

VIOLATION OF THE NORMS OF ENGLISH PRONUNCIATION IN THE PROCESS OF FORMING PHONETIC SKILLS IN STUDENTS

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The interference of the native language has a huge impact on the formation of prosodic skills in a foreign language. Interference is a deviation from the norm of one or each of the contacting languages, which manifests itself in the speech of people who speak two or more languages.

Moreover, the greater the difference between the systems, the greater the potential area of interference. Thus, the relevance of the study is determined by the need to study typical phonetic errors in students in the process of forming pronunciation skills and developing ways to overcome interference.

Materials and methods. The following research methods were used: literature review on the subject and its critical analysis (works of H.E Palmer, N.I. Galskova, T.V Poplavskaya and et al.), The observation of the teaching process in Vitebsk gymnasiums No. 1 and 2, scientific analysis of English training.

Findings and their discussion. Both positive and negative phenomena can be the result of interaction at the contact of language systems. Most scientists associate interference with negative influences, abnormalities, and speech impairments.

The degree of understanding of a bilingual speech by a native speaker underlies the classification of the following types of interference: 1) interference that complicates understanding (while maintaining understanding of the general speech intention of the speaker); 2) interference that violates understanding (understanding is not equivalent to the speaker's speech intention); 3) interference that prevents understanding (complete misunderstanding, leading to the destruction of communication) [1, p. 47].

Positive interference reflects the interaction of contacting linguistic systems, in which the universal properties of languages come into play, which do not have a negative effect on speech.

Most researchers believe that a violation of pronunciation norms is usually caused by: 1) the use of the wrong phoneme of a given language; 2) omitting or adding phonemes; 3) permutation of the phoneme in the word; 4) substitution of sounds that are not inherent in this phonetic system; 5) distortion of the stress of syllables and the rhythm of the sentence; 6) introducing a melody that is not inherent in this language.

We find an attempt to describe the typical mistakes of foreigners in English pronunciation in G. Palmer. He points to six characteristic cases, to which he refers [2, p. 15]: 1) wrong sounds instead of correct; 2) unnecessary sounds (including native ones); 3) skipping sounds; 4) incorrect distribution of sounds, that is, pronouncing the correct English sounds, but not in the right place; 5) rhythm

errors, to which G. Palmer refers to errors in the length of vowels and, stress, the degree of indistinctness, violations of the degree of coherence of words. As a result of the experimental work carried out on the basis of gymnasium No. 2 in Vitebsk, we identified the following errors in pronunciation as the most common among students of English:

1. Stunning final voiced consonants. This deviation from the norms of pronunciation of the English language is unacceptable, because it very often leads to a distortion of the meaning of the statement.

2. Softening of hard consonants, however, it is worth noting that in English pronunciation, softening does not have a meaningful distinguishing function.

3. Incorrect phonemic duration of English vowels.

4. Absence of aspiration of English deaf explosives. Aspiration has no meaningful meaning, and its absence is just a violation of the pronunciation norm, and not a distortion.

5. Relaxed articulation (in some cases it is not decisive in communication).

6. Incorrect stress. Shifting stress, which violates the grammatical form and meaning of the word, is a typical mistake that requires a warning from students.

7. Sounding of deaf consonants, which is an assimilative transfer of the habits of the native language and, as a rule, does not affect the communicative function.

8. Deep articulation of some vowel phonemes.

Conclusion. Thus, on the basis of the foregoing, one can single out the main thing that should attract the teacher's attention when preventing errors in phonetic phenomena, namely: 1) preventing the softening of English consonants; 2) prevention of stunning final voiced consonants; 3) prevention of violations of phonemic longitude and shortness of vowels; 4) prevention of incorrect placement of phrasal and verbal stress. A methodical solution to overcoming typical phonetic errors is based on a system of training exercises and activation of phonetic skills in speech.

1. Poplavskaya, T.V. General phonetics: problems and methods / T.V. Poplavskaya. – Minsk: Renaissance, 2006. – 321 p.

2. Palmer, H.E. The oral method of teaching / H.E. Palmer –M.: Enlightenment, 1961. – 165 p.

THE PROBLEM OF MOTIVATION IN LEARNING A FOREIGN LANGUAGE BY COLLEGE STUDENTS

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A good command of a foreign language has become an indispensable quality of a well-educated human being. This quality, like any other activity, depends