

left brain, and the right brain accumulates external experience and helps the left one to compare the signs and operate them [1, p. 238].

The LSM can be presented to students in three ways. Firstly, it can be given in a ready-made form when explaining new material. Secondly, it can be made up with students when studying new material. Thirdly, students can make up the LSM on the given topic independently and then offer others for work. It's quite an entertaining process, because it develops student creativity, gives them the opportunity to show themselves at their best and also contributes to the development of students' independence and their responsibility to other students for the offered models.

Conclusion. The advantage of the LSM is that it gives the opportunity to present not only the whole topic, but also its every component separately. It allows to show the main problem and the ways for its solution. When using the LSM, the quality of material memorization improves and the tension which is related to the fear of students to miss important elements decreases. Mastering it, students are involved into the creative process of modeling and constructing of their own knowledge. The use of the LSM at foreign language classes allows to solve the following problems: 1) it performs the function of an information organizer, connects separate issues into groups and helps logically to make up a monologue; 2) it promotes a better understanding of information, because it contains the necessary lexical and grammatical material on the studied topic; 3) the use of this model allows students to be involved into active cognitive activity, during which knowledge is mastered at a higher level; 4) it strengthens the interest in learning a foreign language and increases the creative character of learning activity, especially when students work independently.

Reference list:

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WAYS OF PREVENTING COMMON PRONUNCIATION MISTAKES OF ENGLISH LEARNING STUDENTS

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Modern language teaching aims at forming communicative competence which includes development of speech and language skills. Among the key language skills are phonetic ones as it is impossible to turn thoughts into speech without them. That's why it is important to form proper pronunciation skills to foster communicative competence and avoid misunderstanding.

The aim of the article is to examine the problem of common pronunciation mistakes and to determine ways to prevent them.

Material and methods. The study was conducted at VSU named after P. M. Masherov, with the participation of first-year students of the philological faculty. In work was used a diagnostic test in practical phonetics. We used observation method, descriptive method.

Results and their discussion. All the pronunciation mistakes made by learners of English can be divided into phonetic and phonological ones [2, p. 12].

Phonological mistakes affect the meaning: *beat* [bi:t]- *bit* [bit], *bed* [bed]- *bad* [bæd].

Phonetic mistakes do not change the meaning but the quality of sounds is modified. Mistakes can be qualified as phonetic when an English sound is completely or partially substituted by a familiar sound of the learner's native language.

The most common pronunciation mistakes made by learners of English concerning vowels are as follows:

- absence of differentiation between open and closed vowels [æ - e], [ɑ: - ʌ] which results in phonological mistakes [*bæg* – *beg*];
- weak differentiation of front and back vowels [i: - i], [e - ɜ:] leading to phonological mistakes [*bɜ:d* – *bed*];
- ignorance of vowel length resulting in phonological mistakes such as [*fu:l* – *ful*];
- strong labialization of the vowels [ɔ - ɔ:], [u – u:]. This mistake is a phonetic one as only the quality of the sound is affected;
- reduction of unstressed vowels, for example, [*kʌn'təkt*] instead of [*kən'təkt*];
- wrong word stress when two parts of speech are differentiated [*'ɔbʃɪkt* - *əb'ʃɪkt*].

The following mistakes are made when pronouncing consonants:

- weak differentiation of the sounds [w - v] which results in phonological mistakes [*wel* – *vel*];
- replacement of the English postalveolar sound [r] by the Russian alveolar variant but this mistake doesn't affect the meaning;
- absence of differentiation between the sounds [ŋ - n] resulting in phonological mistakes such as [*θɪŋ* – *θɪn*];
- weak differentiation of the sounds [θ – s], [ð - z] which is determined by absence of interdental sounds in the Russian language;
- devoicing of the voiced consonants affecting the meaning because of the influence of the mother tongue;
- loss of aspiration of the plosive consonants [p,t,k] as a result of weak breath effort;

– palatalization occurs since some alveolar consonants such as [t,d,s,z,l,n] are replaced by the Russian dental sounds. One should remember that in English there are two allophones of the sonorant [l] – ‘dark’ and ‘clear’.

There are two key sides to pronunciation teaching – the teaching of productive and receptive skills. In terms of reception students need to learn to hear the difference between phonemes. Then they need to carry that knowledge through into their production.

The first step to prevent pronunciation mistakes is exercises on developing deep breath in order to prepare articulating organs of speech for producing proper sounds. Moreover, there should be added exercises for the opening of the mouth, for the lips and the tongue.

There should be a clear description of the sound and position of articulating organs before practicing it. All phonetic phenomena should be explained thoroughly. It should be taken into account that all sounds of a second language are divided into three categories as compared with the mother tongue: 1) those that correspond with sounds in the native language; 2) sounds close to the ones in the native language; 3) sounds that are not represented in the native language.

Ear training exercises play great role in forming good pronunciation skills. All sounds are repeated after the speaker individually and by the whole group. Drilling is a crucial part of classroom pronunciation work. New sounds are constantly drilled in an isolated position, in a syllable and a word, then in a sentence.

Conclusion. Learning a foreign language is always a complex and challenging process. It requires acquisition of numerous skills and elements including phonetic system. Since phonetic systems of various languages differ greatly, achieving correct pronunciation in one’s second language always poses serious difficulties for learners. Non-native speakers come across various difficulties in learning English pronunciation: tense and lax vowels, consonant positions, consonant clusters. So pronunciation needs constant attention for it to have a long-lasting and beneficial effect on students. It means integrating into daily classroom activities exercises aimed at forming and maintaining proper pronunciation skills.

Reference list:

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