

Актуальність проблеми використання сучасних мультимедійних технологій на уроках англійської мови зумовлена підготовкою учнів до повноцінної життєдіяльності в умовах інформаційного суспільства. Сучасні досягнення науки та техніки вимагають нових підходів до планування та реалізації уроків. Адже, застосування комп'ютерних технологій в навчальному процесі значно розширює можливості уроку, вивільняє час вчителя для творчої діяльності, сприяє засвоєнню учнями нових професійних навичок та викликає інтерес до вивчення мови, а особливим аргументом використання комп'ютерних технологій на уроці є зацікавленість сучасних учнів новими технічними винаходами.

## ЛІТЕРАТУРА

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## SONGS IN TEACHING PRONUNCIATION TO YOUNG LEARNERS

Understanding and using a foreign language are goals of communication. A learner must, on the one hand, develop listening skills, which allow for the correct interpretation of the language and, on the other hand, have the necessary articulatory skills to be able to adequately speak the language. Therefore, at the initial stage of learning, teaching pronunciation should be given considerable attention. The formation of pronunciation skills is a prerequisite for adequate understanding of a foreign language, accuracy of expression and effective communication.

The initial stage of teaching a foreign language at a secondary school is both important and challenging. The teacher has to deal not only with developing pronunciation skills but also with enhancing other, closely related skills and abilities, which are components of a communicative competence [1, p. 28; 2, p. 3]. Teaching pronunciation includes familiarization with sounds, training learners in their articulation, application of acquired skills in speaking. We believe that these complex tasks can be efficiently solved using songs. In this paper we will look at the relevance of songs for teaching pronunciation.

It is difficult to overestimate the importance of songs in teaching any foreign language. They provide examples of authentic language rhythm, make language learning fun, motivate students, especially those who are keen to repeatedly listen to and imitate their favourite performers. Songs are very useful for teaching sounds, words and connected speech [3; 4, p. 27].

Individual sounds pronunciation can be taught via songs. Incorrectly pronounced sounds can change meaning and impede understanding. The rhymes in songs provide listeners with repetition of similar sounds. The fact that students often listen to songs repeatedly makes their exposure to these sounds frequent and allows for accurate reproduction of sounds without considerable and deliberate effort.

Words are meaningful combinations of sounds which can be divided into syllables, usually one stressed syllable and the rest weak. Words in songs help learners to associate the number of syllables with memorable rhythms. The relaxed atmosphere songs create can introduce students to this difficult pronunciation area.

While speaking, we are linking together and emphasising certain words, rather than each word standing alone. Sometimes students fail to recognize individual words in songs. The music assists in emphasising the 'flow' of the words. We agree with B. Ebong and M.J. Sabbadini's conclusion that there are no 'standard' songs for teaching pronunciation [3]. Any song can be an example of different pronunciation aspects. However, teachers try to choose songs that are clear, not too fast, memorable, likely to appeal to our learners and easy to create activities for, depending on the area of pronunciation they are focusing on.

In summary, teaching pronunciation is an important aspect of teaching a foreign language. Separate sounds, words and phrases, connected speech can be effectively taught using songs. The songs should meet specific requirements. The prospect for further research can be selection of songs to teach pronunciation to young learners.

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## SOCIOLINGUISTIC FEATURES OF ENGLISH EDITORIALS

Widespread use of mass media and technology in everyday life has led to in-depth study of publicistic discourse and, in particular, media discourse in modern linguistics. Nowadays this type of discourse is considered as one of the most powerful and important means of transmitting information to a wide range of people and influencing the audience. Discourse includes the social context, information about the participants of communication, knowledge of the production process and perception of texts. It is a sociolinguistic phenomenon of the modern communicative environment, which is determined by its social and cultural, political, pragmatic and situational, psychological factors [1].

Publicistic discourse is one of the most widely used types of discourse in modern society. It is interpreted as a distant form of communication between media members and mass audience, which is characterized by a certain ideological orientation and may meet the interests of certain social groups. Publicistic discourse covers the most important aspects of life, reflects the state of society's development and has an impact on the audience [5].

An editorial is a type of publicistic discourse that reflects current events or that may be of interest to a wide readership [4]. The editorial article has such stylistic features as a combination of stylistically neutral and emotional vocabulary, the presence of stereotypes and neologisms, simplified syntax of spoken language, the presence of toponyms, anthroponyms, numerals, stamps and clichés, phraseologisms [3]. The difference of an editorial from other types of publicistic discourse lies in its structure, which consists of a title, an appeal, a photo, the transference of personal experience, editor's contact information, and a signature. An editorial of an English-language publicistic discourse is characterized by sociolinguistic peculiarity.