

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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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.

The infinitive sentence is a special structural-semantic type in the syntactic system of Ukrainian and English, which is confirmed by the special expression of syntactic categories of modality, time, person, subject and agent in its structure. Since infinitive sentences are characterized by subjectivity, they are often marked by emotionality and expressiveness. Infinitive sentences express a speaker's strong reaction to what is happening, a response to the situation or conditions surrounding him/her. The main member in infinitive sentences is the infinitive by itself, outside its relation to the verb or verb conjunction [2, p. 44]. The main member of infinitive sentences is expressed by the so-called syntactically independent infinitive, that is, an infinitive with no impersonal-predicative or modal word. In such sentences, the infinitive acquires the ability to express modality as the main feature of predicativity, in particular modal meanings including necessity, inevitability, desirability, inducement, questions [1, p. 99].

After reviewing the works of various researchers, the fact that there are different classifications of infinitive sentences can be explained, first, by the fact that scholars classify infinitive sentences according to different criteria, and several criteria are often mixed in the classification, and, second, a unified classification of modal meanings has not yet been developed according to which most linguists define types of infinitive sentences.

The analysis of the translation of declarative sentences allows us to assert that the ways of rendering Ukrainian infinitive sentences into English depend on the structural patterns, on the presence or absence of a pronoun component, on the meanings embodied by the infinitive constructions.

A limited number of Ukrainian infinitive sentences are translated into English using proper infinitive sentences. Modal verbs play an important role in translating Ukrainian infinitive sentences including *must, shall, should not, ought, may, might, need, can, could, will, would, have to, to be, dare*. Infinitive sentences with structurally obligatory components – the verb «бути» and the dative case of the pronoun with the modal meaning of obligation, necessity and inevitability in the communicative function of advice, proposal, wish are mostly translated into English using two-member sentences with constructions of the future tense.

Infinitive sentences with negative pronouns *ніде, ніколи, ні з ким, нема чого, нема що, нема про що, нема де*, etc. with the modal meaning of impossibility and unnecessary action in English correspond to two-member sentences with the formal introductory subject *there is (there are) + negative pronoun + infinitive structure*.

Infinitive sentences with adverbs (*варто, приємно, тяжко, легко* etc.) are translated into English by means of a two-member sentence with a formal subject *it + adjective*.

The main way of translating interrogative infinitive sentences with and without the interrogative word with the pronoun component in the form of the dative case with the modal connotation of the necessary action is the two-member sentence with the modal verbs *can, shall, should*.

Interrogative sentences with the structure “*навіщо*” + infinitive with a modal connotation of necessity, requirement, expediency are translated into English using a one-member sentence with the construction *why + notional verb*.

Imperative infinitive sentences with the modal meaning of obligation in the communicative function of order, command, suggestion, advice, request are usually translated into English by sentences with a predicate verb in the form of the imperative. Optative infinitive sentences with the meaning of desirability, expediency and usefulness are translated into English by two-member sentences with the lexemes having the modal meaning “need”, “hope”.

In the process of rendering Ukrainian infinitive sentences in English, translators use translation transformations, the most common of which is grammatical transformation of sentence type replacement, as the original one-member sentence is replaced by the target two-member sentence. Other transformations include part-of-speech substitution, transposition, omission, addition, and paraphrasing.

Thus, our study has demonstrated that the most frequent translation of Ukrainian infinitive sentences of all types is by means of an English two-member sentence with the use of modal words in the structure.

A comparative study of the realization of Ukrainian infinitive sentences in English contributes to the correct choice of linguistic strategies and, therefore, adequate understanding of the participants of the communicative process belonging to different national cultures.

Understanding of the text in English is connected with the knowledge of peculiarities of its construction in comparison with the grammatical structure of Ukrainian. These features of English are its analytical nature, extensive use of function words, established word order in English in comparison with relatively free word order in Ukrainian, extensive use of clauses with non-personal forms of the verb, etc.

Consequently, in order to adequately translate Ukrainian infinitive sentences into English it is necessary to know the peculiarities of translation transformations, since there are differences between the structure of Ukrainian and English syntactic structures, the knowledge of which allows the most accurate and concise translation of their content and originality.

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ЗАСАДИ ІННОВАЦІЙНОЇ МЕТОДОЛОГІЇ ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ В УМОВАХ ПОЛІКУЛЬТУРНОЇ ОСВІТИ

Вчителі іноземних мов використовують широкий спектр дидактичних методів задля підвищення ефективності процесу викладання. Інноваційна методологія в умовах сьогодення відіграє велику роль, адже як і навколишній світ, так і викладання іноземних мов прогресують і вдосконалюються. Суттєві зміни в полікультурній освіті зумовлюють застосування та використання інноваційних методів. Інновації в освіті – процес творення, запровадження та поширення в освітній практиці нових ідей, засобів педагогічних та управлінських технологій, у результаті яких підвищуються показники (рівні) досягнень структурних компонентів освіти, відбувається перехід системи до якісно іншого стану [2, с. 338]. Термін “інновація” (in – в, novus – новий) має латинське походження і в перекладі означає оновлення, зміну, введення та використання чогось нового, процес впровадження наукової ідеї в практику. Хоча, треба підкреслити, “інновація – не лише нововведення, а й здатність до нового мислення, до переосмислення існуючих теорій, сталих істин, правил та норм поведінки в науці, освіті, політиці, культурі тощо. Жодне нововведення не відбудеться, якщо мислення саме не буде інноваційним” [3, с. 26].

Сучасна полікультурна освіта пропонує чотири концептуальні поняття, які визначають інноваційну методологію:

- розвиток умінь і навичок читання, письма, говоріння і аудіювання за допомогою інноваційних засобів навчання;
- оволодіння іноземною мовою як засобом комунікації;
- інтерактивне навчання, яке допомагає учням зрозуміти і встановити взаємозв’язки між іноземною мовою і іншими навчальними предметами як, наприклад, історією, географією, зарубіжною літературою тощо;
- зв’язок навчання із життям формує професійну спрямованість процесу викладання і навчання іноземних мов.