

the language “lost emotional content” and provides students with the opportunity to express themselves through word and gesture, using imagination and memory [3]. Despite all the possible advantages of role-playing in teaching foreign languages, this technique should not be the only one when planning classes. In educational process, we can apply various techniques of arts as a means of forming innovative pedagogical activity. Art technologies have significant potential in terms of personality development, the formation of important professional qualities of an intending teacher, which is possible through the inclusion of a student in joint activities at the lesson: mini-lectures, business games, case studio, video discussion, etc.

A video discussion is viewing and analyzing a video story. In the classroom, you can use both art and documentary videos, fragments from them. Videos can be used at any stage of the lesson in accordance with its theme and purpose. The use of video is very effective in the formation of a communicative culture of students. Video materials not only present language of native speakers, but also immerse students in a situation, in which they get to know the language of facial expressions and gestures, the style of relationships and the realities of the country, the language of which is studied. Video can be especially useful if we want to practice listening skills in a natural context, submit situations for playing out, practice description and retelling skills, enrich vocabulary, stimulate communication or discussion.

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SOCIAL EVALUATION OF KOREAN ACCENTED ENGLISH

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Since the Korean language has been spreading faster and faster among speakers of other languages over the past three years, we decided that in our article it will be relevant to consider its impact on one of the most common languages – English. Korean accented English is known as «Konglish». Korean is the official language of South Korea and North Korea. It is spoken by

immigrant populations in New York, Los Angeles, Toronto, Vancouver, Chicago, and other metropolitan areas. It is also one of the two official languages in the Yaniban Korean Autonomous Prefecture in China, and is also spoken by immigrant groups in Uzbekistan and Kazakhstan. Approximately 78 million people speak Korean worldwide. For over a millennium, Korean was written with adapted Chinese characters called Hanja. In the 15th century, a national writing system called Hangeul was commissioned by Sejong the Great, but it only came into widespread use in the 20th century. Today Hangeul is the official writing system of the Korean Language. Korean is a language Isolate, a language with no demonstrable genetic relationship with other languages.

The most salient stereotype today of Asians in America is probably the 'Model Minority'. The Asian immigrant who comes to this country with nothing and achieves success by dint of intelligence and hard work is the archetypal American success story, and 'this miracle is the standard depiction of Asian Americans in fact and fiction, from the news media to scholarly books to Hollywood movies'. Of course, the Model Minority stereotype ignores the long history of vicious and demeaning stereotypes of Asians in America, and the negative stereotypes that still co-exist with the Model Minority image. The most prominent of these is probably the Yellow Peril/Forever Foreigner' stereotype, which portrays Asian immigrants as an unassimilable alien element and a racial threat to white American superiority. Podberesky, Deluty, and Feldstein 1990 is the first major study to look at evaluations of Asian accented American English. Podberesky, Deluty, and Feldstein compared Asian accented and Spanish accented speakers to 'unaccented' (native English) speakers. They hypothesized that Spanish-accented speakers would be evaluated less positively than other speakers because of past research that has found negative stereotyping of Hispanics in the United States. Interestingly, they included Asian accented speakers as a control condition, to see if foreign accented speakers were judged more negatively in general, citing claims by some authors that Asian Americans are perceived as hard-working, decent, intelligent, and law-abiding.

Unlike Mandarin and Cantonese, Korean is not a "tonal language." Korean follows many of the same intonation patterns as English (rising inflection for a question...) Most of the characteristics of Korean language depend on long-standing traditions and cultural norms, for example:

invariable word structure (since the time of creation Hangeul. The structure of the word hasn't changed and at the moment it is being constructed as a vowel-consonant-vowel or vice versa).

The rate of speech is moderate to slow, there is no rush. More care is paid to correct grammar, than speed of speaking. Your ideas are racing, but you have to pull back and slow down to find the correct grammar for them. This also gives a sense of control to the intonation patterns (sometimes speakers sound like they are reading, because of preplanned intonations). The more at ease the person feels, the faster they speak, and the more chaotic their intonations will be.

Among friends voices will fly freely with high highs and low lows, but at work, with your teacher, or around new people, the rate is steady, and intonations are gently melodic. There is a tendency to lose the last few words of a sentence to low volume and low pitch. Example “There are many things to see and do there. “ Words are stressed using pitch and duration. Speakers elongate operative words. The use of volume depends on the circumstance, and individual.

Common interference points between Korean and English:

1. [i:] and [i]. Korean students often find it difficult to distinguish between the vowel positioning in /i:/ as “seat” and /i/ as in “sit”.

2. [əu]. The word “go”, “no” and “show” all contain a double vowel sound [əu] a **diphthong**. **Korean speakers often** pronounce these words with a single vowel sound (a monophthong).

3. [ɜ:]. Korean doesn't have an equivalent central vowel, and as a consequence many speakers will reach for a more rounded back vowel. This can cause confusion between words like “work” and “walk».

4. **Adding an extra vowel to a word**. Korean speakers often add an extra vowel sound after a consonant in syllable final position.

5. [r] and [l] **confusion**. Korean speakers often replace [r] with a sound closer to the English [l] (because in Korean there is not a letter R).

6. “th”. Like many languages, the “th” sounds [θ] and [ð] do not exist in Korean. The sound [θ] as in “there” tends to be replaced with a sound closer to [s] and the sound [ð] as in “there” is replaced with a sound closer to [d].

7. **Pronunciation of [v] and [f]**. Because Korean does not have the sounds [v] and [f], Korean speakers of English often substitute them with sounds which are closer to [b] and [p].

8. **Pronunciation of [w]**. This sound is usually fairly easy for Korean speaker to make, but as it does not occur before [u] and [u:] in Korean, it is often omitted completely in these positions. Words such as “wood” and “wool” can be challenging.

9. **Word Stress**. In English, every word has one syllable which has the most stress. Notice how the pitch and the length of the vowel change in these words: pronunci`ation, inter`ference, `emphasis, communi`cation. Unlike English, Korean gives the same emphasis and prominence to each syllable. This can make Korean speakers` stress unclear in English.

10. **Sentence Stress**. As with word stress, English does not apply the same amount of stress to every word in a sentence. Again, Koreans often find this difficult and tend to give the same emphasis and prominence to each word.

Korean language includes 4 basic grammar topics each of which is divided into 40-50 additional rules. Due to a mistake in constructing a sentence or the misuse of at least one grammatical unit, the sentence will have a completely different. There are so many grammar rules in Korean that

sometimes native speakers themselves make a mistakes.

In conclusion, we can say that many factors, such as the old traditions and mentality of Koreans, have influenced the Korean Accented English and now we can see this language as one that it was almost from the very beginning, but with new words derived from the English language. Because of its uniqueness, the Korean language, like most Asian languages, is quite different from the English language in phonetic and grammatical aspects, which was reflected in Konglish. Thanks for your attention.

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DEVELOPMENT OF ECOLOGICAL COMPETENCE DURING LEARNING ENGLISH

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According to the concept and objectives of the New Ukrainian School, everything that happens to children in educational establishments should help them become competitive. Simply saying, children need to acquire the knowledge and skills that they will need in the future at school.

To achieve this, the Ministry of Education and Science has developed ten key educational competencies, based on the “Recommendations of the European Parliament and the Council of Europe on the formation of key competences for lifelong learning”. These include communication in the state and native languages, foreign languages, lifelong learning, initiative and entrepreneurship, awareness and self-expression in the cultural field, environmental consciousness and healthy habits, social, mathematical, information and digital competence, as well as understanding of natural sciences and technologies.

Each of these competencies is formed during schooling. Conventionally, they can be combined into four main "C": creativity, critical thinking, communication and command (team) work. [1]

One of the actual challenge, that Ukrainian teachers are solving nowadays, is ecological education. This problem is topical in modern society