THE FORMATION OF PHONETIC COMPETENCE OF FIRST-YEAR STUDENTS USING AUTHENTIC MATERIAL

Today, the modern school is gradually moving away from standards and offers such teaching methods that not only teach, but also contribute to the development of personal potential. The use of authentic material is one of the most effective methods in the educational process of first-year students, because they do not just implement the educational goal, but also educate individuals. We have proposed the algorithm for applying authentic...
materials in the class: engaging students to contribute in identifying authentic materials, collecting local materials, the use of authentic materials in authentic ways, informing students of the challenges ahead, assessment in authentic ways.

The phonetic competence is one of the means of forming the more general, linguistic sociocultural, competence, which is necessary for a student who acts as an active participant of educational process as well as of everyday, social and professionally oriented communication within the framework of integrated international relations.

The use of authentic material during English classes in the first year serves as a link between learning, mental development and education of the individual. Among the advantages of using authentic material in the formation of phonetic competence in first year, we have identified such as strong mastery and expansion of vocabulary, activation of grammatical structures, improvement of educational process as well as of everyday, social and professionally oriented communication within sociocultural, competence, which is necessary for a student who acts as an active participant of used in the formation of phonetic competence in first year, we have identified such as the framework of integrated international relations.

The use of authentic materials is an effective way to improve the students’ listening skill. It is suggested to the English teacher to use authentic materials as one of materials in the teaching and learning process especially in teaching listening skill and to use the interesting environmental to teach writing to the students; and the teacher should invite and raise the students’ interest and motivation in learning by manipulating various ways in presenting productive skill, including listening skill.

We consider the development of the sets of exercises to be the most important stage of our research. The basis of the proposed subsystem of exercises are three stages of the formation of students’ phonetic competence. According to the stage, we have created tasks, that implement the students' interest and motivation

REFERENCES