

Секция «Методика преподавания иностранных языков и лингводидактика: Актуальные проблемы методики преподавания иностранных языков»

Обучение фонетике иностранного языка в неязыковых вузах

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As a result of mastering the bachelor program, a graduating student should have the ability to communicate both verbally and in writing in a foreign language to face the challenges of interpersonal and intercultural interaction and also have the ability to use knowledge of a foreign language in their professional activities. Apparently, these goals imply that a person should have phonetic skills without which neither professional nor interpersonal verbal communication is possible. The person's mastery of the phonetic structure of a foreign language and the ability to use correct intonation patterns are essential for communication in any verbal form. That is why the issue of the formation of phonetic skills in a non-linguistic university is becoming more urgent.

When studying a foreign language in a technical university, students should learn phonetics. Learning pronunciation reduces the overall time-frame for studying a foreign language. When a person hears a foreign speech, they repeat the words to themselves over and over, and this allows to learn the language quickly.

Students should develop their skills in listening comprehension of a foreign language. Without owning the pronunciation, a person cannot speak a foreign language.

Before choosing a method of teaching pronunciation in a technical university, it is crucial to define a goal of learning a language. It is also essential to clearly understand how much time is devoted to learning a language; what is the frequency of lessons; how many students a group consists of; what is the starting level of students[1].

The methods of phonetics teaching are the following.

The phonetic method. As a part of this approach, the students learn to read separate phrases, words, and meaningless texts with a help of transcription. This method can be used when there is much time for learning a foreign language. As far as this condition is not possible in technical universities, it will be challenging to apply this method. The mixed-method. When using this method, the student learns the grammar, phonetics, and vocabulary simultaneously.

The phonetic and spelling method differs from the previous one and involves studying grammar, phonetics, vocabulary, and spelling. The authors of this method believe that students of technical universities should first learn the pronunciation and learn how to read in a foreign language. When using the phonetic and spelling method, students of technical universities from the very beginning of the course start reading coherent texts.

The verbal reinforcement method is based on a principle when all aspects of a language are learning simultaneously, except spelling. This method will be ineffective for students in technical universities since spelling requires much time spent on repeating information from previously passed classes [2].

The complex-comparative method is most commonly used in technical universities when teaching the pronunciation of a foreign language. The entire set of sounds is presented to students in the form of comparative tables of the Russian and English languages, and all sounds and intonations are explained. Students review the material they learned before by

participating in the additional classes. Students need to master the correct intonation, rhythm, and place the accent in a word correctly.

The special phonetic tests are not applied when using the complex-comparative method, and pronunciation skills can be checked only when a person speaks or reads [3].

By the end of studying the course of learning a foreign language, the students of technical universities should acquire phonetic skills that allow them to work efficiently, communicate, and do other activities using a foreign language.

Источники и литература

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