

**Talovyrya H., Petruk L. Current trends in learning English pronunciation**

The article is devoted to an overview of modern trends in teaching English to students for whom it is not their native language. The global spread of English as the language of international communication in the world makes adjustments to the standards of English pronunciation and, as a result, to the requirements for its mastery and learning.

Increasingly, in the community of English language teachers, it is called not just a second, but an international language, and, accordingly, the standards of its teaching are called the standards of English as an international language (EIL). Such an extraordinary spread of it and its transfer to the rank of international forces to take into account the fact that the number of people for whom English is not their native language, but they actively use it in work and everyday communication, is increasing more and more actively in the world. All these people make their, at first glance, imperceptible contribution to changing the standards of English pronunciation. These changes have already become so significant that which were recorded in the changes made to the European Language Proficiency Standard in 2018. The standard of English pronunciation is formulated there taking into account the influence of the pronunciation of non-native speakers on the standardized pronunciation, that is, on the British or American pronunciation of English, which were previously considered classic, and which all students should strive for when mastering the pronunciation of the English language. At the current stage of mastering English pronunciation, students can choose whether to strive to get closer to a standardized pronunciation, or to achieve a high level of international intelligibility of their own pronunciation for listeners, while reserving the right to preserve the imprint of their native language in their oral speech. This variant of English pronunciation allows non-native speakers of English to preserve their national and linguistic identity in international communication in English. Taking into account this approach to learning and mastering English, the article examines the concepts of "international intelligibility", "intelligibility" [1] and their connection with language accent. The advantages and difficulties of the above-mentioned approach to mastering English pronunciation are also described.

**Key words:** the English language, international language illegibility, globalization, English as the international language, The English language pronunciation, receptive accommodation.

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**USING VIDEO MATERIALS AS A MEANS OF INCREASING THE EFFECTIVENESS OF FOREIGN LANGUAGE PERCEPTION AND UNDERSTANDING**

In the conditions of rapid socio-economic changes in modern Ukrainian society, mastering a foreign language is an essential condition for success. Currently, the main educational model is online learning, the role of the teacher and student is changing, and the use of media tools in foreign language classes is of great importance. The use of videos in classes contributes to the improvement of the quality of knowledge, because it makes it possible to involve such types of communicative activities as listening, speaking, reading and writing. In addition, watching video can be justified by psychological characteristics, because a person receives the main volume of information about the surrounding world through the organs of vision and hearing. The purpose of the article is to reveal the main features of using video materials as a means of increasing the effectiveness of perception and understanding of foreign language communicative material. A TED TALK resource is offered for the educational process. The use of such video materials significantly facilitates the understanding of the material, stimulates the students' cognitive interest, allows them to be involved in the authentic language environment, observe and analyze the correct pronunciation of words, reproduce linguistic realities, and also involves several channels of perception information. A methodology for developing a set of exercises for working with video material in the educational process is proposed. Regular immersion in an authentic linguistic environment acts as an indicator of the current language competence of students, strengthens their confidence in their level, develops linguistic intuition and motivates them to improve their competence, allows them to reflect on their activities and evaluate their current level of knowledge.

**Key words:** language skills, listening, immersion in the language environment, language competence, linguistic pattern.

(статтю подано мовою оригіналу)

An extremely important condition for today's success is mastery of a foreign language. In order to express thoughts effectively, you need to master four language skills. Listening is one of the basic skills of mastering a foreign language and plays an important role in the context of understanding the speaker. According to current investigations, there is no best method for teaching listening in class. In addition, it is not always possible – or appropriate – to apply the same methodology to all learners, as they have different goals, learning needs and environments. The use of video materials in classes contributes to the improvement of the quality of knowledge, because it makes it possible to involve all types of communicative activity: listening, speaking, while performing exercises – reading and writing. It also helps enrich vocabulary as well as speed up the process of acquiring the pragmatic use of the language. In addition, it is also justified psychologically, because through the organs of vision and hearing the person receives the main volume of information about the surrounding world.

At the current stage of the development of science and changes in the educational model as a whole (online learning) it is necessary to review the new role of the teacher and student in conditions of distant learning. The use of media (primarily various information channels with video materials) for the effective development of language skills, and in particular, listening skills, is becoming more and more relevant.

Since the digital world has such great influence on modern society, it is essential that teachers nowadays should know how to use digital tools in education. Video materials, being such a common feature of students' everyday lives, are one of the digital media that foreign language teachers are needed to apply at the lessons.

The issue of the effectiveness and appropriateness of using video materials was considered by many foreign researchers, including McKinnon M., Pesce C., Sitti Hadijah, as well as domestic educators such as E. Bagirov, O. Berezutska, L. Zubchenko, L. Lomakina, S. Nikolayeva, O. Nosul, S. Ravych etc. In the last decade, more and more educators are turning to this topic in the conditions of intensive development of information technologies and distant learning. According to Y. Verysokin the use of audio and video recordings in the lesson is not only appropriate, but also compulsory. Such activity differentiates students' activities in the process of learning a foreign language. The use of audio and video materials makes the lesson interesting for all learners, affects the level of motivation, and is full of authentic examples of a foreign language speaking [1].

*The purpose of the article* is to reveal the main features of using video materials as a means of increasing the effectiveness of perception and understanding of foreign language communicative material.

It is also worth mentioning that learners have different learning styles and types of memory. Some learners perceive information visually, others have auditory or motor modalities of their perception. When visuals hear or read something in a foreign language, they see a picture, or an image, of what they have heard or seen. Thus, they store information in their memory as an image. Verbal style learners, on the other hand, see words. They do not necessarily store the picture of the word, but they definitely keep in memory the letters of the word [8]. The use of video materials in the educational process while learning a foreign language greatly facilitates the understanding of the material, allows you to present interesting facts visually and within a relatively short time, observe and analyze the correct pronunciation of words by native speakers, promote the development of mental processes, makes it possible to engage simultaneously several channels of information perception (during auditory perception, 15% of information is absorbed, visual – 25%, and with auditory-visual – 60%), which in turn increases the effectiveness of students' understanding of the content of the educational material [4].

One way of helping learners improve their listening skills is to use videos and movies in class. According to S. Krashen, it is not enough to use only linguistic competence to understand the language, it is advisable to rely on knowledge about the world and extralinguistic information, which is possible thanks to video. Through watching videos learners develop their second language in the way the children develop their native language: they listen to the speech of native speakers in a context, while grammar rules with examples of language use are removed from the context [6].

According to Yu. Nosul the use of various video materials can provide to a certain extent an authentic language environment, reproduce real language realities. The foreign language teacher needs to consider the fact that teaching a foreign language does not consist of teaching, for example, only vocabulary and grammar, but also teaching the target cultures. Sometimes the whole teaching process may appear to be useless and artificial. Video materials can become very helpful in this context. Moreover, from the content of each individual video plot, it is possible to extract and demonstrate various linguistic aspects from different angles – for the purpose of using certain lexical units, grammatical context, or for the purpose of discussing a certain topic [2].

The use of authentic video materials in teaching English introduces students to different manners of communication, which depend on the social attaching of the speakers, demonstrates emotional side of conversation, its natural pace and the specifics of speech of each of the characters, their facial expressions and gestures, forming an idea of diversity of communicative intentions. Showing language behavior in authentic situation with the existing socio-cultural component improves the learning of oral speech, promotes the development of communicative competence, monologue speech, increases the volume and improves memorization of educational material. It should be noted that the use of authentic materials, as opposed to adapted video materials, should be started with students with an average and higher level of English proficiency, when language skills are already formed [3].

It is helpful for teachers to organize lessons and activities that show how different dialects, forms of address, customs, taboos, and other cultural elements influence interaction among different groups.

Authentic video visually and orally stimulates cognitive interest and the desire to learn a foreign language, because the moment a student begins to perceive and understand a foreign language environment, he or she realizes that language learning was not for nothing and can be put into practice. Awareness of it can increase learning motivation, which is extremely important for learning. Video materials can also be used for many other purposes. For example, video materials can be useful for promoting communication in the classroom. After watching some disputable pieces learners can be engaged in hot discussions.

Of course, watching a movie or clip is an activity which is prolonged in time. Participants in the learning process should not be passive, therefore the teacher has to guide and involve the learners in discussing the topic. And for the most effective implementation of the educational goal, the video plot should be accompanied by appropriate exercises.

Modern means of communication can offer a great variety of video materials depending on the needs and level of language competence of the learner. There can be the risk of making lessons entertaining rather than educating. In our understanding video materials can be represented by different kinds of films, cartoons, YouTube clips, documentaries, commercials, TV shows, sitcoms (situational comedies), etc.

In our investigation we used Ted Talk which is an excellent educational aid to effectively promote successful language acquisition and self-access language work.

The resource Ted Talk is a series of informative, educational, inspiring talks that present 'Ideas worth spreading'. It is an American private non-profit foundation known primarily for its annual conferences, which are broadcast around the world and expose new ideas that are supported by concrete evidence and are relevant to a broad, international audience. TED talks have been given by a variety of professionals from various fields of study, including actors, scientists, medical professionals and influencers. The choice of the topic can be identified by the educational program, students' interests, with linguistic situations that are suitable for training communicative skills, etc.

Thus, this resource can be a good supplement to integrate video technology in the classroom routine and language learning activities because working with it students can:

- develop audiovisual skills. Observing the facial expressions, gestures, intonations and emotional state of native speakers, a person learns to perceive and learn a foreign language directly in a live speech flow, reproduce authentic pronunciation and make characteristic accents in speech;
- focus on the structure and delivery of oral presentations;
- raise their linguistic awareness;
- perceive the overall structure of a lecture and recognize from verbal and non-verbal cues when a speaker is moving from one topic to another;
- develop incorporate skills in note-taking;
- perform differently according to their psychological differences and their cognitive abilities and language learning aptitude;
- improve not only their listening skills, but also their pronunciation, vocabulary, grammar and writing;
- enrich the vocabulary with lively spoken language. With the experience of constantly reviewing resources in a foreign language, the so-called sense of language or language intuition is gradually formed, which suggests the appropriateness of one or another linguistic pattern in speech, the combination of certain words, or the use of one or another tense, method of action.

It is worth mentioning that preparing video lessons is a complicated and time-consuming process for the teacher because it requires careful consideration and planning. Before using video materials in the classroom the teacher should answer the questions:

Why should I use videos?

What kinds of videos should I use?

How and how often are videos used?

What is taught and learned through the use of videos?

What are the teachers' and students' attitudes to lessons with videos?

It goes without saying that watching can occupy some time of the lesson, and as it is widely known that the lesson is limited in time. Ted Talk is the best resource in this aspect. Every lecture is up to 18 minutes. The presenters are from different countries and have various types of pronunciation which gives the students opportunity to get accustomed to accents, tempo, faulty features of the speech.

Foreign and domestic researchers and support the idea that lessons with video should be supplied with pre-, while- and post-viewing activities in order to make them more effective [2; 4; 6; 12]. Analyzing the works of such scientists we suggest dividing watching into several stages:

1) assignments before watching the clip. For example, a brainstorming activity in the form of a small discussion or discussion is effective in order to identify the awareness of learners in the topic of the video. For instance, the teacher can propose to predict the main idea of the video based on its title;

2) process of watching the clip directly. Depending on the student's level of preparation, the video can be broadcast several times or with pauses in the most difficult episodes. Tasks like filling the gaps, writing subtitles, watching without sound etc. can be offered to students;

3) assignments to consolidate the learned material after repeated demonstration of the video plot. If the review task is vocabulary acquisition, then skills can be demonstrated by filling in the blanks in the appropriate sentences, finding true / false statements. The assignments on a combination of parts of the statement that have the same content, establishing causal relationships can be used after watching.

Finally, to check mastery of the topic, it is advisable to organize group work, or work in pairs, during which learners perform a number of communicative tasks, reproducing the learned grammar or vocabulary. It will also promote critical thinking of learners.

It's also important for students to be aware of the characteristics of native-speaker performance in conversation. Different cultures talk about different things in their everyday life and students should develop a sense of cultural awareness and banned subjects, gestures or peculiarities of body language. Listening to Ted Talk gives students the feedback.

According to our experience different skills can be developed using the following activities:

- 1) prediction of the future talk by its title;
- 2) guessing the speaker's thoughts before listening another sentence or part;
- 3) highlighting important differences between written and spoken English while listening or reading transcripts;
- 4) practicing reproducing different weak sounds or difficult phonemes;
- 5) guessing the meaning of new words from context (they have transcripts for extra help);
- 6) analyzing grammar (verb tenses, sequencing words, discourse markers);
- 7) interviewing the speaker, debates, writing reviews etc. after listening activities.

Thus, teachers have to provide learners with a method of increasing the opportunities of language use. The primary role of the teacher is to create the best conditions for learning. The teacher needs to play a number of roles during the lesson. When students have problems in expressing their ideas, the teacher can be involved into the assistance but should be careful not to take the initiative away from the learners. There is always a chance for the teacher to take part in discussion but without dominating the student. The teacher should be careful when and how to give feedback in speaking activity because over correction may confuse the learner and take communication process out of the activity.

If the problem with the relevance of the video content with the topic being studied arises, it is advisable to choose the material which responds the students' world of experience, interest and expectations, but even if the material is more complicated it can still develop the students' critical literacy skills by making them analyze, evaluate.

Involving TED into the classroom will prove that the conversation isn't just putting into practice the grammar and vocabulary skills taught within the course. It helps enhance the speaking skills, develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts. It creates a classroom environment where the atmosphere is quite informal and cheerful and students have real-life communication, authentic activities and meaningful tasks that encourage them to talk on any topic and problems. It is also related to individual goals and achievement orientation. This activity can change students' attitude towards the language and culture.

**Conclusions.** Using technology in teaching English is effective and essential. Video material of the Ted Talk resource in the classroom is helpful in developing communicative competence necessary for the study and understanding of foreign experience in the mainstream and related fields of science, as well as for the implementation of cultural and professional communication. Watching videos, students have the opportunity to hear real speech from native speakers, can see with their own eyes what we talk about in class, read in texts and dialogues, can get to know more about the country of the studied language. Moreover, the use of videos in the classroom contributes to the individual approach in learning process and the development of motivation for the speech activity of students. It allows teacher to involve such types of communication activities as listening, speaking, reading and writing. Organizing the lesson with video basic methodological and didactic requirements should be taken into account. To be effective, a video lesson must be carefully planned and clearly structured. Regular immersion in an authentic linguistic environment acts as an indicator of the current language competence of learners, strengthens their confidence in their level, develops linguistic intuition and motivates them to improve their competence.

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***Тетерук С. П., Пастернак Т. А., Бондар С. І. Використання відеоматеріалів як засобу підвищення ефективності сприймання й розуміння іноземного комунікативного матеріалу***

*В умовах стрімких соціально-економічних змін в сучасному українському соціумі володіння іноземною мовою є надзвичайно важливою умовою успіху. На сучасному етапі основною освітньою моделлю є дистанційне навчання, роль викладача та студента змінюється, тому застосування медіа-засобів в процесі проведення занять з іноземної мови виходить на перший план. Використання відео на заняттях сприяє підвищенню якості знань, тому що дає змогу залучити такі різноманітні види комунікативної діяльності, зокрема аудіювання, говоріння, а під час виконання вправ – читання та письмо. Крім того, показ відеофільмів можна виправдати психологічними характеристиками, адже саме через органи зору й слуху людина отримує основний обсяг інформації про навколишній світ. Мета статті – висвітлити особливості використання відеоматеріалів як засобу підвищення ефективності сприймання й розуміння іноземного комунікативного матеріалу. Запропоновано ресурс TED TALK для використання у навчальному процесі. Виявлено, що використання таких відеоматеріалів значно полегшує розуміння матеріалу, стимулює пізнавальний інтерес студентів, дає змогу наочно та протягом відносно не тривалого часу бути залученим у мовне середовище, спостерігати й аналізувати правильну вимову слів, відтворювати мовні реалії. Воно також залучає одночасно декілька каналів сприймання інформації. У статті запропоновано методологію розробки комплексу вправ для роботи з відеоматеріалом в навчальному процесі з метою підвищення ефективності сприймання та розуміння. Регулярне занурення до автентичного лінгвістичного середовища виступає показником поточної мовної компетенції здобувачів знань, підкріплює їх впевненість у своєму рівні, мотивує удосконалювати свою компетенцію, дає змогу рефлексувати свою діяльність і оцінити свій поточний рівень знань.*

**Ключові слова:** мовні навички, аудіювання, занурення в мовне середовище, мовна компетенція, лінгвістичний патерн.