same time correct phonetic expression of the speech enables the speaker not only render the contents of the utterance but his own attitude to the subject of conversation. The significance of correct pronunciation grows considerably when we mean the level of acquired phonetic skills and knowledge during the studies and their further usage while communicating with native speakers.

The aim of our investigation is to develop techniques for foreign phonetic competence skills of language students. The formation of such skills will improve the pronunciation in the long run.

Many scholars have been researching the problem of foreign phonetic competence formation (Y.Golovach, T.Yeremenko, O.Korzun, V.Perlova, A.Homutova, L.Shcherba). There were given different approaches to the contents of some aspects of foreign phonetic competence. The analysis of scientific literature proves that there is no single opinion as for the definition of foreign phonetic competence. So, it can be determined as the individuals 'ability to apply the knowledge of some segment units of phonetic language system in the speech or as the knowledge and skills of perception and reproduction of sounds (phonemes) of the language and the ways of their functioning in a definite context (allophones).[3, p. 30] Some scholars stick to the opinion that phonetic competence is a complicated hierarchy of meaningful units which consist of phonetic knowledge, skills (rhythmical, auditory) and abilities [3, p. 226].

Jong Bok Kim, a Korean professor who is teaching in England now, defines phonetic competence as the ability to know what sounds are in the language and how they may be "strung" together to form meaningful units. Phonetic knowledge consists of different phonetic terms and notions which students are likely to assimilate during their studies [5, p. 160].

During our research we should take into account the notion of pronunciation. Pronunciation involves far more than individual sounds. Word stress, sentence stress, intonation, and word linking all influence the sound of spoken English, not to mention the way we often slur words and phrases together in casual speech. English pronunciation involves too many complexities for learners to strive for a complete elimination of accent, but improving pronunciation will boost self esteem, facilitate communication, and possibly lead to a better job or at least more respect in the workplace. Effective communication is of greatest importance, so we should remember that students also need to learn strategies for dealing with misunderstandings, since native pronunciation is for most an unrealistic goal.

A student's first language often interferes with English pronunciation. For example, /p/ is aspirated in English but not in Ukrainian, so when a Ukrainian speaker pronounces 'pig' without a puff of air on the /p/, an American may hear 'big' instead. Sometimes the students will be able to identify specific problem sounds and sometimes they won't. You can ask them for suggestions, but you will also need to observe them over time and make note of problem sounds. Another challenge resulting from differences in the first language is the inability to hear certain English sounds that the native language does not contain. Often these are vowels, as in 'ship' and 'sheep,' which many learners cannot distinguish. For problems such as these, listening is crucial because

students can't produce a sound they can't hear. Descriptions of the sound and mouth position can help students increase their awareness of subtle sound differences [6].

In teaching English pronunciation the students generally need work in several areas: individual sounds - how to make the sound, whether it's a vowel or a consonant, word stress, sentence stress, the rhythm of English and English intonation [4, p. 31]. Teaching English pronunciation involves giving a lot of listening practice at the beginning. Therefore many of the activities that are good for teaching English pronunciation are also good for developing a student's listening skill. If the sound you are teaching doesn't exist in your students' language they will try to fit it into the sounds they already know. It's helpful when you teach a new sound to say it a few times yourself, and feel the position of your tongue and the shape of your mouth and lips. You can then model this for your students, using your hands to show the position of the tongue if necessary. Remember that sounds and letters are different. When teaching English pronunciation, we have to begin with single words and short phrases and build up to using longer utterances [7]. Different accents are mostly caused by differences in vowel sounds - not consonants - this means that making mistakes with consonants is more likely to prevent understanding. Listen and say is the most basic pronunciation activity. Spelling ability is not important if the students can sound out the words - perhaps with the teacher's guidance.

English words have certain patterns of stress which you should observe strictly if you want to be understood. The best way to learn English stress is to listen to audio materials and to repeat them after the speaker. Word stress needs to be taught as the new vocabulary is taught. You can exaggerate the word stress, or even 'sing' it to the students, and then have them copy you. Students can listen to several words being spoken with different word stress and put them into categories according to the position of the stress.

Some of the biggest problems in students' pronunciation arise in pieces of speech above the sentence level. English sounds - both syllables and words - sometimes become very weak, almost disappearing. Sometimes syllables lengthen or shorten themselves and sometimes sounds join together. All of these can change the sound of English quite a lot from the full pronunciation which is how students usually learn a new word. Another bigger problem that every ESL student faces is putting the right emphasis on the right part of the word [8].

Besides, sometimes it is really difficult for students to hear and pronounce some sounds, such as the difference between the vowel sound in ship and the vowel sound in sheep or the difference between the vowel sounds in same and sat, father and call, love and color etc. Often, a learner's

difficulties with pronunciation originate from a misinterpretation of the spelling system rather than difficulty with the pronunciation of the sounds.

Teaching pronunciation should be done in a meaningful and motivating way. As good pronunciation is closely linked with clear oral communication, it is advisable to place students in a meaningful and contextual situation, rather than present them with a series of isolated sentences [1, p. 47]. In selecting or designing materials, special attention should be paid to those which contain not only a sufficient concentration of the sound to be practiced, but short dialogues, pair word, or other contextual practices as well. So, taking the phonetic peculiarities of the English language we have developed some exercises for the first year students aiming to improve their phonological and pronouncing skills.

1. Read the following groups of words. Which word in each group has a different sound?

- ought - thought - bought - cough
- hut - Sunday - cushion - dumb
- sugar - bull - June - fulfill
- soul - soup - shoulder - dough
- city - ladies - onion - carried
- full - quick - butcher - bush
- rain - aim - stain - fair
- weight - neighbor - either - reign
- chin - chain - machine - achieve
- lamb - debt - trouble – subtle

Practicing **minimal pairs** can help students localize the often minute differences in pronunciation between one word and another. It also helps students practice the finer elements of common muted vowel sounds which are common to English vowel production.

2. Read the following minimal pairs, then listen and check yourself.

call -curl	chit- cheat
caught -curt	dill- deal
consort- concert	gin- gene
curse- coarse	grid -greed
export- expert	hip- heap
form- firm	knit- neat
lawn -learn	lick- leak
pawed- purred	piss -peace
shorts -shirts	risen- reason
walk- work	shit- sheet

3. Listening exercises.

Listen and repeat these words. Do they begin with /ch/ or /sh/? Write each word in the correct column.

/sh/ /ch/

shirt checked shorts chicken cheese chef

Listen and repeat these words. Each word ends in the sound /?/.

pasta tuna pizza cola yoga visa

Listen and make a note of the words you hear. Then listen and repeat.

/l/ /r/

Blind bright light right clouds crowds fly fry

Listen and repeat these words. Can you hear /s/ or /z/ at the end? Write each word in the correct column.

Twist bruises lice movies shoes mouse

/s/ /z/

Listen and repeat these words. The stress is at the beginning, but one word is different. Write down the odd one.

Chemistry architecture medicine education languages.

Tongue twisters are short, memorable lines that are difficult to pronounce, especially rapidly, because of alliteration or a slight variation of consonant sounds. Tongue twisters are especially useful in pronunciation when focusing on a specific, related phonemes, or sounds.

4. Try to read the following tongue twisters very quickly paying attention to the pronunciation of some sounds :

Betty Botter had some butter,

"But," she said, "This butter's bitter.

If I bake this bitter butter,

it would make my batter bitter.

But a bit of better butter--

that would make my batter better."

So she bought a bit of butter,

better than her bitter butter,

and she baked it in her batter,

and the batter was not bitter.

So 'twas better Betty Botter

bought a bit of better butter.

Peter Piper picked a peck of pickled peppers.

A peck of pickled peppers Peter Piper picked.

If Peter Piper picked a peck of pickled peppers,

Where's the peck of pickled peppers Peter Piper picked?

The thirty-three thieves thought that they thrilled the throne throughout Thursday.

Can you can a can as a canner can can a can?

Six sick hicks nick six slick bricks with picks and sticks.

In linguistics, intonation is variation of spoken pitch that is not used to distinguish words; instead it is used for a range of functions such as indicating the attitudes and emotions of the speaker, signaling the difference between statement and question, and between different types of question, focusing attention on important elements of the spoken message and also helping to regulate conversational interaction. There are three basic pitches in English—these are normal, high, and low. There is also a very high pitch, which is used to express strong emotions such as surprise, anger, or fear. The normal pitch is where the voice usually is. High is where the voice rises to indicate information focus. Low is where the voice falls, usually at the end of sentences [9].

In most conversations the voice is normal at the beginning of the sentences, rises at the information focus word (or syllable), then falls back to normal, and drops to low at the end of the sentence. There are different intonation patterns used for different types of sentences. The intonation pattern for statement, commands, and WH questions is basically the same— the voice starts at a normal pitch, rises at the intonation focus word, falls back to normal after the intonation focus word, and falls to low at the end of the sentence. With yes/no questions and requests, the pitch starts at normal and rises at the end of the sentence.

5. Read the following sentences taking into account the type of utterance:

Statements

Betty lives in \London.

Victor works at a \bank.

I haven't read this \book.

We went to the theater \yesterday.

General questions

Do you visit them /often?

Have you seen my /keys?

\German?

Are you ready to /start?

Could you give me a /pen, please?
it?

She \knows him, /doesn't she?

Commands

\Stop it! Sit \down.

Close your \books.

Thus, having analyzed some definitions and notions of phonetic competence we have come to the conclusion that it is a complicated term

Special questions

What is his \name?

Where does he \live?

When did you \call him?

Why are you \late?

Alternative questions

Do you want /coffee or \tea?

Does he speak /English or

Tag questions

It's a beautiful \town, \isn't

Exclamatory sentences

What a wonderful \present!

How \nice of you! [10]

which requires different approaches to its development and cultivating in students-philologists. Teaching English pronunciation should involve training sounds, mastering the main intonation patterns, following the English rhythm and studying phonetic phenomena typical only for the English language.

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