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WAYS OF TRAINING ENGLISH PRONUNCIATION THROUGH TONGUE TWISTERS: EXPERIENCE OF POLTAVA UNIVERSITY OF ECONOMICS AND TRADE

The article focuses on some new approaches to teaching Practical Phonetics of English for the students majoring in Philology on the university level. The formation of phonetic skills is an indispensable condition for adequate understanding of a language message, accuracy of expression of thought and performance of a communicative function in language. It is stated that the goal of teaching phonetic material means forming comprehension, pronunciation, rhythmic, and intonation skills.

One of the commonly applied algorithms of forming and improving students' articulation skills is discussed but the authors focus on one of the stages of it and offer an example of using tongue twisters for practicing pronunciation of sounds. The research shows how to move from purely receptive exercises to receptive and reproductive ones, in which two goals are combined – the formation of listening and speaking skills.

Experience has shown that the application of this strategy deepens the knowledge of basic rules of pronunciation, helps to master the articulation of those sounds that are not typical for the student's mother tongue, as well as increases the motivation of students to study English in general and makes them sound more natural while speaking English.

Key words: *articulation, comprehension, phonetic competence, pronunciation tongue twister*

Statement of the problem in general and an indication of its connection with important scientific or practical tasks. The problem of forming advanced phonetic skills of a foreign language remains relevant, as it requires consideration in the context of a competency-based approach. This approach will harmonize phonetic proficiency formation with other language competences that are essential components of foreign language communicative competence.

The formation of students' pronunciation skills directly affects the speed and strength of assimilation of the new learning material, and contributes to the development of speech, reading and writing skills. According to methodologists who have contributed to the study of teaching phonetics and language acquisition (John C. Catford, Adrian Underhill, Tracey Derwing etc.), the conditions that greatly affect success of teaching the phonetic side of the language include determining the difficulties of reproduction and perception of sounds, identifying zones of positive transfer and interference, and the formation of speech comprehension. In addition, it is necessary to take into account that phonetic skills are formed in a close relationship with other language skills.

Acquiring knowledge about fundamental aspects of language such as syntax, pronunciation, and language usage is a crucial aspect of the expertise required by specialists in philology. In Poltava University of Economics and Trade (PUET) the discipline "Practical phonetics of the English language" is studied in the 1st year, and is a mandatory discipline from the cycle of professional training for students majoring in Philology. Several teaching strategies are used to enhance the effectiveness and efficiency of teaching Practical Phonetics. One of them is practicing English pronunciation through tongue twisters.

Analysis of the most important publications in which the solution of the researched problem is initiated and on which the author relies. The problem of phonetic competence was a core of attention in linguistic didactics. In particular, researchers are developing methods for forming and improving certain aspects of the phonetic design of speech; various approaches to determining the composition of phonetic competence are proposed (Kravchuk, 2009, p. 43).

The analysis of the scientific literature shows that among scientists there is no single view on the definition of the concept of phonetic competence. Some scientists call this competence or phonetic-phonological (Kovalenko, 2008, p. 54).

Some researchers define phonetic competence as the ability of individuals to operate with knowledge regarding the functioning of segmental and suprasegmental units of the phonetic system of language in speech, which, in our opinion, does not correspond to the general concept of competence. According to Bihych some of

the research substantiates the use of a single term of students' phonetic competence, which means the ability to adequately form a foreign language using phonetic means in the process of learning a foreign language (Bihych, 2006, p. 39).

Common European Framework of Reference for Languages (CEFR) gives a more complete and comprehensive definition of phonetic competence, it includes knowledge and skills of perception and production (Nikolaieva, 2003): sound units (phonemes) of language and methods of their implementation in a certain context; phonetic signs of distinguishing phonemes; phonetic composition of words; sentence phonetics: accents and rhythm of the phrase; intonation; phonetic reduction; assimilation; elisions.

Taking into account the above-mentioned points of view, the authors tried to define the concept of phonetic competence, which is utilized in student training. By foreign language phonetic competence, we mean a system based on such components as knowledge of the normative composition of phonetic elements of a foreign language, comprehension and pronunciation, rhythmic-intonation skills, as well as phonetic skills.

Distinguishing still unresolved aspects of the scientific problem addressed in this article.

Understanding the message being conveyed in a foreign language is the main goal that communication participants strive for. Therefore, for a student to achieve this objective, it is crucial to possess two essential abilities. The student must, on the one hand, have developed speech perception, which allows the correct interpretation of the received speech signal; on the other hand, possess the necessary articulation skills to be able to adequately encode a foreign language.

Therefore, in the conditions of a non-linguistic environment, considerable attention should be paid to the development of phonetic skills (Kelly, 2000, p. 28). The formation of phonetic skills is an indispensable condition for adequate understanding of a language message, accuracy of expression of thought and performance of a communicative function in language.

In Poltava University of Economics and Trade, we utilize tongue twisters as a practical tool in our teaching methodology to enhance pronunciation skills of students majoring in Philology.

Formulation of the purpose and tasks of the article. The purpose of this research is to study the peculiarities of forming phonetic abilities and skills in classes on practical phonetics of the English language using tongue twisters. The tasks of the article are: 1) to consider the structure and content of phonetic competence; 2) to describe the stages of formation of phonetic competence; 3) to characterize the role of tongue twisters in the formation of phonetic skills in philology students.

The research employed various techniques to achieve its objectives. The main methods that were used in this research are as follows: generalization of the experience of using the system of exercises for pronunciation in English lessons in secondary schools and high education institutions; linguistic methodical analysis of the material used in the study; scientific observation of the process of pronunciation and speaking during the classes, paying close attention to the process of pronunciation and speech production; logical generalization, and description of the data collected during the research to draw accurate conclusions. By using these methods, the study aimed to provide comprehensive insights into the process of teaching pronunciation skills to students majoring in Philology.

Statement of the main material with a full justification of the obtained scientific results. The goal of teaching phonetic material means forming comprehension, pronunciation, rhythmic, and intonation skills. Comprehension and pronunciation skills are defined here as skills of phonemically correct pronunciation of all sounds in the speech and understanding of all sounds when listening to speech. The formation of phonetic skills involves the restructuring of the usual articulation based on the establishment of similarities and differences in the pronunciation of the sounds of the native and foreign languages, the formation of phonemic hearing, as well as mastering the technique of pronouncing foreign sounds in words, phrases, sentences and in the flow of speech in the process of speaking and reading. Mastering the intonation of a foreign language involves the formation of comprehension skills for perceiving the intonation pattern and its adequate reproduction in the process of speaking and reading. Comprehension and pronunciation skills are skills of correct pronunciation and understanding of sounds in oral speech. Rhythmic and intonation skills mean skills of correct intonation and rhythmic design of foreign language speech (accent, rhythm, melody, pausing, etc.). Approximate pronunciation is the articulation of individual sounds close to the standard, which does not significantly affect the process of understanding. Approximation is also manifested in limiting the number of foreign language phonemes and intonation patterns necessary for learning.

There are several steps involved in one of the generally accepted algorithms of forming and improving students' articulation skills (Kelly, 2000). They look as follows:

1. Perception of a new sound in phrases, words, isolated.
2. Selecting from a number of pronounced words those that contain a new sound (by raising a signal card or hand).
3. Explanation of the articulation of the introduced sound (comparison with the native language or other sounds of a foreign language).
4. Performing exercises for articulation gymnastics.

5. Pronunciation of sounds, words, phrases with a new sound following the sample.
6. Repetition after the speaker of the sound in opposition (deaf – sonorous, long – short, palatalized – non-palatalized, etc.).
7. Repeating the samples that gradually become more difficult after the speaker.
8. Independent pronunciation of the sound.
9. Improving articulation and intonation skills in the process of learning poems, tongue twisters, dialogues and using phonetic games.

As far as many research papers are devoted to the first points of the algorithm, we decided to concentrate on the last stage – improving articulation and intonation skills in the process of learning poems, tongue twisters, dialogues and using phonetic games. This decision was made because a significant number of students have had prior exposure to English education during their school years and possess a basic understanding of the language. Therefore, this paper will share the experience of polishing phonetic skills of students of Poltava University of Economics and Trade majoring in Philology. This particular course is worth three ECTS credits and comprises 36 practical hours, as well as 54 hours of independent work. Classes are conducted on a weekly basis, and a group accommodates a maximum of 12 students. The course culminates in a final exam that assesses the students' overall performance and understanding of the subject matter.

Tongue twisters are a challenge in any language. Even in Ukrainian, not everyone can pronounce complex tongue twisters without hesitation, what can we say about English? In fact, it is not boring at all and, moreover, it is recommended for practicing pronunciation and fluency of speech as well as valuable soft skills such as focus, attention to detail, and the ability to adapt to new challenges. There exist a large number of tongue twisters but we are going to discuss some of them and offer several techniques for mastering a tongue twister.

Teaching the pronunciation of the phonemes of the English language should be approached differently. One approach to teaching pronunciation involves breaking down the sounds of the English language into smaller components and focusing on each one individually.

First, we recommend starting with the phonemes of a similar series:

- consonants – [m], [b], [g], [f], [v], [s], [z], [j];
- ▣ diphthong – [ei].

Although the phonemes of this series are not identical to the phonemes of the native language, they differ little from them in terms of articulation. So, it is important to pay special attention to them. In order to learn these sounds, you can limit yourself to imitation; this group does not need any other exercises. Here a tongue twister about Betty Botter, who bought bitter butter, will be a perfect one (Parkin, 1969). This is a whole practice rhyme for those who have trouble pronouncing the sound [b]:

*Betty Botter bought some butter
But, said she, the butter's bitter.
If I put it in my batter,
it will make my batter bitter.
But a bit of better butter
will make my bitter batter better.
So she bought some better butter,
better than the bitter butter,
put it in her bitter batter,
made her bitter batter better.
So it was better
Betty Botter bought some better butter.*

The tasks for the recognition of the sound exercise can be formulated as follows:

1. Raise your hand/signal card or clap your hands when you hear the sound [b];
2. Count how many times the sound [b] occurs in a tongue twister.

The number of exercises for reception is much smaller than exercises for reproduction of sounds. In most cases, the instructor quickly moves from purely receptive exercises to receptive and reproductive ones, in which two goals are combined – the formation of listening and speaking skills. The effectiveness of this group of exercises is greatly increased if, before reproducing the sample, the students have the opportunity to hear the sample again.

The same pattern (repeat, recognize, count) can be used while working with the sound [p]. Here the most famous English tongue twister about Peter Piper can be used:

*Peter Piper picked a peck of pickled peppers.
A peck of pickled peppers Peter Piper picked.
If Peter Piper picked a peck of pickled peppers,
Where's the peck of pickled peppers Peter Piper picked?*

As a motivational fun fact the teacher can mention that it is said this was not just a folklore character, but a real person who became famous for his exquisite taste in spices (Carpenter & Prichard, 1984).

Another well-known tongue twister in English is:

*She sells sea shells at the sea shore,
The shells she sells are the sea-shore shells,
I'm sure.*

This tongue twister is aimed at the sounds [s] and [ʃ] that are difficult to pronounce when they are combined. Often, by the middle of the tongue twister, the sounds merge and the person simply “hisses and whistles” instead of clearly pronouncing the words. Therefore, we consider it to be vitally important to practice this tongue twister.

More challenging for training are the phonemes of the distant series like [θ], [ð], [w], [r], [h] due to their unfamiliarity and lack of equivalents in the Ukrainian language. In this case, we choose tongue twisters aimed at practicing these difficult sounds, which may not come naturally to the students due to their foreign nature.

There are two stages of work with a sound of the distant series:

- a) introduction;
- b) automation of students' actions.

The following algorithm can be used while working with sounds of distant series:

1. Creating a situation.
2. Listening to the text.
3. Selection of words with a difficult sound.
4. Selection of a separate sound.
5. Imitation and analysis of sound articulation.
6. Articulation of a separate sound.
7. Inclusion of sound in a word (a series of exercises).
8. Including the word in the sentence.
9. Including the word in the context.
10. Exercises on the reception of sounds.

The process can be finished with practicing a tongue twister.

One of the most difficult sounds for non-native speakers [θ] can be practiced in the following tongue twisters (Parkin, 1969):

1. *I thought a thought.
But the thought I thought wasn't the thought
I thought I thought.*
2. *Thirty thousand thirsty thieves thundered through the thicket*
3. *The thirty-three thieves thought that they thrilled the throne throughout Thursday.*

The other difficult sound for non-native speakers is [ð]. It can be practiced in the following tongue twister:

*These brothers bathe with those brothers,
Those brothers bathe with these brothers.
If these brothers didn't bathe with those brothers,
Would those brothers bathe with these brothers?*

The set of the following tongue twisters is suggested to be used in order to practice the sound [w] that is completely not characteristic for Ukrainian speakers. These tongue twisters are intended to help students develop their ability to produce the [w] sound accurately and fluently, despite its lack of presence in their native language (Parkin, 1969).

1. *I wish to wash my Irish wristwatch.*
2. *If two witches were watching two watches,
which witch would watch which watch?*
3. *I wish to wish the wish you wish to wish,
But if you wish the wish the witch wishes,
I won't wish the wish you wish to wish.*

The following tongue twisters are used for practicing the sound [r]:

1. *Red lorry, yellow lorry.*
2. *Roberta ran rings around the Roman ruins.*

The findings of this study indicate that there is an algorithm that has proven to be the most effective in working with tongue twisters. In order to learn a tongue twister in English quickly, it is advised to the students to listen to it in the original first. The next step is to listen carefully to an audio with text read by a native speaker several times. Then it is recommended to warm up a little, to practice pronouncing the sounds to which the tongue twister is directed, separately many times in a row and at different speeds. At the third stage it is recommended to listen to the audio slowly again, repeating after the speaker. They need to do this several times. The next step is to turn off the recording and continue to say the tongue twister, each time increasing the pace of speech. This should be done until the student stops straying into other sounds, and all the words are clearly audible. The exam results serve as confirmation of the effectiveness of utilizing the specified method for

enhancing the phonetic competence of students studying philology. Out of the subgroup of 12 students, 10 received an "Excellent" (A) grade, while one student received a "Good" (B) grade, and another student received a "Good" (C) grade. These results demonstrate that the method has been successful in improving students' phonetic skills and overall performance in the subject.

Results of the research and prospects for further development of this thematic area. The written code arose much later as a reflection of the sound language. The role of sound components is also very important for written speech. Mastering oral speech and reading aloud is generally impossible without proper comprehension and pronunciation, rhythmic and intonation skills.

In general, the issue of teaching correct pronunciation is a challenge all teachers face. It must be taught in its correct and applicable way. As a result, researchers should continue to search for new methods and approaches to teaching English pronunciation to make them more effective. The experience outlined in this study offers a potential solution and can be utilized as one of the methods of teaching phonetics, which can make learning it an enjoyable and engaging experience. Another direction for further research could be the development of phonetic skills in students who have some speech disorders. Individuals with speech impediments, including stuttering, lisping, or sound omissions, may struggle with communication and suffer from low self-esteem. Teaching phonetics, which focuses on the study and production of speech sounds, can help these individuals improve their articulation, pronunciation, and overall speech quality. However, teaching phonetics to students with speech impediments can be challenging as it requires a tailored approach that addresses their specific needs and abilities.

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ЩЕНКО В., ГОРБУНЬОВА С., КОНОНЕНКО О.

Вищий навчальний заклад Укоопспілки «Полтавський університет економіки і торгівлі», Україна

ПІДХОДИ ДО НАВЧАННЯ АНГЛІЙСЬКОЇ ВИМОВИ ЗА ДОПОМОГОЮ СКОРОМОВОК: ДОСВІД ПОЛТАВСЬКОГО УНІВЕРСИТЕТУ ЕКОНОМІКИ І ТОРГІВЛІ

У статті розглядаються деякі нові підходи до викладання практичної фонетики англійської мови для студентів філологічних спеціальностей університетського рівня; описується практичний досвід використання скоромовок під час викладання дисципліни "Практична фонетика" в Полтавському університеті економіки та торгівлі. Зазначається, що сформованість фонетичних навичок є неодмінною умовою адекватного розуміння мовного повідомлення, точності вираження думки та виконання комунікативної функції в мові. Встановлено, що основною метою навчання фонетичного матеріалу є формування навичок розуміння, вимови, ритміко-інтонаційних навичок, які є необхідними для продуктивної комунікативної взаємодії з носіями мови.

Розглядається поширений алгоритм формування та вдосконалення артикуляційних навичок учнів, але автори акцентують увагу на одному з його етапів і пропонують приклад використання скоромовок для відпрацювання

вимови звуків. Дослідження показує, як перейти від суто рецептивних вправ до рецептивно-репродуктивних, у яких поєднуються дві мети – формування навичок аудіювання та говоріння. Автори статті зазначають, що використання скоромовок може бути дуже ефективним інструментом для вдосконалення англійської вимови, оскільки ці вправи дозволяють розвивати фонетичну чутливість, розширювати словниковий запас та вчити правильної артикуляції звуків, що дуже важливо для розуміння та продуктивного використання мови. Для підтвердження ефективності використання скоромовок проведено експеримент, в якому група студентів спеціальності “Філологія” навчалися вимові за допомогою цих вправ.

Результати дослідження та загальний досвід використання цієї методики показують, що застосування такої стратегії має позитивний вплив на розвиток фонетичної чутливості та артикуляції звуків у студентів, поглиблює знання основних правил вимови, допомагає оволодіти артикуляцією тих звуків, які не характерні для рідної мови учня, а також підвищує мотивацію до вивчення англійської мови в цілому та робить їх вимову більш природною та наближеною до вимови носіїв мови під час розмови англійською.

Ключові слова: артикуляція, слухання, фонетична компетентність, вимова, скоромовка

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НАТАЛІЯ КАРДАШ

КЗ позашкільної освіти „Будинок юнацької та дитячої творчості Опішнянської селищної ради Полтавської області”

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СУЧАСНИЙ МЕНЕДЖМЕНТ ЯК ПРОДОВЖЕННЯ МАКАРЕНКІВСЬКИХ ТРАДИЦІЙ В УМОВАХ ЖОРСТКОЇ НЕВИЗНАЧЕНОСТІ

У статті досліджується роль менеджера освітнього позашкільного закладу в розробці, прийнятті управлінських рішень у сучасних українських реаліях, пропонуються проєктні авторські практичні рекомендації щодо цього з урахуванням історично аналогічного досвіду макаренківських традицій, і дане дослідження це рекомендує як надзвичайно актуальне.

Наукова новизна роботи полягає у подальшій розробці поняття «крайня невизначеність» (війна) – до актуальнішого поняття й відповідно – пропозиції нового терміну в менеджменті, а саме: «жорстка невизначеність» – для умов роботи під час широкомасштабної терористичної війни на тлі пандемії covid-19, що нині на території України відбуваються одночасно. Практичне значення роботи полягає у можливостях використання висновків, рекомендацій у позашкільних освітніх закладах України.

Ключові слова: умови невизначеності, жорстка невизначеність, менеджмент, макаренківські традиції, широкомасштабна війна, пандемія covid-19, пресинг

Сьогодні у свідомість не лишень науковців, але й педагогів-практиків-управлінців все ширше увіходить теорія та відповідна методологія розроблення процесу прийняття рішень – однієї із щонайсуттєвіших складових новітнього менеджменту, у тому рахунку й педагогічного (Василенко, 2003; Дерлоу, 2001). Головне їхнє призначення – розробка саме тих інноваційних підходів, рекомендацій, котрі надають можливості обґрунтовувати обрання оптимального рішення і в тих гостро невизначених ситуаціях (Карпов, 2010), що сьогодні постійно переслідують населення України в умовах одночасного пресингу широкомасштабної терористичної війни з боку РФ на тлі пандемії covid-19. Терор росіян розповсюдився буквально на всю територію України: майже кожен населений пункт зазнав а чи й зазнає і досі ракетних та бомбових ударів вже другий рік поспіль. Це відчули на собі й тисячі освітніх закладів. Такого варіанту війни історія людства досі не знала, як і практики керування закладами освіти у подібних умовах. І це є велика **проблема** освітнього менеджменту на сьогодні. Риси