

O. Mykhailova, PhD, Associate Professor

V.Bortnyk, Student

I. Franko Zhytomyr State University

THE DEVELOPMENT OF PHONETIC COMPETENCE IN PRIMARY SCHOOL

According to the Draft Project of Curriculum for English language development in Universities and Institutes, the main aim is to develop trainees' competence and fluency in English so that they can become good of effective communication [Draft 2: 2001].

The communicative competence is defined as the ability of the students and society to decide topical tasks of every day, educational and cultural life by the means of a foreign language. It is also the student's ability to use the facts of language and speech for realization of the aims of communication. The communicative competence consists of language, speech and sociolcultural competencies. Let us dwell on the language competence.

By language competence, we mean the knowledge of a learner's language, the set or system of internalized rules about the language that enables him to create new grammatical sentences and to understand sentences spoken to him. The language competence consists of phonetic, lexical, and grammar competencies. we are interested in phonetic competence.

By phonetic competence we understand the ability of students to comprehend and to use a phonetic paradigm in accordance with the situation of speech. For the beginners, the new syllabus outlines: as listeners, to identify the meaning carried by the oral discourse of native speakers of the standard variants of English and by non-native speakers whose speech approximates to those norms; as speakers, to produce spoken English that is intelligible both to native speakers and to non-native speakers who approximate to standard norms.

The formulation of phonetic competence is the most difficult part of teaching. Traditionally the teachers make progress in formulating pronunciation habits, but other components of the phonetic competence: stress, pause, intonation, rhythm, and rhyme are still neglected. Our observation also proved that the students acquire appropriate pronunciation habits, but they don't have sufficient rhythmical, rhymical, and intonational skills.

Teacher should organize the learning process according to the physiological and psychological needs of children, choose the course material interesting for children, identify the most difficult facts and phenomena of reality, distribute the materials according to the stages of teaching.

The analysis of the books for primary school pupils show that the biggest amount of phonetic exercises are aimed at teaching sound pronunciation, but only a few for teaching other phonetic habits.

To develop phonetic competence we suggest some innovative communicative techniques: e.g. phonetic warming up, the aim of which is to encourage the students for acquiring phonetic skills:

exercise: Step 1. Listen to the recordings of people speaking English and explain how the language sounds, and you have prompts for answering: romantic, strange, fast, aggressive and so on. Step 2. Compare English with other different languages (use such models: English is ... than Step 3. Divide into 3 groups and make a list of 5 or 4 languages and rank them in order, beginning with the one you find the most beautiful.

The suggested techniques were tested in teaching English to the pupils of the 3d form and proved to be effective. The growth of phonetic habits was approximately 69%. pupils had a great interest in acquiring phonetic competence. Thus, the methodology may be recommended for the development of phonetic competence at different levels of teaching.