

The idea of creating a «central» detective came to Agatha's mind in the early 20's. She wanted him to be like that: «*He should have been an inspector, so that he would have a certain knowledge of crime. He would be meticulous, very tidy... A tidy little man. ... And he should be very brainy – he should have little grey cells of the mind – that was a good phrase: I must remember that – yes, he would have little grey cells*» [5]. At that time Christie was in Torquay. One day when she came across a bus full of Belgian refugees, amongst them she saw a funny little man with an egg-shaped head, a rather strange shaped moustache, holding his head on one side and looking a bit perplexed. Agatha said that he would be perfect and there was born Hercule Poirot.

The second iconic detective created by Agatha Christie is Miss Marple. There are twelve Miss Marple's novels and a number of short stories. Agatha Christie about Miss Marple: «*Miss Marple insinuated herself so quietly into my life that I hardly noticed her arrival... I started with Miss Jane Marple, the sort of old lady who would have been rather like some of my grandmother's Ealing cronies – old ladies whom I have met in so many villages where I have gone to stay as a girl*» [5]. Unlike other detectives Miss Marple was «*The finest detective God ever made. Natural genius cultivated in suitable soil.*» [5] (Sir Henry Clithering, The Body in the Library).

Summing up, we want to point out that Agatha Christie is one of the most famous detective authors and most published writers in the world. She did really know her skills and limitations. Her aim was to write thrilling crime novels that can puzzle and confuse. In her literary works Agatha considers the psychology of ordinary person, revealing inexhaustible spiritual riches. The author is interested not in only exceptional but more specific states of soul which are pertained to dozens of people. Thus Agatha in her observation possesses bigger range of human feelings. The analysis of Agatha Christie's "An Autobiography" gave us an opportunity to study the origins of her writing talent and prove that lifestyle and intellectual outputs are in a close bond.

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Бабій Марпа

Науковий керівник – доц. Нацюк М. Б.

THEORETICAL ASPECTS OF PHONETIC – LEXICAL COMPETENCE DEVELOPMENT IN PRIMARY SCHOOL

The article examines the main features of phonetic - lexical competence in primary school in the concept of the New Ukrainian School. Significant changes in the status of primary education have affected the child-centered orientation of education and upbringing and the competence approach, which is the core of the educational process. Updated curricular for teaching English in the first - second grades defines requirements for specific expected learning outcomes. Also the article focuses on the general characteristics of phonetic - lexical competencies, and the difficulties that hinder the formation of these competencies.

Key words: phonetic, lexical, competence, New Ukrainian School, curriculum, skills.

Knowledge of foreign languages is the key to success in today's world, where intercultural communication and the processing of vast amounts of information is increasingly important.

The objective of the New Ukrainian School is to comprehensively develop the child, his or her inclinations, abilities, competences according to age characteristics. According to the objectives set, the updated curriculum, all pedagogical methods, experience, practice should be aimed at the development and improvement of all essential forces of the student's personality [3, p. 62].

One of the key competencies is communication in foreign languages which includes the formation of phonetic and lexical competence. Aspects of formation phonetic and lexical competences

of the primary school students the have been studied by O. Parshikova, N. A. Nikolaeva, O. Bigich, N. Borisko, G. Boretskaya.

The **aim** of the article is to analyse theoretical aspects of phonetic - lexical competence development in the concept of the New Ukrainian School.

In today's educational environment, primary education goals, results, content, approaches to the organization and assessment of the quality of the educational process are actively changing. The methodological and normative basis of the reform is the law of Ukraine «About Education», «The Concept of the New Ukrainian School». During 2017-2018 a new State Standard for Primary Education and two typical educational curricular for grades 1-2 were developed and approved. The introduction of new content involves the formation of teachers, methodologists' willingness to work in the situation of choosing new programs, educational and methodological materials and increase in psychological readiness for the use of new means of educational interaction.

The 2018-2019 school years are the beginning of the educational reform. The revision of certain established methods, forms and means of teaching and their implementation in modern interpretation in primary school, necessitate the search for new or updated methodological approaches to the organization of the educational process. So updating the content of foreign language teaching is linked to some of the changes in the strategic directions of development of modern school education, which are clearly stated in the state document «New School. A Space for Educational Opportunities (2016)» [2], directing learning activities to develop the necessary life skills, which in the future would allow graduates who complete a comprehensive secondary education to feel comfortable in today's global multinational and cultural space. This is objectively caused by the active reorientation of the school's foreign language education to the competent direction of the educational process [5, p.10].

Primary school has initially become the object of updating the educational process on the basis of child-centrism, partnership, development of new State standards, educational programs, evaluation of educational results.

Formation of competencies are the main thing in the new Ukrainian school.

Phonetic competence (PC) is a person's capacity for specific articulation and intonation of the statements and understanding of the speech of others. Components of PC are phonetic skills, phonetic knowledge and phonetic awareness [4, p. 192].

Lexical competence (LC) is the ability of a person to specifically frame their statements and understand the speech of others. It is based on a complex and dynamic interaction of relevant skills, knowledge and lexical awareness [4, p. 215].

In two updated teaching curricular by R. B. Shiyan [8] and O.Ya. Savchenko [9] there are such tasks for phonetic and lexical competencies as:

- correct pronunciation and distinction of sounds, words, phrases of sentences;
- understanding the content of authentic texts, speech of teachers, classmates;
- mastering the vocabulary within a certain topic and area of communication;

Successful formation of phonetic-lexical competence depends on the level of formation of phonetic and lexical skills. Phonetic skill is an automated reproductive or receptive action that ensures the correct sound and intonation of personal speech and perception of speech others [1, p. 3]. Lexical skill is an automated reproductive or receptive action that ensures the correct lexical design of own speech and the active perception of the lexical design of the speech of others [7, p. 16].

If we speak about phonetic skills, there are following kinds:

- hearing-speaking skill is the skill of correct pronunciation of all phonemes in the flow of speech and understanding them adequately in the process of perceiving other people's speech;
- intonation skill is the skill of correct intonation design of one's own language and adequate understanding in the process of perception of other people's speech;
- receptive phonetic skill is the automated reception of phonemes and intonemes in the flow of speech based on advanced phonemic and intonematic hearing;
- reproductive phonetic skill is an automated reproduction of phonemes and intonemes in a stream of speech based on correct coarticulation and intonation [1, p. 4].

There are receptive and reproductive lexical skills.

Receptive skill is an automated perception and understanding of vocabulary in oral and written speech, namely:

- recognition, differentiation and identification of vocabulary in oral and written speech;

- correlation of lexical units to the corresponding object or phenomenon;
- well-founded assumption about meaning of lexical units.

Reproductive lexical skill is an automated application of lexical units in oral and written speech, namely:

- to recall lexical units from long-term memory;
- to reproduce lexical units in outward speech;
- to instantly connect lexical units with other words;
- to choose the corresponding style for example formal or informal styles [7, p. 17].

There are also some difficulties that hinder the formation of phonetic and lexical competence in students. They can be divided into three main parts. There are difficulties related to the individual characteristics of students, difficulties related to foreign language and learning difficulties [4] which are illustrated in the Table 1.

Table 1.

Learning difficulties

Competence	Difficulties related to the individual characteristics of students.	Difficulties related to foreign language.	Learning difficulties.
phonetic	1) «Underdevelopment of speech hearing» means perceiving only native language sounds and inability of foreign language sound reception which in turn causes problems with reproduction. 2) The articulatory base of a person is formed under the influence of the native language. 3) Individual psychophysiological and age problems such as dominant type of pupil personality, speech defects.	1) Divergence between the sounds of the native and foreign languages. 2) Lengthening of vowel sounds which has a sense-distinguishing character.	1) The teacher gets used to the phonetic mistakes of the students or simply does not notice them.
lexical	1) Individual psychophysiological and age problems such as type of attention and memory.	1) Learning of homophones, polysyllabic and derivative words. 2) Learning phrases that do not have structural-semantic correspondence with the mother tongue.	1) The teacher may pronounce the words incorrectly.

Two categories of learning difficulties do not depend on teachers. The first, there are difficulties that are related to individual characteristics of students. We cannot change what is laid down by genetics.

The next problem category there are difficulties that are related to the foreign language. English is different from the Ukrainian language, so our task is to show that difference to pupils. For example, all English sounds can be grouped by similarity and differences with sounds of the Ukrainian language. They are conventionally divided into three groups.

The first group [b, m, s, z, ʃ]. There are the most similarly pronounced sounds to their native language by acoustic features and articulation.

The second group [e, æ, i:, ɒ, ɜ, ɪ]. These are sounds seemingly very similar to the sounds of the Ukrainian language, but they differ in essential features.

The third group [ð, θ, ŋ, w, r, h]. The sounds do not have articulation or acoustic analogues in the Ukrainian language [4, p. 197].

The developing skill of pronunciation sounds of **the first group** is not difficult. The teaching of these sounds can be limited by imitation. The perception and reproduction of the sounds of **the second group** are characterized by a high degree of interference. Pupils automatically transfer their

pronunciation skills from their native language to a foreign language [10]. This is the reason for the accent and the mistakes in the content of the speech. The sounds of this group need to be train in various exercises, especially in those, where there is a contrast with the sounds of the mother tongue. To teach pronunciation of **the third group sounds** we need to form a new articulation base [4, p. 197].

The last category - learning difficulties depending on the teachers. If we do not properly organize the educational process we will not form certain competencies. We have to take these difficulties into consideration when we teach English especially in primary school because first- and fourth-grade students learn the basics of English.

Thus, phonetic - lexical competence contains the skills that are formed at the initial stage but their improvement occurs throughout the educational process at subsequent stages of mastering a foreign language. Also it is important for the teacher to pay attention to possible difficulties in mastering phonetic - lexical competence which depend on various factors.

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Гайдук Ірина

Науковий керівник – проф. Дребет В. В.

СИНЕРГЕТИКА КОДУВАННЯ НІМЕЦЬКИХ ІМЕННИКІВ З ПОЧАТКОВИМИ ЛІТЕРАМИ *D, E, F*

Іменник як частина мови називає різного роду предмети, дії чи явища, а тому інтерес до вивчення її семантичної природи не згасає протягом століть. Лише комплексне та багатоаспектне дослідження іменників дозволяє об'єктивно дослідити динаміку розвитку їх семантичного обсягу та поповнити германське мовознавство новими знаннями про полісемічні та моносемічні слова. Такі дослідження є актуальними і затребуваними не лише у лексикології, а й у лексикографії. Зокрема, це стосується німецької мови, з огляду на необхідність оновлення словників актуальними дефініціями для іменникової лексики. У працях сучасних дослідників синергетика виступає як «новий світогляд, пов'язаний із дослідженням феноменів самоорганізації, нелінійності, нерівноваги, глобальної еволюції, вивченням становлення порядку через хаос, біфуркаційних змін, незворотності часу, нестійкості як основоположник характеристик процесу еволюції» [3, с. 618].

Метою нашої роботи є вивчення процесу кодування семантичного обсягу іменників німецької мови з початковими літерами *D, E, F* з лінгвосинергетичних позицій;