

ФАКУЛЬТЕТ ІНОЗЕМНИХ МОВ

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THE SIGNIFICANCE OF DEVELOPING FOREIGN LANGUAGE PHONETIC COMPETENCE OF PRIMARY SCHOOL STUDENTS

With each passing year, the issue of forming foreign language competence in phonetics becomes more crucial, as it requires consideration in the context of a competency-based approach. This approach allows aligning its development with other language competencies, which are components of foreign communicative competence. The formation of the latter is the goal of teaching and learning foreign languages in general educational institutions.

Mastering the phonetic norm of a foreign language is one of the key conditions for effective intercultural communication. At the same time, correct pronunciation, intonation, and rhythm in speech enables the speaker not only to convey content but also their own attitude towards the subject of conversation. The significance of proper pronunciation increases when considering the level of acquired phonetic skills and knowledge during learning and their subsequent use in communication with native speakers [9, p. 224].

Phonetics, closely linked with listening skills, is also considered a vital aspect in learning a foreign language. Without phonetics and listening skills, communication and language understanding are impossible. Underestimating the importance of phonetics and listening negatively impacts a student's knowledge of a foreign language. Understanding and learning listening and phonetics are essential conditions for studying a foreign language, especially English, as they are often regarded as fundamental skills.

Scientific literature analysis proves that there is no unanimous opinion on defining foreign phonetic competence. Thus, phonetic competence can be defined as an individual's ability to apply knowledge of certain segmental units of phonetic language. It is a system viewed as knowledge and skills for perceiving and reproducing the sounds (phonemes) of a language and their functioning in a specific context (allophones) [8, p. 30].

Some scholars hold the view that “phonetic competence is a complex hierarchy of meaningful units consisting of phonetic knowledge, skills (rhythmic, auditory), and abilities” [9, p. 226]. V. M. Filatov considers “competence as mastery of the corresponding competency, a "set of interconnected knowledge, skills, abilities, and attitudes related to the subject of learning, allowing purposeful and effective actions with it" [10, p. 2].

However, according to O. B. Byhych, phonetic competence is the ability of a person to correctly articulate and intonate their expressions and understand the speech of others. It is based on a

complex and dynamic interaction of relevant skills, knowledge, and phonetic awareness. The main components of phonetic competence are phonetic skills, phonetic knowledge, and phonetic awareness [3, p. 40].

For the successful development of competence in phonetics, the level of development of phonetic skills plays a crucial role. Additionally, the success of development depends on the amount of acquired and assimilated knowledge about the phonetic aspects of speech and the dynamic interaction of these components based on overall linguistic and phonetic awareness.

The Korean professor John Kok Kim, currently teaching in England, defines phonetic competence as the ability to know which sounds exist in a language and how they can be used together to form meaningful units. Phonetic knowledge consists of various phonetic terms and concepts that students can acquire during their learning [1, p. 160].

Analyzing the methodology of C. V. Pavlov, we observe that pedagogical phonetics differs from linguistic phonetics by taking into account the influence of the native language. The educational material for pedagogical phonetics is selected based on purely methodological criteria (such as normativity, usability, correspondence to communication needs). “Pedagogical phonetics largely involves an inductive approach to mastering phonetic material after its repeated use in communication and acquiring knowledge through organized teacher demonstrations of phonetic phenomena directly in speech” [8, p. 30]. Psychological and pedagogical features of assimilating and using phonetic material are taken into account in pedagogical phonetics, such as complexity, memorability, and dependence on its use in different contexts. According to A. V. Basina, it is pointless to introduce students to the concepts of phoneme and allophone without helping them understand that a long or short vowel (two phonemes) can change the meaning of a word in English [1, p. 74]. The primary goal is the assimilation of rules, but phonetic knowledge and rules are needed only to ensure that pronunciation mastery occurs with the least time and effort.

We define phonetic competence as the ability of students to understand and use the phonetic paradigm according to the speech situation [7, p. 45]. This involves communication within the domains, topics, and situations defined by the current curriculum, expressing thoughts, feelings, and attitudes, etc.

The problem of forming the phonetic level of language competence is currently quite relevant. It becomes particularly acute at the initial stages of learning English, especially in primary school. Teaching phonetic material in primary school involves students mastering all the sounds and sound combinations of a foreign language, mastering stress and basic intonation patterns (intonemes) of the most common types of simple and complex sentences [4].

The development of phonetic competence in primary school is the most challenging part of language learning. Traditionally, teachers make progress in formulating pronunciation habits, but other components of phonetic competence – stress, pause, intonation, rhythm, and rhyme – are still

overlooked. Our observation also found that students acquire the necessary pronunciation requirements, but they lack sufficient rhythmic, rhyming, and intonation skills.

The teacher should organize the learning process according to the physiological and psychological needs of children, choose the material that is interesting to them, identify the most challenging facts and phenomena of reality, and distribute materials according to the stages of learning.

As pointed out by N. F. Borysko, phonetic skill is an automated reproductive or receptive action that ensures correct sound and intonation formulation of one's speech and adequate perception of the sound and intonation formulation of others [5, p. 3].

“Receptive phonetic skill is the automated reception of phonemes and intonemes in the flow of speech based on developed phonemic and intonational hearing. Reproductive phonetic skill is the automated reproduction of phonemes and intonemes in the flow of speech based on correct articulation and intonation” [6, p. 145].

N. P. Chumak, examining various methods of teaching children the pronunciation of sounds in a foreign language, concluded that the imitative method of acquisition is the most useful and successful. Since a child perceives each word or phrase as a sound combination and gradually assimilates it only in that combination, there is no need to introduce words based on a phonetic principle (selecting words with the same sound or sound combination). Instead, thematic vocabulary selection can be followed. The main method of working on pronunciation is repetition of individual words, sentences, verses, dialogues by children in chorus and individually with the teacher. In addition, it is necessary to practice the pronunciation of each introduced word or sentence. Only after multiple repetitions of the correct combination of sounds in a word and sentence, when the child's speech apparatus adapts to the pronunciation of a certain combination of sounds, do children make fewer phonetic errors. Repeating sentences and dialogues with the teacher allows children to master the correct intonation of declarative, interrogative, and exclamatory sentences [11].

There are several criteria for selecting a phonetic minimum. According to the difficulty level of phonetic phenomena, only those that pose certain difficulties for students are selected for special learning in pronunciation. Based on the criterion of meeting communication needs, the minimum primarily includes sounds and intonemes that perform a semantic recognition function in speech. According to the criterion of normativity, any deviations from the norm are excluded from the phonetic minimum for average educational institutions, and the object of teaching is the full style of exemplary literary pronunciation (with the standard being the pronunciation of radio and television announcers) [10].

Therefore, pronunciation instruction in primary school is considered one of the main tasks, as the basic mechanisms are formed more easily at the initial stage of learning a foreign language, making it more challenging to correct phonetic errors in the future.

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**ПЕРЕКЛАДАЦЬКІ СТРАТЕГІЇ У ВІДТВОРЕННІ КУЛЬТУРНОГО
КОНТЕКСТУ В КІНО**

У сучасному світі кінематограф виступає не лише засобом розваги, а й важливим засобом міжкультурної комунікації. Завдяки своїй популярності англійськомовні фільми проникають в український медіапростір, знайомлячи глядачів з елементами британської та американської культур. Однак, ефективність такого культурного обміну значною мірою залежить від якості перекладацької інтерпретації, зокрема від здатності перекладача передати культурний контекст, закладений в оригінальному тексті. Виклик, пов'язаний з передачею культурного змісту в перекладеному тексті є одним з ключових у сучасному перекладознавстві. Культурно марковані одиниці – реалії, жарти, ідіоми, алюзії – потребують особливої уваги, оскільки недостатня точність у передачі культурних елементів може призвести до спотворення авторського задуму, втрати змістових нюансів, які формують цілісне сприйняття фільму.

Основна мета статті полягає в тому, щоб проаналізувати головні перекладацькі стратегії, які використовуються при адаптації англійськомовних кінотекстів українською мовою.

Питання передачі культурного контексту в перекладі безпосередньо пов'язане з базовими аспектами перекладознавства – проблемами еквівалентності та відповідності. Культурний контекст включає широкий спектр компонентів, охоплюючи історичні реалії, соціальні норми, традиції, звичаї, гумор, ідіоми, алюзії та невербальну комунікацію, які є