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WAYS OF FORMATION PHONETIC SKILLS IN YOUNG LEARNERS

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Abstract. The given article is about of teaching pronunciation. The process of teaching pronunciation in primary and secondary schools is organized in accordance with principles. Principles are a system of basic requirements for upbringing and teaching, which determines the content, forms and methods of the pedagogical process and ensures its success.

Key words. Ability, listen, development, phonemic hearing, pronunciation skills, articulatory base, foreign language, methods of intonation, automatism;

English teachers in primary grades need to think over the curriculum activities so that the pronunciation skills are formed in children. Consequently, at present, the problem of the formation of pronunciation skills is relevant. Often, children do not have or have not fully developed their pronunciation skills, so they cannot accurately pronounce a phrase in English. Pronunciation means not only the correct pronunciation of English sounds, but also the intonation and expressiveness of speech. Pronunciation skill - the ability to freely, quickly distinguish and recognize by ear the phonetic phenomena of a foreign language in someone else's speech, as well as correctly and automatically pronounce the sounds of a foreign language separately and in the stream of speech, and correctly intonate.

Phonetics as an aspect of learning is understood as the sound structure of a language - the totality of all sound means that make up its material side (sounds, sound combinations, stress, rhythm, melody, intonation, pauses). Mastering the sound system is a prerequisite for communication in any form. Speech will be understood by the listener with difficulty or not at all, if he himself does not possess pronunciation skills, since auditory images, or standards, accumulate in a person's auditory memory, and then what he hears is verified with what he has accumulated in my memory. During reading and writing, internal playback works, which means - internal dubbing and pronunciation. Consequently, only the presence of solid pronunciation skills ensures the normal functioning of all types of speech activities.

The purpose of teaching pronunciation is to master the auditory-pronunciation side of speaking and reading:

- the ability to listen and hear, the development of phonemic hearing;
- pronunciation skills, i.e. the possession of the articulatory base of a foreign language, methods of intonation brought to automatism;
- development of internal speech (internal pronunciation) as the psychophysiological basis of external speech.

According to Filatova, the process of teaching pronunciation in primary and secondary

schools is organized in accordance with the following principles.

Principles are a system of basic requirements for upbringing and teaching, which determines the content, forms and methods of the pedagogical process and ensures its success. They reflect the inner essential aspects of the teacher's and student's activities determine the effectiveness of teaching in various forms in its content.

Principles express the normative foundations of learning. When teaching pronunciation, the following principles are used in the pedagogical process:

The principle of communicative orientation. Learning pronunciation should be based on the need for communication. Primary perception occurs in the speech stream, then isolated audio is processed.

Consciousness principle. This principle is achieved by explaining pronunciation, comparing sounds within the language, native and foreign, as well as the use of transcription, rules, instructions and clarity.

The principle of activity.

The principle of visibility (visual and auditory).

This principle is implemented according to the rules: direct study of activities, based on observation, measurements and various types of activities. It is necessary to rationally combine the word and visual image, apply it rationally and in moderation. Visibility should be appropriate for the age characteristics of children. Approximation principle. The principle of accounting for the native language.

The principle of cultural conformity presupposes the maximum use of upbringing and education of the environment in which specific educational institution. The principle forms students' creative abilities and attitudes towards consumption, preservation, and creation of new cultural values.

The principle of accessibility and increasing difficulty. The educational material should gradually move from easy to difficult, from unknown to known, taking into account the capabilities of each student. The principle of connection between theory and practice. It expresses the need to prepare students for the correct use of theoretical knowledge in practice. According to V.M. Filatov, the main requirements for pronunciation are phonemicity, i.e. the degree of correctness of the phonetic design of speech, sufficient for its understanding by the interlocutor, and fluency, i.e. the degree of automation of pronunciation skills, allowing students to speak at a normal pace (130-150 words per minute).

Mastering the correct pronunciation is possible only with the assimilation of the phonetic base of a foreign language at the level of syllable, verbal stress, intonation. In other words, students must master the specifics of the articulatory base of a foreign language, as well as the characteristic features of stress and intonation. A skill is understood as a skill brought to automatism. At the initial stage of training, exercises of two types are used:

Exercises for active listening and recognition of sounds and intones, aimed at the development of phonetic hearing and the establishment of differential features of the

studied phonemes and intones. The exercises can be performed by ear and using graphic support, with the teacher's voice or with a tape recorder. For example:

- listen to a series of sounds / words, raise your hand / signal card or clap your hands when you hear the sound [g] - listen to sentences, raise your hand when you hear an interrogative (declarative) sentence;

- listen to the sentence and note the stressed words / number of syntagmas, etc.

Reproduction exercises. They are aimed at actively pronouncing (imitating) sounds, syllables, phrases, sentences following a model teacher or speaker - in chorus and individually.

So, at the initial stage of training, it is necessary to lay the foundation for good pronunciation, which involves correct intonation, observance of pauses, knowledge of the peculiarities of the stress of words in a sentence, as well as correct articulation. One of the means of improving pronunciation skills is phonetic exercise, the purpose of which is to anticipate and remove the appearance of possible phonetic difficulties (auditory-pronunciation, rhythmic-intonation), to neutralize the influence of the sound environment in the native language, to rebuild the articulatory apparatus from the Russian to a foreign one, to create and organize the images of words according to which self-correction of students is carried out as according to standards.

Tasks, the material of which are various sounds, can be used to tune the child's hearing system for a more sensitive attitude to the world of sounds and prepare him for further perception of foreign language speech. So, for example, after listening to an audio recording, children should correlate the objects depicted in the pictures with the sounds they hear. It can be the noise of a passing car, a crying child, the buzzing of a bee, the sounds of the surf, etc. Subsequently, children are given the task of identifying a male, female or child's voice by ear and choosing a picture depicting a man, woman, girl or boy. You can ask the children to guess which language people speak on the audio recording - native or foreign, to which language (native or foreign) the following words refer. Here are the tasks for the hearing.

Here are the tasks for the hearing.

Catch the hidden sound

Among the sounds called by the teacher, children should hear a sound that does not correspond to the rest: a consonant among vowels, a long one among short ones, English among the sounds of the Russian language, etc. The task can be conducted as a competition.

Guess the question

The ball game is played according to the edible / inedible game principle. You need to catch the ball only if you hear, for example, a question, a denial, a command, etc.

Catch a mosquito, bumblebee or beetle

The teacher talks with the children about how different insects buzz in the summer in the meadow. He offers to check who is best able to distinguish between insects, and in turn pronounces the sounds [z], [Z], [G]. Children clap when they hear a given sound, imitating movements as if they are catching an insect. The teacher asks the

children who they caught. Preschoolers should correctly name the insect: [z] - mosquito, [Z] - bumblebee, [G] - beetle. Subsequently, the task can be complicated and offered to catch the "Russian" and "English" mosquitoes.

Ripe fruit

Little Red Riding Hood wants to bring his grandmother not only pies, but also ripe fruits with a sound [ʔ]. The teacher names and shows pictures of fruits, and the children must find words containing the given sound (pear, apple, apricot, pineapple, grape, etc.).

Harvesting

The Mole came to visit the children, he had already prepared for the winter and gathered the whole harvest. Children need to find among all the vegetable cards those that contain the sound [ʔ] in their names (a carrot, a cucumber, a cabbage, a garlic).

Help the Butterfly find her flower

The teacher shows the children a butterfly with a funny name [L] and two flowers, one of which depicts corn in the center - corn [L], the other - orange - orange [O]. The teacher asks the children to help the butterfly find its house, the name of which also contains this sound. (Butterfly [I] will look for a house among cheese and milk flowers, butterfly [ʔ] - among garlic and radish flowers etc.).

The Wise Owl and the Magpie

The teacher uses illustrations depicting characters and symbols of sentences: cards with a dot, which is placed at the end of an affirmative sentence, and a question mark for questions. The teacher tells that the Owl is a wise and calm bird, speaks in detail and calmly. And the curious Magpie flies everywhere, is interested in everything and asks everything. He invites the children to guess which sentences the Owl spoke, and which ones - Magpie. Children demonstrate recognition of intonation by holding up the appropriate card. The game can be played as a competition. Other intonation models can be compared later, for example, indications and statements, etc.

The main operation that children perform in most of these exercises is identification, or comparison of a given sound with the desired isolated sound or sound in a word. In an exercise aimed at distinction of intonation, - operations of differentiation. In their totality, the operations of differentiation (discrimination) and identification (comparison) determine the recognition necessary for further processing and meaning of the acoustic signal.

Pronunciation skill is the ability to freely and quickly distinguish and recognize by ear the phonetic phenomena of a foreign language in someone else's speech and correctly and automatically pronounce the sounds of a foreign language separately in the stream of speech, and correctly intonate.

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