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PHONETIC SKILLS FORMATION IN PRIMARY SCHOOL ENGLISH LANGUAGE CLASSES

The question of the place and role of phonetic skills in foreign language teaching has always been relevant in foreign language teaching methods. For the first time, interest in the problem of their formation arose when the development of oral skills became a priority in foreign language teaching. In recent decades, more and more attention has been paid to the problems of foreign language comprehension. Understanding a foreign language is the main goal set by the participants of communication. Thus, a learner must have a developed speech hearing that allows him or her to correctly interpret the received speech signal, possess the necessary articulation skills to be able to adequately encode foreign speech, and ultimately be able to reproduce it.

Correct pronunciation depends on the development of skills in the use of sounds and sound combinations, mastery of intonation and correct accentuation that meets the norms of the target language. We have reviewed the characteristics of phonetic skills, dividing them into two broad groups: listening and pronunciation skills, which include listening (auditory) and pronunciation skills, and rhythmic and intonation skills. We have also identified two main principles that are used to select the mandatory minimum that children should master. Special attention was paid to the problems and approaches to the development of phonetic skills. We examined the problem of interlingual interference; methodological classification of phonemes; identified the advantages and disadvantages of three approaches to phonetic skills development. We have concluded that the content of teaching the pronunciation side of a foreign language consists of a limited number of phonemes and the peculiarities of their pronunciation in the speech stream, the specifics of foreign language deployment, auditory-pronunciation and rhythmic-tonal skills. It was equally important to consider the peculiarities of forming phonetic skills at the initial stage, as this is the most important, difficult and crucial stage of learning, which determines the success of language acquisition in the future.

Key words: *phonetic skills, foreign language teaching, pronunciation, articulation skills, communication, phonemes.*

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ФОРМУВАННЯ ФОНЕТИЧНИХ НАВИЧОК НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ В ПОЧАТКОВІЙ ШКОЛІ

Питання про роль та місце фонетичних навичок при викладанні іноземної мови завжди було надзвичайно актуальним в методиці викладання іноземних мов. Вперше інтерес до проблеми їх формування виник тоді, коли розвиток навичок усного мовлення став пріоритетним напрямом у навчанні іноземних мов. В останні декади все більша увага приділяється проблемам, пов'язаним зі сприйняттям іноземної мови. Адже розуміння іноземної мови є основною метою, яку ставлять перед собою учасники комунікації. Таким чином, учень повинен мати розвинений мовленнєвий слух, який дозволяє правильно інтерпретувати отриманий мовленнєвий сигнал, володіти необхідними артикуляційними навичками, щоб мати можливість адекватно кодувати іноземну мову, а зрештою – вміти відтворити її.

Правильна вимова залежить від сформованості навичок вживання звуків і звукосполучень, володіння інтонацією та правильною постановки наголосу, яка відповідає нормам мови, що вивчається. Ми розглянули характеристики фонетичних навичок, розділивши їх на дві великі групи: слухо-вимовні навички, які включають слухові (аудіальні) та вимовні навички, і ритміко-інтонаційні навички. Ми також визначили два основні принципи, за якими відбирається обов'язковий мінімум, яким повинні оволодіти діти. Особливу увагу було приділено проблемам та підходам до розвитку фонетичних навичок. Ми розглянули проблему міжмовної інтерференції; методичну класифікацію фонем; визначили переваги та недоліки трьох підходів до формування фонетичних навичок. Ми дійшли висновку, що зміст навчання вимовного аспекту іноземної мови складається з обмеженої кількості фонем та особливостей їх вимови у мовленнєвому потоці, специфіки іншомовного розгортання, слухо-вимовних та ритміко-інтонаційних навичок. В фокусі дослідження був розгляд особливостей формування фонетичних

навичок саме на початковому етапі, оскільки це найважливіший, найскладніший і найвідповідальніший етап навчання, від якого залежить успішність оволодіння мовою в майбутньому.

Ключові слова: фонетичні навички, викладання іноземної мови, вимова, артикуляційні навички, комунікація, фонемі.

Problem statement. English is the most widely spoken language in the world, with more than one million native speakers. In many countries it is an official language, along with national languages. In today's world, English is a means of communication in various fields of knowledge.

One of the most difficult and important tasks for teachers is to form correct English pronunciation, so teaching a foreign language should begin with learning the phonetic system of the language. After all, correct pronunciation of sounds contributes to both the correct transmission of thoughts and the correct understanding of the language.

It is known that the initial stage of foreign language learning in primary school is the most important, difficult and responsible, as it determines the success of language acquisition in the future. It is here that the formation of listening and pronunciation skills begins, which implies familiarity with sounds, training students to pronounce sounds to build experience, and the ability to apply the acquired skills in practice, namely in oral speech and in loud reading. It is worth noting that at this stage, the production of sounds and the teaching of grammar and vocabulary occur simultaneously.

Research analysis. The analysis of the literature has shown that the problem of forming phonetic skills at the initial stage of foreign language learning have been studied by both domestic and foreign scholars, such as: Bihuch O. V. (Бігич, 2012), Voretska H. E. (Борецька, 2012), Demianenko O. E. (Демяненко, 2016), Kovalenko O. Ya. (Коваленко, 2003), Parshykova O. O. (Паршикова, 2015), Roman S. V. (Роман, 2012), Джонс Р. (Jones, 2002), Морлі Дж. (Morley, 1991).

Teaching phonetics, as one of the main sections of learning a foreign language, is more effective in practice. Thus, phonetics plays one of the most effective ways to consolidate and improve phonetic skills. For example, the pedagogical phenomenon of students' games is explained in the works of. Makarenko A. S (Макаренко, 1954), Sukhomlinsky V. A., (Сухомлинський, 1977) and others. The relevance of the study is that correct pronunciation and listening comprehension should be formed at the initial stage of learning a language.

Purpose of the article. To outline the main strategies of phonetic skills formation in primary school English language classes.

Presentation of the basic material. In a non-language environment, at the initial stage of learning a foreign language, considerable attention should be paid to the development of phonetic skills. The formation of phonetic skills is a prerequisite for adequate understanding of the language message, accuracy of expression and fulfillment of the language communicative function. If any incorrect habits of pronunciation of certain sounds are ignored, then in most cases they will be impossible to correct at the next stages of learning. Unfortunately, in general education schools, teachers often allow students' pronunciation to slacken as a result of the teacher's own poor language proficiency or lack of class time to develop phonetic skills.

The specific feature of preschool children learning a foreign language is that in preschool age the emphasis is not on conscious mastery of articulation features, but on the auditory perception of speech and its imitation. The assimilation of sounds does not occur in isolation, but in speech flow, in language structures and models (Редько, 2003: 22).

The specificity of teaching primary school students a foreign language is also that the teacher's speech at this stage should usually be a bit exaggerated and demonstrative. The analytical and imitation method is used in explaining and teaching, since in this case we are not talking about transcription and sound-letter connection because preschool children still cannot write the letters of the alphabet even in their native language. Articulation rules are approximate (close to correct pronunciation) in nature. These are instructional rules that tell preschoolers which speech organs (lips, tongue) are involved in the pronunciation of a sound (Бідюк, 2004: 24).

When getting acquainted with phonetic phenomena, training includes two types of exercises: active listening to a sample and conscious imitation, exercises for active listening and sound recognition, and imitation exercises. Active listening is guaranteed by tasks that help to draw attention to the desired quality of sound, intonation; this stimulates the selection of a specific sound from the flow of words a specific sound to be learned. Raising a hand or a signal card, the child shows the teacher card, the child shows the teacher how he or she recognized the sound. Exercises for active listening exercises are essential for the development of phonetic skills.

In order for oral speech to be correct and beautiful, it is necessary to bring the language to automatic-

ity, but the process of performing various exercises is quite boring. Motivation to learn a foreign language, as well as to make the learning process more interesting and memorable, a set of phonetic games has been developed. These games promote the development of children's thinking, memory, perception and attention. The main purpose of using them in foreign language lessons is to consolidate and improve pronunciation skills. In addition, the games are aimed at developing auditory attention and memory, the ability to hear and differentiate sounds in length and brevity, and to hear interdental sounds.

A prerequisite for adequate understanding of the language message, accuracy of expression, and performance of any communicative function by the language is the formation of phonetic skills. It is known that this process is easy for young children in the natural language environment. But in a non-native language environment, in foreign language lessons, considerable attention should be paid to the development of pronunciation skills. This is the reason for the diligent work on students' pronunciation at the initial stage. The role of phonetic skills in the process of teaching a foreign language at school should not be underestimated, because, firstly, these skills have a semantic distinguishing value. An incorrectly pronounced sound can completely change the meaning of a word, and this usually creates difficulties in pronouncing or listening to the language in the process of communication. For example: pepper [ˈpepə] and paper [ˈpeɪpə], wet [wet] and vet [vet], not [nɒt] and note [nəʊt], three [θri:] and tree [tri:]. Secondly, phonetic skills are prone to automation as a result of prolonged non-use of skills in speech activity or insufficient level of its formation. In addition, we should not forget about the role of intonation in the communication process, because the wrong intonation distorts the meaning of the statement and can lead to misunderstandings. Without the right intonation, it will be difficult for a person to express such language functions as doubt, request, negation, and confirmation. For example, English is much faster than Ukrainian, and since students have a rather slow rate of speech, problems with intonation arise.

Note that there are several different approaches to teaching pronunciation (Ніколаєва, 2022: 163):

- analytical (or articulatory) approach;
- imitative (or acoustic) approach;
- analytical and imitative (or combined) approach.

Intonation is a complex of prosodic means, a complex unity of such components as melody, phrasal and logical stress, rhythm, timbre, tempo, pause. Phonetic skills can be divided into two groups: auditory pro-

nunciation and rhythmic intonation. Let's look at each group separately.

Listening and pronunciation skills are the skills of correctly pronouncing all sounds in the stream of speech and understanding all sounds when listening to others speak. They are also divided into two groups:

- Auditory (listening) skills involve actions and operations of recognizing and distinguishing individual phonemes, words, semantic syntagms, sentences.

- Pronunciation skills imply the ability to articulate sounds correctly and combine them in words, phrases, and sentences. In addition, it involves correct pausing, stress, and intonation.

Rhythmic and intonation skills imply knowledge of both logical and expressive accents. It is worth noting that it is the accent and intonation that distinguish a foreigner from a native speaker. But in practice, it is easier to learn the correct pronunciation of sounds than the intonation of sentences. Moreover, self-accent, pause and intonation allow you to change the meaning of the statement. It is worth noting that listening and pronunciation skills are related to speech activities, so their formation cannot be ignored. For example, when teaching reading aloud and speaking, which have the same requirements, mastering listening and pronunciation skills is an important condition. After all, a violation of phonemic correctness, both in the process of reading aloud and speaking, leads to the fact that the listener ceases to understand the reader/speaker.

Thus, the formation of phonetic skills is the key to the successful development of such types of speech activities as speaking and listening, reading, writing. The primary stage of education is characterized by the formation of hearing and pronunciation and rhythmic intonation skills, and at the next stages – their development and improvement. Content of phonics instruction in primary school, problems and approaches to the formation of phonetic skills. In secondary school, pronunciation is taught on the basis of a specially selected minimum, which is based on two main principles.

The principle of correspondence to the need for communication. Based on this principle, the required minimum includes sounds that have a meaning-distinguishing function; all phonemes except for their positional and combined variants; phonemes limited to the structural types of sentences used, but not with emotional and expressive meanings.

Stylistic principle. The object of study is the full style of literary (normative) pronunciation (British). The incomplete (colloquial) style and mastery of dialects are not studied. Phonetic skills are included

in productive and receptive speech activities, being automated components in the ability to speak, write, read and listen. It is important to note that all types of analyzers are involved in teaching pronunciation, such as the speech apparatus, which performs an executive function; the auditory apparatus – a controlling one. Of course, they are interconnected. Psychologists have proven that people hear correctly only those sounds that they can reproduce. And it is worth noting the important visual analyzer, which participates both in control and as a support, since communication is accompanied by additional gestures, facial expressions, etc. Pronunciation and listening skills are closely related to the visual analyzer.

Though, there are some problems in the development of phonetic skills. Interlanguage interference, for example, creates difficulties in teaching pronunciation. It occurs when hearing and pronunciation skills are transferred to a foreign language (the sounds of a foreign language are similar to the sounds of the native language). For example, when starting to learn a foreign language, even children already have strong skills in perceiving and pronouncing the sounds of their native language, which can create interference in further language learning. That's why teachers need to prevent this kind of mistakes. He is to focus on the similarities and differences in the phonetic phenomena of the native and foreign languages and thus the difficulties that students have in mastering auditory-pronunciation skills in the process of learning a foreign language.

Almost all teachers and methodologists working with children at different stages of learning give a great deal of attention to poetic texts and songs and rhymes when learning a foreign language. Some textbooks are entirely based on the use of poetic texts: either authentic or specially composed. Firstly, poems and songs are the kind of textual material that children love, such as cartoons with songs in them: *Head and Shoulders*, *Magic English*, *My First English Adventure*, *Old McDonald Had a Farm*. This moment brings brightness to the lesson, increases interest in learning and greatly contributes to the learning of the material. Secondly, authentic literary or folklore material contributes to the understanding of language in the context of cultures. Thirdly, poetic texts and songs are an excellent material for practicing the rhythm and intonation of a foreign language and improving pronunciation. Fourthly, when working with poems and songs, we solve the problem of repeated repetition of statements based on the same model or perception of the same word. Repeated reproduction of a song or poem is not perceived as artificial. The methodology distinguishes two main approaches to the formation

of phonetic skills, such as articulatory and acoustic. There is also a third approach, which is more widely used in educational institutions, based on a combination of the two previous approaches – differentiated articulatory approach.

Thus, at first, it is necessary to introduce sounds that cause certain difficulties for children, sounds that have no analogues in the native language. This is done in order to start introducing language constructions, for example, “My name is ...”, “I can ...”, “I have got ...” from the very next lessons. It is very important that the student understands what he or she is saying and why, so the teacher can translate the phrase or try to play on it. Only after that, the teacher highlights the key words and eventually moves on to the sounds. The teacher's speech is the next important point that requires special attention. It should be demonstrative, and in the process of explaining and practicing the pronunciation of sounds, the analytical and imitative method is used (a method in which the sounds to be practiced are isolated from the coherent whole and explained on the basis of articulation). The rules of articulation of sounds are approximate, that is, close to the correct pronunciation. The instructions tell students which organs of speech are involved in the pronunciation of sounds, for example, to pronounce the English sound [r] correctly, the tip of the tongue must be raised to the back of the alveoli (the bumps behind the upper teeth). At the same time, the tongue is not moving and does not vibrate. And to get the correct pronunciation of the English sound [r], you should pinch your cheeks with your fingers and pronounce the Ukrainian sound “r” until the palate stops vibrating.

Sometimes children have a problem with incorrect reproduction of the sound by ear, in which case you can suggest which Ukrainian sound can be used to achieve difficult pronunciation. For example, the Ukrainian sound [zh] for the English sound [r]. In the process of learning a foreign language, students should master transcription, a graphic method of recording sound, which will help students work with a dictionary and find information about the sound of words. Teaching the phonetic aspect of the language should be accompanied by demonstration of standards, i.e., phonorecordings. After that, students' pronunciation is trained.

There are three organizational forms of work in the formation of pronunciation skills: individual, choral and pair. For example: students repeat sounds several times. This helps to remove complexes, provides clarity when sounding in unison. But it is important to alternate choral work with individual work to increase the responsibility of each student. For example: at the

teacher's signal, students turn to each other and take turns saying words, phrases or sentences containing certain sounds. The subject of these training exercises is the sounds of sound combinations that are placed in larger units than syllables in words, phrases, sentences and text. Pronunciation is practiced in such a way that it is not necessary to listen to the text spoken by the teacher before the text created by the student. At the initial stage, it is advisable to give material that is valuable in terms of content, such as rhymes, counting, songs. The material should be thoroughly practiced in phonetic terms, and then it can be learned by heart. It is important that from the very first lessons attention is paid to both correct pronunciation and intonation, pauses, stress and rhythm.

In addition, the use of proverbs and sayings in foreign language classes is nowadays an effective method of maintaining interest in learning, increasing students' activity and efficiency in class, as they help to introduce an element of play and competition in the process of language acquisition. The variety of proverbs and sayings allows them to be used successfully at all levels of learning with different levels of children's language proficiency (Стом, 2010: 43).

Thus, the initial stage is the most responsible and important in learning a foreign language. The task of this stage is to form an auditory-pronunciation and rhythmic-intonation base. It is necessary to work systematically on correct pronunciation, including knowledge of correct intonation, pauses, word stress, articulation of sounds, without which the formed pronunciation skills can be quickly lost in a non-native

environment at the subsequent stages of foreign language learning. Moreover, if incorrect pronunciation habits are not eliminated at the initial stage, it will be difficult to correct them later.

Conclusion. So, we conclude that correct pronunciation depends on the development of skills in sounds and sound combinations, mastery of intonation and correct stress placement that corresponds to the norms of the target language. We have examined the characteristics of phonetic skills, dividing them into two large groups: auditory-pronunciation skills, which include auditory (listening) and pronunciation skills, and rhythmic-intonation skills. We also identified the main two principles by which the mandatory minimum that children should master is selected. Particular attention was paid to the problems and approaches to the development of phonetic skills. We considered the problem of interlingual interference; methodological classification of phonemes; identified the advantages and disadvantages of three approaches to the formation of phonetic skills. We came to the conclusion that the content of teaching the pronunciation side of a foreign language consists of a limited number of phonemes and the peculiarities of their pronunciation in the speech stream, the specifics of foreign language deployment, auditory-pronunciation and rhythmic-tonal skills. It was equally important to consider the peculiarities of forming phonetic skills at the initial stage, since it is the most important, difficult and responsible stage of learning, on which the success of language acquisition in the future depends.

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