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## METHODS OF FORMING FOREIGN PHONETIC COMPETENCE OF PRIMARY SCHOOL STUDENTS

In the methodology of teaching foreign languages, the problem of forming phonetic competence has always occupied a prominent place. Since the time when oral speech became a priority in foreign language teaching, the formation of phonetic skills has become relevant, because it is these skills that ensure effective communication.

Understanding a foreign language is a goal that communication participants try to achieve. That is why the student must have developed hearing, which allows to carry out the correct sound interpretation of the received speech signal, as well as to apply the necessary articulation skills acquired during the learning process. When united, the above mentioned skills implement the phonetic competence of the learner.

According to S. Y. Nikolayeva, phonological (phonetic) competence is an individual's ability to correctly articulate and produce intonation design of own statements and understanding of speech based on the complex and dynamic interaction of relevant knowledge, skills and general linguistic awareness and phonetic awareness [2, p. 108].

Many methodologists (O. B. Bigich, A. Y Gordeeva, O. E Demyanenko, L. Olson, S. Samuels) devoted their studies to the problem of forming the phonetic skills of students of different levels of studying.

At the initial level of learning a foreign language, the development of phonetic skills remains a responsible and difficult task, because at this stage all the speech skills that are interconnected are also formed. When developing the base of phonetic skills, it is necessary to get acquainted with the sounds, as well as training in their pronunciation. If this training is not sufficient and skills are not formed properly – the development of students' oral speech in a foreign language slows down, students' motivation to study the subject decreases, due to misunderstanding the interest in learning disappears. The need to increase the effectiveness of teaching phonetic material on the one hand and the insufficient level of phonetic skills on the other hand determine the relevance of our study.

**The purpose** of the article is to analyze the content and structure of forming the phonetic competence of students at the initial level of studying, select specific phonetic material and demonstrate some effective exercises and tasks for the formation of students' phonetic skills.

Individual, choral and pair forms of activities are widely used in the development of pronunciation skills. Thanks to choral work, you can rationally use learning time, because each student repeatedly utters the right sounds to be learned. In addition, choral work will emphasize the pronunciation and peculiarity of sounds, makes them, through the reproduction of visual, especially since they are reproduced by all students. However, choral work also depends on the individual, both of these types of work must be alternated to increase the responsibility and participation of each child.

Phonetic games help to make the process of learning a foreign language interesting and creative. They create an atmosphere of enthusiasm and relieve fatigue in the learning process. Phonetic games are used to develop pronunciation, and practice the use of language phenomena at different stages of preparation for mastering a foreign language [1, p. 85]. Here are examples of games for the formation of phonetic skills of students.

### **Game “Who Knows the Symbols for the Sounds Best?”**

The teacher pronounces English sounds and the students show the appropriate transcription icons. You can change the conditions of the game: the teacher shows the transcription icons, and the student says the appropriate vowel sound or word that contains this sound.

### **Game "Find the Rhyme".**

The teacher says the word, and the students have to find a rhyme for it. It is necessary to have a set of pictures with objects that could rhyme, for example:

doll-ball

snake-cake

dog-frog

The samples of the phonetic games given above are widely used in the classroom helping students of primary school acquire skills of phonetic awareness and finally develop good pronunciation.

Finally, mastering phonological competence by foreign language learners is a key responsibility for the development of their communication skills as far as it provides the ability to understand other people’s statements and produce your own utterance in a proper way hence feel confident in speaking.

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**Маджара Т.**

4 курс, середня освіта

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### **SPECIFICS OF TEACHING TRANSLATION OF INFINITIVE CONSTRUCTIONS DURING ENGLISH CLASSES**

The use of translation in the teaching of a foreign language contributes to the systematic accumulation of knowledge and skills in students, which will lead to the fact that in the future they will be able to perceive the content of the text simultaneously with the visual perception.

Students need to be aware of the differences in the grammatical structure of languages. For instance, if we compare Ukrainian and English, the Ukrainian language lacks the article, gerund, as well as complexes with infinitives and participles. Doing grammar exercises before translation helps students to master the skill of conveying the same thought with different grammatical constructions. Word order is also important in the translation process.

It is necessary to teach students to understand the stylistic features of the text. Conducting a stylistic analysis of the text helps to better understand its content and to translate it without the loss of meaning. Particular attention should be paid to the stylistic devices used by the author and their rendering into another language. The syntax of Ukrainian and English in the translation aspect is still one of the little-studied areas of linguistics. The necessity of developing a comparative syntax of Ukrainian and English as well as a thorough study of methods for translating infinitive sentences allows stating that our research is extremely **relevant**. The **aim** of this research is to study the methods and means of translating the infinitive sentence into English and to consider the usage of this material at English lessons at school.