

2. Гончаренко Л. А. Розвиток полікультурної компетентності педагогів загальноосвітніх навчальних закладів : навчальний посібник / Л. А. Гончаренко, А. М. Зубко, В. В. Кузьменко / За ред. В. В. Кузьменка. – Херсон: РПО, 2007. – 176 с.

3. Агадуллін Р. Р. Полікультурна освіта: методолого-теоретичний аспект / Р. Р. Агадуллін // Педагогіка і психологія. – 2004. – № 3. – С. 18–29.

**Котів Х. З.**

група МАМ–2 (Тернопільський національний педагогічний університет імені Володимира Гнатюка)  
*Науковий керівник – канд. пед. наук, доцент Серняк О.М.*

## METHODS OF FORMING STUDENTS' FOREIGN LANGUAGE PHONETIC COMPETENCE

Nowadays, a foreign language is a means of communication of modern human being in a multilingual world society. Apparently, it is significant for Ukrainian to be ready to communicate in at least three languages since we are a part of modern European society. While learning any foreign language a number of lexical, grammatical and phonetic difficulties can arise. However, all these features need to be taken into account for proper language proficiency.

Language as a communication tool has emerged as the audio language. The listener will not be able to understand it without auditory and phonetic competence. Having solid pronunciation skills ensures the normal functioning of all types of speech activity as well [3, c. 71].

**The aim of the article** is the theoretical analysis and practical development of the methodology of forming foreign phonetic competence of primary school students.

Problems of forming the of phonetic competence in the structure of teaching foreign language communication are subject matter in the research and studies of a number of scientists and methodologists (N.I. Gez, G.V. Elizarova, N.F. Borysko).

L. Karpova emphasizes that phonetic competence is based on a complex and active interaction of individual skills, knowledge and phonetic awareness. The researcher notes that the success of the forming the phonetic competence also depends on the level of phonetic skills, the amount of acquired knowledge about the phonetic component of speech and the dynamic interaction of these components based on general linguistic and phonetic awareness [9, p. 260].

I. Ivanysko and G. Leontiev single out auditory-speaking skill, which is considered as the skill of pronunciation of all phonemes in the process of speech and their clear comprehension in the process of perception and understanding of other people speech [10, c. 71].

Z. Arturenko emphasizes that while teaching a foreign language it is necessary to follow the gradualness in forming the phonetic skills with the purpose of achieving automaticity of the usage of the above mentioned phonetic skills in the learning process. Thus, special attention should be paid to the gradualness and phasing of preparation, as well as the performance of phonetic exercises of different types of complexity [1, p. 61].

In the process of forming the phonetic competence, Zh.B. Vereninova highlights the methodological advantages of listening and singing songs. According to the researcher, songs are an effective means of acquisition of lexical material as they contain new words and expressions.

Methodologists distinguish between the following criteria for the selection of songs: interesting content, rhythm, relatively short duration, the presence of the chorus clarity and intelligibility of the audio recording. [8, c. 28].

Encouraging students to memorize the lyrics is another effective method. This allows increasing the effectiveness of the learning process and promoting the involvement of all students in the activity. Let's proceed with the example of poetry students can learn in preparation for the New Year:

*It's winter, it's winter,  
Let us skate and ski.  
It's winter, it's winter,  
It's great fun for me!*

*It is winter,  
It is cold.  
Father Frost  
Is very old.*

We believe that practical acquisition of a foreign language and phonetic competence in particular is ensured by the use of effective methods and techniques of teaching. Forming foreign phonetic competence will be more effective in the application of a set of specially designed exercises and phonetic games.

To sum up, teaching phonetic competence in the structure of foreign language studying is of vital importance, including correct pronunciation of all speech sounds and sound combinations, well-developed phonemic hearing and mastery of intonation of foreign speech. Only with all the aspects taken into consideration can the speaker be sure of proper foreign language acquisition.

## REFERENCES

1. Артуренко З. Фонетичні особливості англійської мови/ Зіновій Артуренко// – Х.: Знання. – 2015, – 180 с.
2. Весніна А. Англійська мова в початковій школі № 2 (99) лютий 2013 р.
3. Іноземні мови в школі/Автор-упорядник Л. А. Пономаренко д.т.н.проф. – Київ.: Англійська мова в початковій школі, 2005.
4. Карпова Л. Формування фонетичної компетенції на початковому етапі вивчення іноземної мови / Людмила Карпова // – Х.: Освіта. – 2015. – 260 с.
5. Корчун І. Англійська мова та її особливості / Іван Корчун // – К.: Освіта. – 2013. – 230 с.

**Крива Ю. П.**

група МАМ–11 (Тернопільський національний педагогічний університет імені Володимира Гнатюка)  
*Науковий керівник – канд. філол. наук, доцент Шонь О. Б.*

## PUN AS A STYLISTIC DEVICE OF CREATING COMIC EFFECT IN ENGLISH JOKES

The study of the «pun» phenomenon has a long history. The first mention of a similar phenomenon of «funny verbal phrases» as a means of joking or «deceiving» the audience can be found in the *Rhetoric* by Aristotle [2, p. 41]. **The topicality** of the research is defined by lack of a unified theory of English joke and exhaustive knowledge of the mechanics of English humor, which is created by various means of language, the difficulty of translating an English joke into Ukrainian without losing the comic effect.

Pun is a multifaceted phenomenon that has a stylistic, psycholinguistic, pragmatic and aesthetic nature at the same time [1, p. 12]. Due to the multifaceted nature of this phenomenon it is quite difficult to give a precise definition of a pun. Discoveries made by participants in a communicative situation push the limits of imagination, encourage creative search, cultivate the ability to listen and hear, develop a speed of reaction to the word. There are many definitions of a pun. One of them was put forward by the Austrian philosopher Ludwig Wittgenstein in the middle of the twentieth century. According to his definition, all human speech activity and even non-speech activity is a set of puns [2, p. 124]. Pun is an anomaly – «a phenomenon that violates any formulated rules or intuitively felt patterns» [6, p. 119].

To understand a joke hidden by the means of pun, one needs to be able to compare, analyze and reason. A pun assumes a mandatory reliance on a communicative situation with an informal status. It serves as a marker of colloquialism, as the listed features «belong to the components of the communicative act that form colloquial speech. In other words, colloquial speech creates the optimal preconditions for the emergence of a pun, but a pun itself becomes ... a sign of a colloquial speech»