

other means in the language of translation. This conclusion is quite natural for the case when the languages belonging to different language families are considered.

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METHODS AND TECHNIQUES FOR TEACHING PHONETICS, TAKING INTO ACCOUNT THE AGE CHARACTERISTICS OF STUDENTS

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The formation and development of phonetic skills occupies one of the important places in teaching English, because phonetic skills are an important condition for students to master oral foreign language speech. For each category of students, starting from preschool age, various methods are used. In the methodological literature devoted to the issues of teaching phonetics, two methods of teaching a foreign language can be distinguished:

1. Imitation method "simple" thoughtless repetition of various sounds after the teacher or speaker.

2. The analytical and imitative method implies a meaningful repetition of sounds based on background knowledge in the field of phonetics (position of the lips, knowledge of the sounds of the native language, basic rules of English phonetics).

Nowadays it is the analytical and imitative method that is used to teach various foreign languages, as it combines the integrated approach described above.

However, when working with children, the analytical and imitative method is completely unsuitable, therefore teachers use the principle of approximation (approximation to the correct pronunciation) when working with children. There are various methods and techniques for teaching children a foreign language. We will consider several methods that have proven their effectiveness in practice.

I. Game technologies are a universal technique that can be applied at different levels of education, from preschool to high school students. Thanks to the game, children not only repeat the correct grammatical and lexical structures, but also train their phonetic skills. Thus, by means of the game, students' speech and listening skills are activated, the skills of correct pronunciation of English sounds are practiced, and most importantly, the language barrier is overcome.

II. Multimedia technologies are also in demand among teachers, because due to a bright audiovisual picture, students form an image and understanding of what is being studied in the lesson. The only limitation is the time of use. When working with pupils and children from elementary school, the time allotted for multimedia is 5 minutes, and in middle and high school no more than 10 minutes from the lesson.

III. A creative form of reflection. Depending on the age of the students, to consolidate the phonetic material, the “collocation method” and “cinquain” can be used.

- The collocation method involves making short phrases or short sentences to help students memorize new words. This method can be applied throughout the course of teaching English.

- Cinquain is a short poem invented by students according to the following scheme:

The 1st line – one noun (the theme of the poem);

The 2nd line – two adjectives (description of the theme of the poem)

The 3rd line – three verbs (description of actions)

The 4th line is a four-word phrase that describes the entire poem.

Based on the structure of the poem, this method can be used if students already have an idea of the parts of speech in English and have a vocabulary. Thus, the category of students will be limited to only middle and high school.

Despite the abundance of methods and techniques used in teaching English phonetics, the teacher must choose those that will take into account all the characteristics of his students and contribute to the effective formation of basic speech and listening competencies.

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