

**Y. O. Golovanenko**, Ukraine, Sumy, SSU

**H. V. Dyadchenko**, Ukraine, Sumy, SSU

**INTONATION WORK ON THE ELEMENTARY EDUCATIONAL  
LEVEL AS MEANS OF LINGUAL AND COMMUNICATIVE  
COMPETENCE FORMING**

Before revealing the issue of intonation work during the elementary level the authors are going to outline the most relevant features of intonation as phonetic phenomenon. Intonation is not a single phenomenon but a whole unity of prosodic (super segmental) lingual means such as melody, intensity, duration, timbre, pauses, etc. Melody is understood as changing the voice tone by height. Intensity can be explained as power, loudness of some words or syllables articulation. Duration is understood as general tempo of speech as well as relative prolongation of some speech elements. Rhythm is explained as alternation of some elements (sounds, phrases) which is held with the certain succession, frequency; it is also understood as speed of some process. Pausation is pauses arrangement in the speech. All the intonation components are closely connected and mutually interact with each other [1, 36–37].

The intonation structures both in English and Ukrainian have two basic tones – rising ( $\uparrow$ ), when intonation goes up, and falling ( $\downarrow$ ), when intonation falls down. This discrimination is relevant for the statement and request as well as for completed and incomplete statement differentiation. Besides, we may also say about the so called flat tone ( $\rightarrow$ ) [1, 180].

The lingual meaning of intonation cannot be subject of argue. Speech functions of intonation are various. One of the most important is the communicative function of intonation. As far as words and sentences are polysemantic beyond the context, intonation makes the general sense more

concrete and fulfils the role of expressing the subject's attitude to the phrase been told. It also may mean person's feelings, estimation, judgments, etc.

There are seven types of the intonation constructions in Ukrainian. Each of them has its own phonetic characteristics and capable of expressing sense differences incompatible in the same context [2, 185].

Each intonation construction may consist of the three parts: intonation centre, pre-centre and post-centre parts. Central part of intonation is in fact the stressed syllable of the dominant by sense word. Presence of the pre-centre and post-center parts may vary. The differential features of the intonation construction are the tone movement on the central vowel as well as correlation of the tonal levels of the parts which are components of the intonation constructions.

The same type of the intonation construction may be used for the different meanings transmission, for instance, intonation construction – 3 – with the interrogative meaning, for polite asking, with the meaning of incompleteness, enumeration, etc. [2, 185–186].

The main aim of intonation studying is forming: 1) receptive intonation sub-skills (the so called "intonation perception" in the listening and 2) productive intonation habits (in the speaking and reading aloud). It is important that the process of intonation habits forming should foresee the whole forming of both groups of sub-skills. The best result in intonation models reception and speaking is possible only on condition that teacher will provide the purposeful training in its reception. In distinction from listening and speaking (articulation) habits which are aimed at speech and kinetics, intonation habits are communicative ones. As far as speaking is situational our intonation always depends on the speech situation: with whom we communicate, where are we situated, which communicative intention we are going to do using the intonation. First of all it is concerned to such intonation components as logic stress and melody. Both components may change sense of statement. For

instance, if in the sentence "Олена – моя племінниця" the logic stress falls on the last word, we may understand our interlocutor is interested in the person of Olena herself; if the stress falls on the second word – whose niece Olena is, if it is on the first one – who is the niece [2, 187].

Taken into consideration the facts above given one may clearly understand the meaning of the phonetic work in the process of studying Ukrainian foreign students. Special attention should be paid to this aspect on the elementary educational level because during the period described the Ukrainian phonological system accepting and forming on such basis the specific Ukrainian listening and articulation skills is been held. Such skills are the automatic operations which provide the correct sound, rhythmic, accent and intonation forming of the phrase while speech production and its appropriate understanding in the process of perception. The system of listening and articulation sub-skills is the basis for the communicative skills forming [1, 45].

Students can learn different emphatic means of sentences intoning through imitation or for the beginning use the native language intonation means.

In the process of phonetic work one should consider the fact that the phonetic skills consist of the two main components. The first ones are the listening sub-skills, which give the opportunity to differ the elements of the sound speech and correlate them with the certain meaning. The second ones are the articulation habits which provide the external phonetic shaping of the speech. The listening and pronunciation habits are closely connected, that is why the important condition of the general work at pronunciation is not only articulation basis mastering but also phonetic, rhythmical and intonation hearing development [1, 45–46].

The conditions of studying Ukrainian at the elementary level measure the tasks of intonation mastering with its basic components: melody, phrasal and logic stress (the last one has the decisive meaning for the process of communication) as well as pausation by the normal speech tempo.

In the process of studying of intonation on the elementary level it is recommended to use both the analytical and imitative ways together [4, 98]. The essence of such approach is the specific combination of different ways such as description and imitation. Setting to the work at the intonation construction on the elementary level the teacher describes the building of each intonation construction, shows tone movement in the different parts of the intonation construction, pays attention to the important tone changes and studies the sounds model with the students. The intonation structures analyses is completed with the intonation schemes and conducting usage. It is advisable not to avoid mimic and gestures also.

The special role in the process of intonation and pronunciation studying on the elementary level as well as sound model creating has the technical educational means such as tape recorder, computer programmes aimed at pronunciation training, etc. Great importance for the lasting memory forming has the constancy of the sound image perceived which is best provided by means of tape script. It is also recommended to make the phonograms of the students' sound speech [4, 28]. Listening to the own speech tape script helps to the students to hear their pronunciation with all the peculiarities and reveals the space of the future phonetic mistakes correction.

The principle of the active mastering with the sound speech means that the most important in the process of pronunciation habits forming is the development first practical habits and skills. Knowledge of language theory supposed to be less important on the present stage. Such task is been solved through the usage of system of exercises taken from the various methodical literature.

During automatization of the process of students' mastering with the new intonation models the teacher is using the exercises aimed at intonation model reception as well as exercises for intonation model reproduction. In connection

with the speech character of the intonation habits the teacher should use the pseudo-communicative exercises in the process of intonation habits forming.

Exercises aimed at the intonation models reception. This group of exercises has the purpose of students' intonation perception developing. They are divided on the three types as exercises aimed at intonation model recognition, at the intonation model differentiation as well as intonation model identification. But unlike the exercises for phoneme hearing developing they have the pseudo-communicative character which becomes clear from the task given to the exercise.

Exercises aimed at intonation models reproduction. These are pseudo-communicative receptive-reproductive exercises aimed at imitation, placement and transformation of the speech model as well as productive exercises aimed at independent usage of the intonation model in the phrase and text.

Such intonation work-out should be continued during the communicative exercises in speaking, listening and reading aloud. It is possible to use (or understand) the intonation model only in the process of communication in different communicative situations. These conditions are useful for checking students' skills in Ukrainian intonation models usage.

During the final stage of communicative intonation usage the teacher puts the students in the conditions of free choice of necessary intonation shapes in different situations of language communicative usage. These can be counterpart in the thematic conversation, dialogue holding, pictures describing, etc.

#### Literature

1. Демьяненко М. Я. Основы общей методики обучения иностранным языкам / М. Я. Демьяненко, К. А. Лазаренко, С. В. Кислая. – К.: Вища школа, 1976. – 282 с.

2. Ніколаєва С. Ю. Методика викладання іноземних мов у середніх начальних закладах: підручник / під. ред. С. Ю. Ніколаєвої. – К. : Ленвіт, 2002. – 328 с.
3. Рогова Г. В. Методика обучения иностранным языкам в средней школе / Г. В. Рогова, Ф. М. Рабинович, Т. Е. Сахарова. – М. : Просвещение, 1991. – 287 с.
4. Donn Byrne. Techniques for Classroom Interaction / Byrne Donn. – London – New York : Longman, 1991. – 108 p.
5. <http://www.storyarts.org/> A Website for storytelling.

Diadchenko, H.V. Intonation work on the elementary educational level as means of lingual and communicative competence forming / H.V. Diadchenko, O.O. Holovachenko // *Mova, istoriya, kultura u lingvokomunikativnomu prostori [Language, history, culture in the lingual and communicative space]: Zbirnyk naukovykh prats [collection of the scientific works]*. – Sumy: Sumy State University, 2018. – Issue 5. – P. 139-140.