

EURASIAN SCIENTIFIC DISCUSSIONS

Proceedings of X International Scientific and Practical Conference

Barcelona, Spain

23-25 October 2022

Barcelona, Spain

2022

FEATURES OF THE INITIAL STAGE OF LEARNING A SECOND FOREIGN LANGUAGE BY UNIVERSITY STUDENTS

Tupytsya Oleksandr

Ph.D. in Philology, Associate Professor of the
Department of German Philology and Translation
National University «Yuri Kondratyuk Poltava Polytechnic»,

Popovych Ivan

Ph.D. in Medical Sciences, Associate Professor of the
Department of Therapeutic Dentistry
Poltava State Medical University

Abstract: The article considers the peculiarities of the development of phonetic competence of students, who begin to study a second foreign language (German). The system of phonetic games makes it possible to change the forms of work, to create a speech environment that promotes the interconnected development of different types of speech activity, as well as the study of various aspects of language.

Keywords: second foreign language, phonetic competence of students, pronunciation game, communicative approach.

Introductions. Learning a second foreign language is a practical course aimed at mastering practical phonetics, practice of oral and written speech, practical grammar, the development of skills in various types of speech activities using methods and techniques aimed at mastering various aspects of speech competence. That is, the practical course of the second foreign language and translation is complex. It is important to take into account the linguistic experience of students in English and native languages to master the second language.

Formulation of ideas of the article. First of all, the problem of phonetic competence needs to be solved, namely: mastering the skills and abilities of German pronunciation with parallel intensive acquisition of lexical and grammatical skills. The introductory course in phonetics of a second foreign language is not provided in

the curriculum, so there is a need to organize such work at the initial stage.

We understand that the development of speech and foreign language learning is the only process based on the principles: speech depends on the perfection of speech skills; speech depends on lexical and grammatical skills; oral speech is advanced, and so on.

At the initial stage of learning a second foreign language, we focus on phonetics: phonemes (sounds and their relationship to graphemes), prosodies (intonation, accent, sound models). Phonetic competence is a person's ability to correctly articulate and intonate the design of their statements and understanding the speech of others, which is based on the complex and dynamic interaction of relevant skills, knowledge and phonetic awareness. The main components of this competence are, therefore, phonetic skills, phonetic knowledge and phonetic awareness. The success of the formation of phonetic competence depends on the level of phonetic skills, the amount of acquired and mastered knowledge about the phonetic side of speech and the dynamic interaction of these components on the basis of general linguistic and phonetic awareness. Methodists are convinced that phonetic competence is an important component of all speech skills (especially in listening and speaking). But no less important is its role in written speech (speech kinesthesia). Mastering oral speech and reading is impossible without strong phonetic skills.

We called the next stage of work on the phonetics of the German language «a game of German pronunciation». That is, we create a situation where the student finds himself in the environment of spoken German. To do this, we identified several features that are characteristic of «German pronunciation», namely: phonetic and morphological «Abschleifungen» («erasing») in colloquial language [2].

Each new word the student pronounces aloud, we work on the pronunciation of a set of sounds and intonation within the sentence (phrase), experiment, select examples of use. We are convinced that the principle of approximation, which is applied at the initial stage of learning German in our case, is inappropriate and even harmful. Approximate pronunciation is a pronunciation in which there are no phonological errors (ie errors in the pronunciation of phonemes in the speech stream),

but which allows non-phonological errors (or errors in the pronunciation of allophones). They evoke a foreign accent, but do not interfere with the speaker's understanding. Students already speak English, which means that they understand linguistic meanings, they have developed «interlingual sense» (phonetic, lexical, grammatical), awareness of forms. Our task is to use the emotional factor (game techniques, modeling communication situations) to create a communicative (speech) environment, motivation and interest. Our proposed «German pronunciation games» are aimed at creating an «German accent» in English-Ukrainian students, due to the emotional saturation of educational material, the game atmosphere disappears insecurity, fear of error disappears, because the mistake in the game is not terrible, the game can always start again [1].

The leading principle at the initial stage of learning a second foreign language, in our opinion, is the communicative orientation of learning - mastering the language as a means of communication, acquiring practical skills, ensuring maximum speech activity of students, creating situations for communication. The effectiveness of each lesson in a second foreign language is determined by the amount of speech practice of an individual student.

The organization of teaching phonetics of the German language at the initial stage is based on the principles of: 1) comparative analysis of phonetic phenomena of the first foreign and native languages (articulation of sounds, sound combinations, accentuation, intonation); 2) taking into account the difference between spelling and pronunciation; 3) development of phonemic hearing; 4) active training in «activity» (speech games); 5) the use of means of emotional influence (even at the level of selection of examples).

Conclusions. Immersion in «German pronunciation», which is created on the basis of the proposed communicative games, intensifies the process of learning a foreign language at an early stage. The system of phonetic games makes it possible to change the forms of work, to create a speech environment that promotes the interconnected development of different types of speech activity, as well as the study of various aspects of language (vocabulary, grammar). This is how learning takes

place at the initial stage, its duration can be different, usually the first two or three lessons, with a gradual transition to «conversational» topics, learning vocabulary and grammar.

REFERENCES

1. Zimakova L. V., Tupytsya O. Yu. Development of phonetic competence of students mastering a second foreign language / Bulletin of Luhansk Taras Shevchenko National University. # 7 (345). 2021. Pp. 238-246.

2. Rug W., Tomaszewski A. Grammar with meaning and reason. Grammar practice for middle and high school. Stuttgart: First Klett languages, 2009. Pp.214-216.