

такої мети тісно пов'язана з нагальною потребою в підвищенні рівня володіння іноземними мовами випускниками ВНЗ, що передбачає впровадження інноваційних педагогічних технологій та методик із метою оптимізації пізнавальної діяльності студентів. Використання інформаційно-комунікаційних технологій у процесі викладання іноземної мови дозволяє застосовувати сучасні ефективні форми навчання й підвищити індивідуалізацію та диференціацію навчальної діяльності студентів, оптимізувати засвоєння мовних структур і граматичних правил, а також урізноманітнити заняття під час формування мовленнєвої та комунікативної компетенції студентів. Використання засобів ІКТ сприяє побудові нової моделі навчання, в якій домінують місце належить студентові, а сутністю навчання є не лише передача інформації, а й формування здатності самостійно здобувати знання, вдосконалювати свої комунікативні вміння та навички. Заняття іноземної мови з використанням ІКТ характеризуються динамічністю, зацікавленістю, наочністю, впевненістю у власних силах, високою продуктивністю й ефективністю. Таким чином, упровадження ІКТ сприяє покращенню рівня знань студентів, забезпеченню гармонійного розвитку особистості, яка орієнтується в інформаційному просторі та здатна повноцінно реалізувати свій творчий потенціал.

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#### **FORMATION OF SECONDARY SCHOOL STUDENTS' ENGLISH PHONETIC COMPETENCE THROUGH READING ALOUD**

The formation of phonetic skills involves the restructuring of habitual articulation based on the establishment of similarities and differences in the pronunciation of native and foreign languages, the formation of phonemic hearing, as well as mastering the technique of pronunciation of foreign sounds in words, phrases, sentences and speech flow in speaking and reading. The main requirements for the pronunciation of secondary school students are phonemicity and speed. Phonemicity implies the degree of correctness of the phonetic design of speech, sufficient to make it understandable to the interlocutor; speed – the degree of automation of pronunciation skills, which allows students to speak at a normal rate [1].

Reading is an important communication skill that high school students must possess in accordance with the requirements of the current foreign language curriculum for forms 5-9 [2]. Reading performs several functions. It helps to master a foreign language, promotes the development of various types of communicative activities. It is also well known that reading promotes the development of other language skills, for example pronunciation skills.

It can be argued that learning to read should be considered not only as a receptive but also as a reproductive activity. This is evidenced by the need to transfer the information which we have read to

others, the ability of students to analyze and discuss information obtained as a result of reading. The first is expressed in understanding of what has been read (the ability to translate in the native language), its memorization, and the second manifests itself in rethinking and analyzing what has been read, in the ability to produce own oral and written speech based on the information which has been read.

All this necessitates learning to read in conjunction with other types of speech activity. Teachers probably believe that the skills of reading aloud acquired in the study of the native language will be enough when learning a foreign language, so they are little developed in lessons. Reading aloud is a proof of a thorough knowledge of pronunciation rules. Therefore, we can say that phonetic competence can and should be developed through reading aloud.

The following activities demonstrate how reading aloud by students can be used to develop their phonetic competence:

**Activity 1. “Little Sleepy Head”.**

Time: 3 min.

Materials: handouts or a projector.

Procedure:

1. T reads the poem “Little Sleepy Head”.
2. Ss repeat the poem after the teacher line by line.
3. Ss read the poem aloud line by line.

*They call me Little Sleepy Head!*

*I yawn at work, I yawn at play!*

*I yawn and yawn and yawn all day*

*Then take my sleepy yawns to bed!*

*That's why they call me Sleepy Head.*

The position of the lips when pronouncing the sound  $\text{ɔ}:$  can be clearly demonstrated in the word *yawn*. Teacher should make sure that all students pronounce the sound correctly.

**Activity 2. “Similar Sentences”.**

Time: 2 min.

Materials: an interactive whiteboard.

Procedure:

1. T. reads the pairs of sentences aloud and asks the students what they noticed.
2. T. explains the meaning of underlined words.
3. Ss read the sentences aloud.

*1. May the force be with you. – May the fourth be with you.*

*2. It`s time to collect your vote. – It`s time to collect your boat.*

This activity allows the teacher to see how much attention students pay to detail. They should notice that each sentence sounds similar but they are different. The activity develops phonetic awareness of students. The teacher can read each sentence himself or ask the students to read them.

**Activity 3. “Names List”.**

Time: 3-4 min.

Materials: blackboard, handouts or a projector.

Procedure:

1. Read the names of boys and girls.

*Bill, Tom, Sal, Frank, Nil, Bob, Rob, Liz, Dan, Vicky, Ron, Sim, Mol, Max, Rolf, Sibi, Nell, Sam, Ann, Tim, Fred.*

2. Work in two teams. Choose words and read your list aloud to the class.

Team 1 – with the sound [i]. Team 2 – with the sound [ɔ:].

In summary, reading aloud is an effective means of English phonetic competence formation. It helps students to master different aspects of a foreign language. Reading aloud can be used with different age students in warming up and cooling down activities, games. However, teachers should be aware that reading aloud is not the only means of phonetic competence development and plan speaking activities aimed at improving students' pronunciation.

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## COLOURONYMS AS AN INTEGRAL PART OF MODERN ENGLISH TEXT

Colouronyms play an important role in the formation of linguistic pictures of the world of different peoples. Certain associations, certain colour preferences are associated with each colour in different linguacultural communities.

Currently, a separate branch of linguistics has appeared, called colour linguistics. Many scientists agree that the problem of studying colour is relevant for modern linguistics. It is important to understand a linguistic description of colour. It seems necessary to investigate and describe why in this or that situation people use one or another colour designation. With the gradual development of the branch of linguistics, which deals with the study of colours, such terms as “colour linguistics”, “colour linguistic picture of the world” have come into use. The study of the theoretical aspects of colour linguistics is associated with the scientific direction of “colour linguistics” [6].

Colouronym is an active and important layer not only in the Ukrainian language, but also in any other national picture of the world. The category “colotonym” is widely studied in linguistic works: Bakhilina N.B. (1975), Vasilevich A.P. (2005), Kezina S.V. (2008) [1, 4, 5,].

Coloronyms (from latin colour + greek onym – name) is used to define the names of any shade of colour. The concept of colouronym may include separate lexemes as well as word-combinations and idiomatic expressions conveying the meaning of colour or shade (red, blood-red, whiteness, light-chestnut, to turn green) [2].

Colour categories are simultaneously determined by the objective material world, and the characteristics of human biology, and human thinking, and cultural factors [7].

Number of colour characters are limited. In this capacity, so-called “primary colours” are used most often: white, black, red, blue, green, yellow and purple. However, this list may vary depending on the specific culture.

According to scientists, it is possible to allocate three basic types of colour symbolism:

1. The colour itself (i.e. in isolation from other colours and shapes), characterized by ambiguity and inconsistency.
2. The colour combination with two or more colours constituting a symbolic whole, the meaning of which is not reduced to the sum of the values taken separately of colours.
3. The combination of colour and shape. The symbolism of colour shapes, and abstract geometric shapes (circle, square, triangle), and specific physical objects, for example, the symbolism of precious stones [3].

Many linguists have conducted studies to determine the frequency of usage of particular designation of colours in various texts and concluded that basic colouronyms (e.g. red) are used more frequently than others. V.A. Moskvich proposed the criteria of distinguishing colouronyms in several levels.