

large amounts of various subject knowledge needed to solve the problem. In addition, students must have certain intellectual, creative, communicative skills. The former can include the ability to work with information, foreign language text (highlight the main idea, to search for the required information in the text), analyze information, make generalizations, conclusions. As experience shows, there is no one perfect method for Ukrainian (Russian) as foreign. In practice, in teaching Ukrainian (Russian) as a foreign merged and used different methods. A new vision of education aims to create a motivational environment for students while learning a foreign language. So today teachers must constantly improve their knowledge of methods of teaching foreign languages to introduce into their teaching practice new educational concept.

References

1. Bloomfield L. Almost Study Guide to Foreign / L. Blumfyld // Methods prepodavanyya Foreign. – M., 1967. – 25 p.
2. Buynytska AP Information technology and technical training [Textbook for selfstudy course] / AP Buynytska. – Kamenets: PE Buynytsky, 2009. – 100 p.
3. Long I. Methodology of Russian language lesson As ynostrannoho / J. Long. – M. : Ikar, 2015. – 226 p.
4. Hameed A. Problems and Features of Russian language prepodavanyya As ynostrannoho / A. Hameed // Научный форум: philology, and yskusstvovedenye CULTUROLOGY: Sat. c. Material on XIV Internat. nauch. and practical. Conf. – № 3 (14). – M. : Publishing. "MTSNO", 2018. – P. 118–127.

THE APPROACHES TO PRONUNCIATION SKILLS DEVELOPMENT IN L2 INSTRUCTION

Zembytska M.

Khmelnyskyi National University, Ukraine, e-mail: zembitska@i.ua

The approaches to pronunciation teaching in second language acquisition have witnessed significant changes since audiolingualism and direct method were implemented in ESL teaching and learning. One of the side effects of adopting communicative approaches in second/foreign language (L2) instruction was the limited attention to pronunciation, which was based on the assumption that the focus of L2 pedagogy needs to be on the meaning and function, rather than on the form. Previously one of the

most neglected aspects of English language teaching, pronunciation has now become an essential part of language courses. In this respect, Fraser [3] rightly points that although learners are very unlikely to attain a native-like accent, their intelligibility can be greatly improved by effective pronunciation teaching. The author further maintains that gradual intuitive changes, brought about by real interaction with native speakers, are most likely to improve a second language learner's pronunciation. But for a large proportion of ESL learners the skills that enable this type of interaction do not come naturally. Therefore, the relevance of an "accent norm", to which learners must assimilate, is highly disputable, since learners should not be under restraint in whatever accent they choose.

Before the communicative approach was elaborated, L2 teaching had been based on intuitive-imitative and linguistic-analytic methodologies [1]. While the intuitive-imitative methodology suggested that learners should rely on their own intuition to imitate L2 sounds and rhythm from L2 native speakers without any instruction, under the linguistic-analytic instruction learners were guided by teachers to learn and practice target features using IPA charts, listen-and-repeat exercises, and contrastive analysis. Ellis [2] has characterized linguistic-analytic instruction as a true example of focus-on-form instruction based on the principles of structuralist-behaviouristic approaches, which emphasizes synthetic presentation of pronunciation features in controlled contexts.

A large part of research on L2 pronunciation instruction in the past decades focused on explicit instruction of problematic L2 pronunciation features. One of the methodological approaches relying on explicit instruction is the focus-on-form approach, in which L2 learners produce and practise learned features in a series of decontextualized and controlled exercises and drills. Based on the psycholinguistic underpinnings of skill learning theory, the focus-on-form instruction is effective in helping L2 learners to automatize the use of target features in communicative contexts via extensive meaning-oriented practice. However, with the introduction of communicative methods, educators started to recognize the ineffectiveness of traditional pronunciation teaching methods, such as drilling phonemes, minimal pairs and dialogues, as well as detailed descriptions of the articulation of sounds and intensive IPA transcription. To support this statement, Celce-Murcia et al. [1] conclude that confining L2 pronunciation practices to form-oriented exercises and drills in lieu of communicative activities may cause difficulties for L2 learners in transferring what they have learned into communicative contexts. While focus-on-form instruction has found to be effective in improving L2 learners' pronunciation accuracy and comprehensibility, mostly in controlled read-aloud contexts, it has failed to yield positive results in spontaneous communicative contexts [5].

There has been much controversy over the range of pronunciation teaching techniques that can be effectively used in SLA, in particular whether to teach pronunciation through imitation or through con-sciousness-raising. In this context, Jones [4] disregards the communicative language teaching by stressing the importance of habit-formation and imitation and its persistence in teaching pronunciation. According to Jones, “part of the reason for the focus on habit-formation in acquiring L2 phonology is the special characteristic of pronunciation, which, unlike other language skills, involves both cognitive and motor functions: few would deny that repeated practice of motor functions results in increased dexterity” [4, 180].

At the same time, a vast body of literature on L2 teaching advocates setting pronunciation in a communicative context and implementing a learner-centered approach. A learner-centered approach suggests using naturalistic exercises and practice of real communicative situations. In a learner-centered ESL classroom, students practise speech that is likely to be used in their real-life communication, bringing examples of communication failure for classroom discussion. According to Fraser [3], instruction in a learner-centered classroom will have maximum transferability to their real communicative contexts. For teachers, being learner-centered means developing skills in communicating with learners about speech and pronunciation in ways that make sense to the learners, as opposed to giving them phonetically accurate descriptions. For learners, being learner-centered involves developing their own critical listening skills, i.e. the ability to notice, diagnose and repair their own errors, and those of their peers, rather than relying on the corrective feedback provided by the teacher. Fraser [3] has found critical listening to be the foundation of improvements in second language pronunciation due to its positive impact on perceptual discrimination and appropriate conceptual analysis of English words and sentences into sounds and letters.

Setting a communicative approach gives learners a framework within which to understand what goes wrong when they are not understood or are misunderstood and changes the goal of pronunciation from mimicking a native accent to creating intelligible messages. The use of tasks as communicative activities to follow explicit instruction provides learners with opportunities to practice and notice already learned features in communicative contexts while the primary focus is on the meaning.

References

1. Celce-Murcia, M., Brinton, D. M., Goodwin, J. M. & Griner, J. M. (2010). *Teaching Pronunciation: A reference for teachers of English to speakers of other languages*. Cambridge, UK: Cambridge University Press.

2. Ellis, R. (2016). Focus on form: A critical review. *Language Teaching Research*, 20(1), 1–24.

3. Fraser, H. (1999). ESL pronunciation teaching: Could it be more effective?. *Australian Language Matters*. 7. 7-8.

4. Jones, R. (2002). Beyond ‘Listen and Repeat’: Pronunciation Teaching Materials and Theories of Second Language Acquisition. In J. Richards, & W. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (pp. 178–187). Cambridge: Cambridge University Press.

5. Saito, K. (2011a). Examining the role of explicit phonetic instruction in native-like and comprehensible pronunciation development: an instructed SLA approach to L2 phonology. *Language Awareness*, 20(1), 45–59.

НАВЧАННЯ ТА РОЗВИТОК УЧНЯ В МУЗИЧНІЙ ОСВІТІ

Завалко К.

НПУ ім. М.П. Драгоманова, м. Київ, вул. Пирогова, 9

E-mail: katrinzviolin@gmail.com

Ефективність музичної освіти визначається дотриманням балансу між музичним навчанням, музичним вихованням та музичним розвитком.

Музичне навчання здійснюється як державними закладами, так і недержавними, або приватними установами, а також фізичними особами. Відповідно до цього, музичне навчання поділяється на аматорське (непрофесійне) і професійне.

Навчання – це складна послідовність дій. Сюди входить безмежна кількість взаємодій вчителя та учня. Проте кожна така взаємодія має на увазі вирішення таких питань: що робити; що говорити; як реагувати; що робити потім? Часто педагог має приймати рішення миттєво, у нього може бути лише декілька секунд на адекватну реакцію. Таким чином, більшість дій педагога ґрунтується на власних звичках та стійких переконаннях.

Взагалі, усе що робить педагог у класі, відображає його суб'єктивні думки. Це, звичайно, не означає, що кожна його дія обмірковується та здійснюється навмисно. Коли рішення має бути прийнято за секунди, ні у кого не вистачить часу на планування та розмірковування. Але навіть найбільш імпульсивні та звичні дії є відображенням основних переконань та принципів. Дуже складно змінити свої переконання у потрібний бік. Нелегко забути про свої старі принципи та взяти на озброєння нові.