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PROBLEMS IN TEACHING ENGLISH PRONUNCIATION

The first impact of any language comes from the spoken word. The basis of all languages is sound. It is in these sound sequences that the ideas are contained. Listening is the first experience, the attempt to understand accompanies it. The acquisition of good pronunciation depends to a greater extent on the learner's ability of listening with care and discrimination. Teaching pronunciation is of great importance in the developing of students' hearing and speaking habits and skills.

As far as this subject research is concerned, Action W., Ballmer T., Bolinga D., Brown G., Cauldwell R., Clennell C., Crystal D., Dalto C., Harmer J., Laroy C., Rogerson G., Seidlhofer B., Fucci D., Crary M., Wennerstrom A. and others have tried to investigate and describe it.

Our article deals the variety of problems which an English teacher faces during the whole course of teaching pronunciation and the most efficient ways of correcting mistakes in pronunciation.

Students should study English literary pronunciation which constitutes received pronunciation. This is the language of radio, TV, theatres, universities. Such pronunciation is characterized by clear stress in all the rhythmic groups; clear pronunciation of the sounds, for example, *give* and not *gimme* admitted by colloquial English; typical abbreviations in auxiliary words: *it's*, *won't*, *don't*, *mustn't* etc.

It is necessary to point out that during the process of studying students must assimilate:

- the sounds of the English language, its vowels and consonants. They should be able to articulate these sounds both separately and in different phonetic contexts;

- some peculiarities of the English language in comparison with those of the Russian language, such as: English vowels differ in quality and in length, whereas in the Russian language the length of vowels is of no importance; there are no palatal consonants, and if some consonants may be pronounced slightly palatalized, this doesn't change the meaning of the word. In the Russian language there are palatalized and non-palatalized consonants and palatalization changes the meaning of the word: e. g. *был-быль, кон-конь*;

- stress in a word and in a sentence, and melody (fall and rise). Students must be able to divide a sentence into groups and intone it properly.

Only when pronunciation is correct, when all main phonic rules are strictly followed, we can avoid misunderstanding in communication. The teacher, therefore, faces the following problems in teaching students English pronunciation:

1. The problem of discrimination; i. e., students should be taught to hear the differences between phonemes which are not distinguished or used in the Russian language and between falling and rising tones [1, p. 45].

2. The problem of articulation, i. e., students should be taught to make the motor movements adequate to proper production of English sounds [1, p. 54].

3. The problem of intonation, i. e., students should be taught to make right stresses, pauses and use appropriate patterns.

4. The problem of integration, i. e., students should be taught to assemble the phonemes of a connected discourse with the proper allophonic variations.

5. The problem of automatism, i. e., students should be taught to make correct production so habitual that it does not need to be attended to in the process of speaking.

Consequently, discrimination, articulation, intonation, integration, automatism are the items that should constitute the content of the teaching pronunciation, i. e., students should be taught to distinguish English sounds from Russian ones, long sounds from short ones, falling tone from rising tone, to articulate English sounds correctly, to use appropriate tone patterns, to integrate or combine sounds into a whole and, finally, they should be taught to use all these while hearing and speaking English. Of course absolute correctness is impossible. We cannot expect more than approximate correctness, the correctness that ensures communication between people speaking the same language.

Thus, teachers have to correct the mistakes so that students could approach the approximate correctness.

As to how mistakes must be corrected the following may be suggested:

1. The teacher explains to the student his/her mistakes and asks to pronounce the sound, the word, the sentence again, paying attention to the proper position of the organs of speech for producing the sound, the word or the sentence.

2. The teacher corrects the mistakes by pronouncing the sound, the word, the phrase, or the sentence in which the mistake has been made and the student imitates teacher's pronunciation.

3. The teacher asks students to listen to the recordings again and pronounce the word or the sentence in the way the speaker does it. Thus, through comparison the student should find the mistake and correct it.

There are some other techniques of correcting phonetic mistakes but those mentioned above can ensure the development of self-control in the students which is significant in language learning.

As to methodological problems the teacher faces the following:

1. To determine the cases where conscious manipulation of the speech organs is required. The teacher instructs the students to pronounce sounds, words, word combinations, phrases and sentences in the English language. Students must become conscious of the differences between English sounds and those of the native language. To teach how to pronounce a new language

correctly in a conscious way means to ensure that the student learns to put his organs of speech into definite positions required for the production of the speech sounds of this language.

2. To determine the cases where simple imitation can or must be used. In learning pronunciation great use should be made of imitation. Students learn to pronounce a foreign language by imitating the pronunciation of the teacher. The teacher is often at a loss how to show the pronunciation of this or that vowel, because he/she cannot show the position of the organs of speech while producing the sound. In this case the imitation should take place. As to intonation it should be taught mainly through imitation, though some explanations and gestures in particular are helpful. Since imitation can and must take place in foreign language teaching, the teacher's pronunciation should set the standard for the class, and the use of native speaker's whose voices are recorded is quite significant.

3. To decide on types of exercises and the techniques of using them. Exercises used for developing pronunciation skills may be of two groups: recognition exercises and reproduction exercises [2, p. 15]. Recognition exercises are designed for developing students' ability to discriminate sounds and sound sequences. Indeed the assimilation of correct English pronunciation by Russian-speaking students depends to a great extent on their ability to hear. This ability is developed if the teacher uses the aural-oral method and the oral approach method in teaching the language. Students should have ample practice in listening to be able to acquire the phonic aspect of the language. It can be done by listening to the teacher pronouncing a sound, a sound combination and sensible sound sequences with comprehension of what they hear and by listening to the speaker from recordings. This exercise is more difficult as students' auding is not reinforced by visual perception. Reproduction exercises are designed for developing students' pronunciation habits. A few minutes at each lesson must be devoted to drilling the sounds which are most difficult for Russian-speaking students. The material used for pronunciation drill should be connected with the lesson study. Poems, proverbs and some useful expressions can be used as material for pronunciation drills as well.

Finally, every teacher must understand how important the teaching of correct pronunciation is. Young teachers are inclined to expect immediate results and soon they stop teaching students correct pronunciation as a hopeless task. No doubt they forget their own imperfections and do not know that pronunciation can be taught only by a long, patient, and persistent effort throughout the whole course of study. The teacher should bear in mind that the difficulties he/she will meet with – and they occur throughout the course- are sound, stress, and musical tones strange to Russian-speaking students. The teacher should know what they are and how to teach students to overcome these difficulties.

All things considered, it is essential to point out that pronunciation is a skill that should be developed and perfected throughout the whole course of

learning the language and constant attention to students' pronunciation on the part of the teacher, whatever the stage of the teaching is, results, as a rule, in good pronunciation habits and skills of students.

References

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Брагіна Е. Р. Проблеми у навчанні англійської вимови

Ця стаття присвячена колу проблем, які виникають у викладача англійської мови у перебігу навчання вимови, а також найефективнішим засобам виправлення помилок, які можуть сприяти важливому у вивченні мови розвитку самоконтролю у студентів. У статті також описані два види вправ (вправа на розпізнавання і вправа на імітування) та техніка їх застосування для розвитку у студентів навичок англійської вимови.

Ключові слова: навчання, спілкування, вимова, здібності чути та розмовляти.

Брагіна Э. Р. Проблемы в обучении английскому произношению

В данной статье обсуждается спектр проблем, с которыми преподаватель английского языка сталкивается в процессе обучения произношения, а также наиболее эффективные способы исправления ошибок, которые могут способствовать важному в изучение языка развитию самоконтроля у студентов. В статье также описаны два вида упражнений (упражнение на распознавание и упражнение на воспроизведение), а также техника их применения для развития у студентов навыков английского произношения.

Ключевые слова: обучение, общение, произношение, способность слышать и говорить.

Bragina E. R. Problems in Teaching English Pronunciation

This article deals with the variety of problems (discrimination, articulation, intonation, integration and automatism) which an English teacher faces during the whole course of teaching pronunciation. They are the items that should constitute the content of the teaching pronunciation, i. e., students should be taught to distinguish English sounds from Russian ones, long sounds from short ones, falling tone from rising tone, to articulate English sounds correctly, to use appropriate tone patterns, to integrate or combine sounds into a whole and, finally, they should be taught to use all these while hearing and speaking English. To decide on types of exercises and the techniques of using them is also one of the methodological problems mentioned above in this

article. Exercises used for developing pronunciation skills may be of two groups: recognition exercises designed for developing students' ability to discriminate sounds and sound sequences and reproduction exercises designed for developing students' pronunciation habits. The article also deals with the 3 most efficient ways of correcting mistakes which can ensure the development of self-control in the students which is significant in language learning.

Key words: teaching, communication, pronunciation, hearing and speaking ability.

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МОДЕЛИ РАЗВИТИЯ КРИТИЧЕСКОГО МЫШЛЕНИЯ СТУДЕНТОВ ПРИ ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА

В последнее время проблема развития критического мышления (КМ) как модели обучения и воспитания граждан находится в центре внимания зарубежных и отечественных педагогов и ученых. Определение педагогического контекста категории «критическое мышление» и путей его развития представлены в исследованиях зарубежных и отечественных психологов и педагогов XX века Дж. Брунера, Л. Выготского, Д. Дьюи, Д. Клустера, Ж. Пиаже, Д. Халперн и др. Эволюция взглядов на критическое мышление, его роль в мировом образовании конца XX – начала XXI в. отражены в работах Э. Боно, М. Брауна, М. Вайнстейна, С. Киле, М. Липмана, Г. Пауля, А. Петрова, В. Ружийро, Ч. Темпла и др [1, с. 56].

Описание практических подходов и дидактические материалы по внедрению методов и приемов развития КМ учащихся в процессе преподавания различных предметов в общеобразовательной школе располагаются в пособиях для учеников, учителей и преподавателей университетов таких зарубежных авторов, как А. Бутенко, С. Заир-Бек, А. Кроуфорд, Д. Макинстер, С. Мэтьюз, Р. Паул, В. Саул [2, с. 3].

Среди украинских педагогов Т. Воропай, К. Костюченко, А. Тягло, Л. Терлецкая и др. развивают идеи по формированию КМ у студентов [3, с. 2].

Наиболее точное определение КМ дает Американский Национальный Совет по обучению КМ – это интеллектуальный процесс концептуализации, применения принципов и понятий, анализа, синтеза и оценки информации, полученной на основе опыта, посредством