

of future teachers of non-philological specialties in higher education institutions of Ukraine. The introduction of innovative technologies in the educational process in higher education institutions of Ukraine is an important aspect of the modern educational process. The author of the article outlined the prospect of further research, in the analysis of the latest achievements of the world pedagogy on the introduction of innovative means of process control and learning outcomes, forms and role of electronic assessment in the process of foreign language training of future teachers of non-philological specialties in higher education institutions of Ukraine.

*Key words:* foreign language, monitoring, foreign language training, professionally oriented foreign language communication, teachers of non-philological specialties, institutions of higher education of Ukraine, monitoring of foreign language training of future teachers of non-philological specialties.

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### TEACHING PHONETICS: THE INTRODUCTION OF DIGITAL TECHNOLOGIES INTO CLASSROOMS

The article is devoted to the problems of overcoming difficulties in studying practical phonetics by students-translators of higher education. New living conditions, new requirements for the future specialist, new hiring methods demand new approaches to training modern specialists. Nowadays professionals are striving to master their foreign languages at a level that allows them to solve professional tasks more efficiently. In this regard, modern universities should provide student-translators with language training that meets the requirements of modern economically advanced society. The entry of the world community into the era of information civilization determines the need to overcome communication barriers. In this regard, in the theory and practice of modern education the issue of the formation of professional foreign language communication competence has been highlighted. It is this most important quality of a specialist in the process of professional foreign language communication that provides the full psychological interaction of communication partners.

Computer technology and the creation of integrated materials for teaching English Phonetics have been rapidly advancing over the past decades. Many researchers and practitioners agree that the combination of auditory and visual feedback is effective in teaching sound segmental, supra-segmental and other aspects of pronunciation. Computer programs provide language learners with real-time information about the key acoustic properties of their pronunciation.

It has also been proved that professionally designed computer games make it possible to solve the problem of learning sounds, processions (melodies, intonations, etc.) in the course of studying practical phonetics. Imaginary communication in virtual reality helps to develop the student's imagination, teaches the correct use of terms and forms the correct articulation, emphasis, rhythm and intonation. Quasi-communication in virtual reality then becomes real communication. We hope that such computerized learning in phonetics will become very popular in the near future.

*Key words:* practical phonetics, articulation of sounds, speech propagation, computer games, auditing work, interactive learning, communication.

*Introduction.* New living conditions, new requirements for the future specialist, new methods of hiring require a search for new approaches to the preparation of a modern specialist. More and more specialists seek to master a foreign language at a level that allows them to successfully solve professional tasks. In this regard, modern universities are to provide a modern specialist with language training that is adequate to the requirements of a modern economically developed society [2, p. 592].

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The entry of the world community into the era of information civilization determines the need to overcome communication barriers, which are, in particular, foreign languages. In this regard, in recent years, in the theory and practice of modern education, the problem of the formation of professional foreign language communicative competence has been put at one of the first places. It is this most important quality of a specialist in the process of professional foreign language communication that ensures the full psychological interaction of communication partners [1, p. 307].

We are witnessing a global trend in the development of computer technologies and creation of integrated materials for teaching English Phonetics. The purpose of the paper is finding the way how to improve it and imply in the classroom procedure.

*Analysis of relevant researches.* Many researchers and practical teachers agree that a combination of auditory and visual feedback is effective in teaching sound segmental and suprasegmental, and other aspects of pronunciation. Computer programs provide language learners with real-time information about the salient acoustic properties of their pronunciation [3, p. 6-8]. Many people like playing different computer games and get access to the Internet educational programs. Games in virtual reality are very popular with them.

But many professors argue that many (if not all procedures in computer programs) are predominantly intended for language study. They are not helpful in teaching communication. We would like to show here that in the near future the teaching of Phonetics will be associated with a student-computer type of interaction in virtual reality? Which will later on continue in real life communication.

*Main part.* Thus we have to discuss the peculiarities of student-computer interaction as a communication of a real life person with the imaginary partner in virtual reality.

First of all, we think that it is imaginary. The communication with the imaginary partner looks like a conversation (a monologue or a dialogue). In the virtual reality a student imagines himself an unusual person, who can solve any problem, which seems impossible to solve in real life. An ordinary girl plays the part of a bodyguard, supermodel, a spy, a robber. She forgets about the drawbacks in her speech and says everything with distinction and care, because otherwise her imaginary partner may disappear. From this kind of communication the students get a lot of information. Their attitude to the message from the imaginary partner/s is, in reality, communication. And to the creator of the program, irrespective of the fact whether he/she knows the user or not, whether they live in the 21<sup>st</sup> century or haven't been born yet, his users are subjects to whom he/she addresses, not for the sake of moralizing or suggesting, but for the sake of contact of souls, just to cause sympathy, mutual emotional experience, to come into close spiritual interaction, to stimulate them to some kind of mutual creative activities.

But still it is quasi communication because the author is very active and the recipient is only able to react in his imaginary communication in virtual reality. Because the student (as a spectator, reader or listener) gets in contact not with a man, who has created the program, but with the images of this man in virtual reality. De analogy the possible and dearest users of the program for the author exist only an ideal images of imaginary recipient.

We must take into consideration the fact that creators of the program of teaching Phonetics are linguistically-minded people. They are mainly interested in teaching communication with correct pronunciation. The system of teaching is based on the two subsystems: segmental and suprasegmental.

The Phonetics teacher at present and in the future faces the problem of teaching correct articulation of speech sounds. Learners of English are/will be taught skills of native-like pronunciation. From the Phonetics classroom realities we know that it is rather difficult for the students to master the articulation of speech sounds, especially those which do not exist in the native tongue of the learner. Moreover, there are a lot of linguistic terms which are really used in the real-life communication. Furthermore, there is another problem – the student's imagination.

As we know, Robert Crustein and Robert Sperry discovered that each side of the brain has different functions. The left side of the brain controls language and numbers analysis and reasons. The right side controls our imagination, our understanding of space and color, our appreciation of music and our sense of rhythm. It is right side of our brain that day dreams. Leonardo da Vinci used both sides in his creative activity [4, p. 512].

As our analysis has shown, now education in universities encourages the students the left-hand side. Language analyses and reason are given more importance in teaching Phonetics and other subjects. We all need both sides of our brain. So in the future programs will be created in such a way that our students will be able to use their imagination to think of problems and to enjoy emotional and artistic experience. The pronunciation activities in virtual reality will give the user the opportunity to master linguistic terms, playing computer games and then pass over to real-life communication in the classroom.

Preceding from this, let us look at some ways of working out efficient computer games for teaching Phonetics. The first topic is «The organs of Speech». The students may play the game which we call «At the shooting range». Let me now describe this game. A student in virtual reality is getting ready to become a superpoliceman. He/she sees the target, which is the head with the dots. Each dot marks the term, for example «the uvular». A student sees and hears an instructor who says: «This is your target. Hit the uvular, the front of the tongue, etc. When I say «Fire!» choose the organ of speech you want to hit with your gun. Let it be for example «the mouth cavity». When I say «Cease fire!», stop shooting. You will see the target again and the number of points you have got». Then the student starts shooting. Finally he hears «You've hit the tongue and you've missed the nasal cavity». After the game the student easily reports to the class and uses the terms in real-life communication.

Another game is «Decipher the sound code». The students have to pronounce different combinations of vowels and consonants in order to open a door of a bank (or a cave with treasures). Their attempts will be successful if they pronounce the English sounds and combination of sounds correctly. They see their sound combinations on the computer screen and compare them with the deciphering code on their intonographs. Then they pronounce the sounds. The more points they get, the sooner they open the doors.

The image of lightning is very close to the oscillographic picture of different sounds. The game «Shoot a lightning» helps to master the term «loudness». A student can create a real thunderstorm in virtual reality, if he/she speaks louder, and produces voiced consonants. If he/she speaks less louder, producing voiced consonants, the storm can be stopped. A student sees the oscillographic picture of lightning (the sound he/she produces) and hears the thunder

The game «Jumping on music steps» teaches the students the intonation of statements. A student jumps up on the high step and then walks down the steps, producing a melody. The student then creates words to his tune and sings a song. He/she becomes a pop star.

The game «Step down class» has the aim to create the feeling of a rhythm. He/she hears the rhythm and sees the teacher, showing him the movements with a certain rhythm. He hears the phrases and has to dance them with the correct rhythm.

*Conclusion.* The imaginary communication in virtual reality helps to develop student's imagination, teaches to pronounce the terms correctly and forms correct articulation, stress, rhythm and intonation. The quasicommunication in virtual reality turns later on into real-life communication. Prospects for further scientific research are the fact that we hope such computerized teaching of Phonetics will become very popular in the near future and will make things easier for both teachers and students.

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#### НАВЧАННЯ ФОНЕТИКИ: ЗАПРОВАДЖЕННЯ ЦИФРОВИХ ТЕХНОЛОГІЙ

Стаття присвячена проблемам подолання труднощів у вивченні практичної фонетики студентами-перекладачами вищої школи. Нові умови життя, нові вимоги до майбутнього фахівця, нові методи найму вимагають пошуку новітніх підходів до підготовки сучасного фахівця. Усе більше фахівців прагнуть опанувати іноземну мову на рівні, що дозволяє їм успішно вирішувати професійні завдання. У зв'язку з цим сучасні університети мають забезпечити студента-перекладача навчанням, адекватним вимогам сучасного економічно розвиненого суспільства. Вступ світової спільноти в епоху інформаційної цивілізації зумовлює необхідність подолання комунікаційних бар'єрів. У зв'язку з цим в останні роки в теорії і практиці сучасної освіти постало питання про формування професійної іноземної мовної комунікативної компетентності як особливо актуальне. Саме ця найважливіша якість фахівця в процесі професійного спілкування іноземною мовою забезпечує повну психологічну взаємодію партнерів з комунікації.

Ми спостерігаємо глобальну тенденцію в розвитку комп'ютерних технологій та створення інтегрованих матеріалів для викладання англійської фонетики. Багато дослідників і вчителів-практиків поділяють думку, що поєднання слухового та візуального зворотного зв'язку є ефективним у навчанні звукового сегментального, супрасегментального та інших аспектів вимови. Комп'ютерні програми надають слухачам мовлення інформацію в реальному часі про найважливіші акустичні властивості їхньої вимови. Багато людей люблять грати в різні комп'ютерні ігри й отримувати доступ до освітніх програм інтернету. Ігри у віртуальній реальності дуже популярні й серед студентів. Професійно розроблені комп'ютерні ігри уможливають вирішення проблеми навчання звуків, просодики (мелодики, інтонації тощо) в курсі вивчення практичної фонетики. Уявна комунікація у віртуальній реальності допомагає розвивати уяву студента, навчає правильно використовувати терміни й формує правильну артикуляцію, наголос, ритм й інтонацію. Квазікомунікація у віртуальній реальності перетворюється згодом на реальне спілкування. Ми сподіваємося, що таке комп'ютеризоване навчання фонетики стане дуже популярним у найближчому майбутньому.

Ключові слова: практична фонетика, артикуляція звуків, просодика мовлення, комп'ютерні ігри, аудиторна робота, інтерактивне навчання, комунікація.

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#### РЕАЛІЗАЦІЯ ДИДАКТИЧНОЇ ТЕХНОЛОГІЇ ФОРМУВАННЯ СОЦІАЛЬНОЇ КОМПЕТЕНТНОСТІ СТУДЕНТІВ ГУМАНІТАРНИХ СПЕЦІАЛЬНОСТЕЙ КЛАСИЧНИХ УНІВЕРСИТЕТІВ ЗАСОБАМИ ІГРОВИХ ТЕХНОЛОГІЙ

У статті розглянута проблема формування соціальної компетентності студентів гуманітарних спеціальностей класичних університетів. Автором визначено суть понять «соціальна компетентність» та виокремлено особливості формування соціальної

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