

**Teaching intonation to the first-year students:
methodological recommendations**

Teaching English pronunciation is the main task for the first-year study at philological departments. So, shaping the articulatory and intonation skills is the target of the course of practical phonetics. We completely agree with the statement that English speech consists not only of single words, but of the tone-units. The latter with their melody are the bricks of our speech. That is why we consider English intonation study to be of the highest importance. The great problem for the teachers of practical phonetics is to find and successfully use the necessary methodological course of practical intonation. On the ground of some theoretical and practical works on phonetics and our own experience, in order to better plan and realize teaching intonation process we suggest the teachers should:

- explain students the significant role of intonation and provide them with the precise notion of the term and its functions;
- provide students with the necessary, thoroughly selected theoretical information, as well as good examples of tone-units typical of English and some examples of the connected texts with recordings;
- teach the form and the meaning of the intonation contours (IC) simultaneously, compare them with the native correspondents in linguistic oppositions;
- plan and realize the study of IC from stepping to falling heads, from the least to most-emphatic tones;
- precede the training of IC by listening and visual reception;
- provide the students with sufficient practice in recognizing, imitating and producing of IC;
- correct students' mistakes by active training in new speech contexts;
- encourage students to learn as many dialogues, short stories, poems as possible;
- use lexical and grammar materials that agree with the topics of Practical English and Grammar.