навыков будущих специалистов, но и как продуктивный учебный прием, отрабатывать у студентов навыки выполнения тестовых заданий различной формы и уровня сложности, способствуют формированию у будущих учителей украинского языка и литературы самообразовательной и профессиональной компетентности.

Ключевые слова: поэтапное внедрение тестовых заданий, тестология, самообразовательная и профессиональная компетентности будущего учителя украинского языка и литературы, тестовые задания.

SHKAVRO V. Phased implementation of test responsibilities from linguistic disciplines as a means of forming self-education competence of future teachers in ukrainian language and literature.

The article is substantiated the theoretical principles of the development of test tasks as a means of measuring the academic achievements for students of higher education; noted the expediency transition from individual tests to groups, the main tasks of which is to measure the level of intellectual development, students progress in linguistics disciplines, the step-by-step introduction of test tasks and the peculiarities of their application under time of evaluation of future Ukrainian language and literature teachers, each stage of the implementation of test tasks from linguistic disciplines (preparatory-exploratory, explanatory-illustrative, evaluation and final) of teachers for Ukrainian language and literature, each stage of the implementation of test tasks in linguistics disciplines (preparatory-search, explanatory-illustrative, evaluation and final) are described.

Samples are offeredthat will help to create a quality test bank for future teachers of the Ukrainian language and literature for using in their further professional activities.

Thereis noted that it is inappropriate to consider tests as the universal instrument of pedagogical control, since in practice, the lecturers offer to combine various test tasks during the current and thematic evaluation.

In the article is proposed broadly practicing testing not only as a priority form of testing knowledge, skills and abilities of future specialists, but as a productive educational tool for developing skills of performing test tasks of various forms and levels of complexity that contribute to the formation of future teachers of the Ukrainian language and literature self-education and professional competencies.

Keywords: phased implementation of test tasks, testing, self-education and professional competence for the future teacher of the Ukrainian language and literature, test tasks.

Kobylianska I. V.

THE ROLE OF PHONETICS
IN TEACHING ORAL ENGLISH AT THE UNIVERSITY

This article analyzes the role and importance of the development of pronunciation skills in teaching oral English at the university. Apart of given a description of the different characteristic or peculiarities of the English sound system, the numerous activities at all levels which can be used to develop and practice pronunciation skills in the EFL classroom have been reviewed. Sounds are classified firstly into whether they are consonants or vowels. However, the sounds of English not make up the whole picture of pronunciation because "speech is a continuum without clear cut borderlines between individual sounds".

It has been determined that there are six principal functions of intonation: emotional, grammatical, informational, textual, psychological, indexical. All speech events could be described according to a series of factors when the speakers engage in conversation: prominence, topic management, information status, turn-taking, social meaning and roles, degree of involvement.

Finally, it have been explored that there are numerous possibilities which can be used for students to develop and practies their pronunciation skills in the classroom ranging from the most simple question and answer exercises, through meaningful drills of new strucrures, prepared dialogues or substitution exercises, and others. The great majority of exercises in textbooks can be carried out equally efficiently as oral exercises.

Keywords: *phonetics, teaching oral English, to develop, to practies, pronunciation skills, phonemic system, sounds, English language.*

"Everyone born with the normal capacity to learn acquires the ability to listen and speak long before the ability to read and write… The origins of the written language lie in the spoken language not the other way round" [6]. Perhaps we ought to begin by defining what we mean by speaking. In the widest sense is the ability to express ideas orally. This then includes all the spoken word. It includes knowledge of the phonemic system, the sequence of sounds, the lengths of pauses, stress and intonation patterns, as well as having something to say, knowing how to say it and having the confidence to break the sound barrier and say it in English.

The article aims to analyze the role of phonetics in English language teaching and some activities which can be used to develop and practice pronunciation skills in the EFL classroom.

The first requirements for speaking is to be able to reproduce the English sound system and this requires, among other skills, the development of phonemic perception. Ingram talking about first language acquisition claims "There are two components of phonemic perception. One is the ability to discriminate speech sounds, that is, to hear them as distinct. The other is the ability to classify the sounds discriminated into phonological categories". The second presents a major problem for children learning their first language and is equally problematic for students of a second language. "It is important to remember that before learners can be asked to produce the sounds of a new language, they need to learn to perceive them, which means 'paying attention to them and noticing things about them' " [4]. So this is the first thing to be taught.

When teaching English as a foreign language, the question often arises as to how important it is for learners to speak perfect English, where the word "perfect" is synonymous with using "correct" pronunciation or speaking English like a native. Not unnaturally, many learners despair of ever reaching this grade of proficiency. The question of whether it is possible, or even desirable, for a non-native speaker to sound like a native speaker is a moot one, and depends on nuances of understanding of the language, any language not merely English, which go far beyond aspects of pronunciation and knowledge of grammar and lexis into the realms of psychology. The attitude of a typical native speaker to his/her own language is extremely complex and, in Britain particularly, people are extremely aware, albeit unconsciously, of the social aspects of their language.

Let us here define what we mean by correct pronunciation. We mean to pronounce in a way that hearers understand, without excessive effort, what we want them to understand. But this does not mean students should be expected or even desired to speak with an RP accent. Crystal (1987) claims that an estimated 80 per cent of conversations in English world wide do not involve a native speaker and in addition RP is used by no more than 3 per cent of native speakers [3]. There is also the problem of attitudes to accent which are particularly strong in Britain but also exist to a lesser degree in America and other English speaking countries. In addition there are there are cultural aspects related to the use of RP of which students need to be aware if they are going to try to produce an RP accent. Students, and indeed teachers, who speak with a perfect RP accent have to be doubly aware of the cultural norms of speaking English since native speakers will not give them the benefit of the doubt. Norms like politeness, pitch and tone of voice, loudness, what is and is not permitted in conversation – norms which exist although are not written down.

One of the major problems about teaching pronunciation resides in the social and psychological aspects of speaking. For Porter and Garvin "A person's pronunciation is one expression of that person's self image. To seek to change someone's pronunciation – whether of the L1 or of the L2 – is to tamper with their self image and is thus unethical – morally wrong". While this argument may be somewhat extreme it serves as a necessary balance to the advocates of students producing a Standard English accent when talking in their L2.

The key word to pronunciation is intelligibility, "comfortable intelligibility" as Kenworthy called it [2], and what students need to avoid are those errors which threaten intelligibility and as teachers we should worry less about correctness and more on appropriateness for the particular situation faced by our students.

In many situations English is used between non native speakers of different nationalities to perform business and other transactions… In such cases intelligibility – measured through transactional effectiveness – is the most important communicational goal, and it is that we must now focus on.

Whether an utterance is accessible or not will be determined not only by the accuracy and clarity of the speaker's enunciation but also by the listener's expectations and attitude … on the other hand whether the interlocutors find each other's pronunciation acceptable will largely depend on the value they attribute to each other's accents and on whether they regard these as appropriate to the occasion and to their respective roles and status in society [1].

The different areas of pronunciation of which we have to be aware include individual speech sounds and those areas of connected speech such as stress and intonation which bring into play the suprasegmental aspects. The first aspect is the description and nature of the sounds of speech. Many teachers fight shy of descriptive phonetics in part because of the minimal time dedicated to the subject on training courses. In the majority of teaching degrees at Spanish Universities, for example, phonetics is an isolated subject studied with minimal credit rating and imparted in first year with little or no connection to teaching.

Indeed, phonetics as a science is better reserved for linguistics students, although here again the subject is given little importance. However as a tool it can be most useful and in cases where incorrect pronunciation of, for example, technical vocabulary can cause a complete communication breakdown it becomes essential.

Sounds are classified firstly into whether they are consonants or vowels. However, the sounds of English not make up the whole picture of pronunciation because "speech is a continuum without clearcut borderlines between individual sounds". Dalton and Seidhofer also claim "in connected speech our aim is usually not maximal distinctiveness but maximal ease of communication. As speakers we therefore tend to minimise articulatory effort and maximise ease of articulation" [5]. We do this in several ways. Firstly by assimilation where we make adjacent sounds more similar to each other, (e.g. Great Britain which in colloquial speech would be pronounced / greip'britn/ instead of /greit'britn/). Secondly by leaving sounds out altogether (elision). Vowels in weak syllables are often elided for example *police* is usually pronounced as *p'lice,* consonant clusters are simplified (*next day* will be /neksdei/) and whole syllables can disappear (library becomes /laibri:/). The third technique for simplifying word streams is by linking sounds (liaison). We do this within words and between words although not usually at the beginning of words. Among other examples of linking are the tendency to pass word final consonants to the following word especially if this begins with a vowel, or the introduction of a sound between words, especially in the case of /r/ which is very common although traditionally stigmatised in Britain.

In English language teaching the role of stress is of utmost importance since when we speak the sounds, words or phrases to which we give predominance are those we consider important and which carry the meaning of the message. It is an area where awareness raising and training is paramount in order to be able to cope with meaning. When we talk about stress in terms of pronunciation we mean the way we emphasize something to make it stand out in the phrase or word. For Dalton and Seidlhofer the term stress is used in two different ways, firstly as a "conventional label for the overall prominence of certain syllables over others…and the second and narrower use of the term is concerned with the way in which speakers actually achieve this impression of prominence"[5] . It appears that in English it is pitch changes, followed by duration, which are the most reliable cues to the perception of stress.. Stress appears in the first place within single words where certain syllables are given prominence. Some languages always stress the same syllable e.g. Finnish, others have more complex rules for stress in polysyllabic words e.g. Spanish where stress falls on the penultimate syllable if the word ends in a vowel, /n/ or /s/, otherwise stress falls on the final syllable. In English two syllable words are normally stressed on the first syllable if the word is a noun but are more likely to be stressed on the second syllable if they are verbs e.g. RECord and reCORD. What makes English more difficult is that word stress appears to be chaotic and the only rule is that every word has its own fixed stress pattern. Word stress also

affects intelligibility Recent studies have established that during the mental search for meaning the stressed syllable is picked out, so incorrect word stress can reduce intelligibility and cause misunderstanding.

Another important aspect of the speech system involves the area of prosody which treats not what we say but the way in which we say it. The most important prosodic features of English are those related to the use of pitch, the intonation system. Different pitch levels convey different meanings. Some of these can be illustrated in writing for example in the use of the question mark but the majority needs a special transcription to be able to visualize them. We also use differing degrees of loudness and length to give prominence to certain syllables. Intonation is basically melody which uses rising and falling tones to provide meaning. Therefore depending on what we want to express we can make our voice go up, down, remain on the same level or combinations of these. Some expression however have a fixed intonation. Bolinger gives as examples of this the expression 'in no time' meaning 'very quickly' where 'NO' has the highest pitch or 'Lets go out for a change' where 'OUT' has the highest pitch and the phrase 'for a change' is spoken at a low pitch. There are many other examples of this 'You must be joking!', 'No way!' or 'There's a good boy' where pitch is fixed. To express the possibilities of pitch movement, phoneticians vary between two and up to seven or eight descriptions but basically the most five common are: Fall: Rise: Rise-fall: Fall-rise and Level usually illustrated with arrows.

For Crystal there are six principal functions of intonation [4]:

Emotional: expresses attitudinal meaning-sarcasm surprise interest

Grammatical: identifies grammatical structure in speech such as questions and statements.

Informational: draws attention to what is given and what is new in an utterance.

Textual: helps larger units than the sentence to contrast and cohere

Psychological: helps to organize speech into more manageable and easier to memorize.

Indexical: intonation is an important marker of personal or social identity.

Interference from L1 is fairly common in the area of intonation because intonational preferences stem from syllable structure and vowel prominence typical of each language. Specific length of tone units and temporal differences also play an important role as do loudness and variety of pitch.

Spoken discourse is extremely complex in that we negotiate meaning during interaction. Hymes claimed all speech events could be described according to a series of factors: setting, participants, topic, channel and purpose. Some, but by no means all, of the ways we manage these factors when we engage in conversation are enumerated by Dalton and Seidlhofer [5]:

Prominence: how to make salient the important points we make

Topic management: how to signal and recognize where one topic ends and another begins.

Information status: how to mark what we assume to be shared knowledge as opposed to something new.

Turn-taking: when to speak, when to be silent, how (not) to yield the floor to somebody else.

Social meaning and roles: how to position ourselves *vis-à-vis* our interlocutor(s) in terms of status, dominance/authority, politeness, solidarity/separateness.

Degree of involvement: how to convey our attitudes, emotions, etc.

All these elements come into play in conversation and intonation is one of the most crucial aspects involved in the constant negotiation required to maintain conversation. The first aspect to be taken into consideration is prominence which as distinct from word stress which is relatively stable depends on those parts of the utterance that the speaker wants to highlight and is therefore a matter of speaker choice. To do this the speaker can use, pitch movement, increased loudness and duration as well as non verbal language but of these the most frequent is pitch which we use for example to introduce and end topics.

O'Connor and Arnold attempted to describe the relationship between syntax, intonation and speakers' attitudes. They claim that certain tones in themselves express approval or disapproval, enthusiasm or disinterest. However their theories do not allow for generalizations, in other words although they appear to be valid in specific cases there is no evidence that certain tones will always signify certain attitudes. Brazil however concentrates on the communicative value of intonation in discourse while it is being negotiated by speakers. He argues that there needs to be some common ground between speakers. He argues that there needs to be some common ground between speakers to permit negotiation and that it is the overlapping of what is shared by speakers which decides the intonation used.

The question remains how much, and what specifically, should we, or indeed, can we teach about pronunciation to students of English. This obviously must depend on some sort of selection; it is not necessary or even desirable to try to teach everything. Jenner (1989) established what he called a 'common core' in which he aims to determine what all native speakers have in common which enables them to communicate effectively. He pinpointed eleven elements which he considered needed to be included in teaching pronunciation. In order of importance these are:

The consonantal inventory;

Vowel quantity: i.e. long and short;

Syllabic structure: i. e. closed with clusters;

Syllabic Values: strong, weak, reduced;

Rhythmic pattering: stress-timing;

Prominence and tonicity: i.e. location of pitch frequencies;

Tones: some binary oppositions such as fall vs. fall-rise;

Articulatory setting: laxity and lack of movement;

Vowel quality: all vowels should be drawled. The details of shape then follow;

Pitch levels: high, mid, low;

Voice quality, if the learner's native habits are disturbingly different from those of native varieties of English.

There are numerous activities at all levels which can be used to develop and practise pronunciation skills in the classroom ranging from the most simple question and answer exercises, through meaningful drills of new strucrures, prepared dialoges and substitution exercises, repetition, replacement and reduction exercises, discourse chains or structured conversation exercises based on specific topics and many more. The great majority of exercises in textbooks can be carried out equally efficiently as oral exercises[6].

One of the most important steps to speaking a foreign language is to lose the sense of the ridiculous. When everybody in the class, teacher included, is involved ridiculous.

Conclusion. By means of conclusion we would just like to point out that learning a language is a global acquisition process where every element should be given its due. English is a stress timed language and is extremely complex. Many text book exercises limit themselves to word stress, some use lists of word stress 'rules' which students are expected to learn and then apply. On the other hand it is much more effective to let students discover their own rules which they are much more likely to be able to use, although it is essential that the teacher checks for overgeneralization. Nobody would claim that teaching it is easy, it can in fact be frustrating even soul-destroying but we feel strongly that such skills cannot be ignored since society views speaking skills as basic to language learning.

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Кобилянська І. В. Роль фонетики у викладанні усної англійської мови у ВНЗ.

Стаття аналізує роль та важливість розвитку навичок вимови у викладанні усної англійської мови у ВНЗ. Окрім опису різних характеристик чи особливостей фонетичної системи англійської мови, розглянуто безліч заходів різного рівня, які можуть бути використані для практики фонетики на уроках англійської мови. Звуки перш за все класифікуються на приголосні та голосні. Проте вони не складають всю картину вимови, оскільки "мова є суцільною без чітких границь між окремими звуками".

Визначено, що існує шість основних функцій інтонації: емоційна, граматична, інформаційна, текстова, психологічна, індексна. Всі мовні прояви можуть бути описані відповідно до ряду факторів, коли співбесідники залучаються до розмови: важливість, управління темою, статус інформації, черга, соціальний зміст і ролі, ступінь залучення.

Нарешті, було досліджено, що існує безліч можливостей, які можуть бути використані для розвитку та практики вимови студентів у класі, починаючи від найпростіших вправ із

запитаннями та відповідями, шляхом проведення значущих тренувань нових структур, підготовлених діалогів чи заміни вправ та ін. Переважна більшість вправ у підручниках може бути виконана так ефективно, як і усні вправи.

Ключові слова: фонетика, викладання усної англійської, розвиток, практика, навички вимови, фонетична система, звуки, англійська мова.

Кобылянськая И. В. Роль фонетики в преподавании устного английского языка в вузе.

Статья анализирует роль и важность развития навыков произношения в преподавании устного английского языка в вузе. Кроме описания различных характеристик или особенностей фонетической системы английского языка, рассмотрено множество видов деятельности различного уровня, которые могут быть использованы для практики фонетики на уроках английского языка. Звуки прежде всего классифицируются на согласные и гласные. Однако они не составляют всю картину произношения, поскольку "язык является континуум без четких границ между отдельными звуками".

Определено, что существует шесть основных функций интонации: эмоциональная, грамматическая, информационная, текстовая, психологическая, индексная. Все языковые проявления могут быть описаны в соответствии с рядом факторов, когда собеседники привлекаются к разговору: важность темы, управления темой, статус информации, очередь, социальное содержание и роли, степень вовлечения.

Наконец, было исследовано, что существует множество возможностей, которые могут быть использованы для развития и практики произношения студентов в классе, начиная от самых простых упражнений с вопросами и ответами, путем проведения значимых тренировок новых структур, подготовленных диалогов или замены упражнений и др. Большинство упражнений в учебниках может быть выполнена так эффективно, как и устные упражнения.

Ключевые слова: фонетика, преподавание устного английского, развитие, практика, навыки произношения, фонетическая система, звуки, английский язык.