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PSYCHOLOGICAL PECULIARITIES OF PRONUNCIATION TEACHING IN THE VOCATIONAL TRAINING OF HIGH SCHOOL STUDENTS

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The formation of pronunciation is one of the most prominent elements in the process of learning English. The practical goal of teaching foreign language implicates mastering the key skill of communication - oral speech. Likewise, this condition can be ensured by purposeful work during the development of pronunciation skills for high school students. Moreover, often school students do not have or have not fully formed the pronunciation skill, so they cannot pronounce the phrases in English accurately. Hence, English teachers in secondary school need to consider educational activity and appropriate linguistic environment so that children form a better pronunciation skill among high school students. Therefore, pronunciation means not only the correct production of English sounds, but also the intonation and expressiveness of speech, respectively. Pronunciation skill is the ability to distinguish and learn the phonetic phenomena of a foreign language in someone else's speech freely, quickly intonate the volume, and automatically pronounce the sounds in the stream of speech.

According to Hinofotis and Baily «basing to a certain proficiency standard, the fault which most severely impairs the communication process in EFL/ESL learners is pronunciation», emphasizing that vocabulary and grammar are elements learned or covered theoretically by individual himself, whereas accurate pronunciation demands regular interaction with speakers [1, p.172]. Following this, speaking is an integral part of the learning process of an English language, therefore it is crucial to create conditions for the revelation of the communicative functions of the language and bring the learning process closer to real-life situation, which increases the interest to learn a foreign language, correspondingly. It is pivotal to make a distinction between speaking and pronunciation as it is sometimes wrongly applied interchangeably:

According to Davis the pronunciation is an auxiliary skill of speaking. Overall, if the teacher aims to change the way a learner pronounces words, the teacher must change the way the learner thinks about each component sounds of those words, focusing on bigger elements of speech, such as syllables, stress patterns, and rhythm depending on the context. Unfortunately, vocational training remains largely neglected in the field of English language teaching. Today many researchers investigate and dispute common misconceptions about pronunciation, diverse factors affecting the learning of pronunciation. The essential focal point reviews the needs of learners and introduces personal suggestions for improving pronunciation.

Undoubtedly, mastering the pronunciation of English speech covers, firstly, sound design or *articulation*, and secondly, intonation design that includes *melody, logical stress and rhythm*. In real life, these components function in an integrated manner, and their allocation in the process of learning is carried out for educational purposes, as students master them through various techniques and exercises. Outlining ways of developing pronunciation skills for English language, it should be borne in mind that high school students already know the system sound means of the native language. On the one hand, this can cause certain difficulties due to the interference of the native language, and with the other, this knowledge helps in mastering and applying the sounds of a foreign language.

From the psychological point of view, it is easier to master sounds that are the same in both languages, more difficult - with sounds that are only similar to the sounds of the native language. In this given case, a person has to form completely new skills, teach unusual movements of the tongue, lips, and soft palate. Additionally, students' understanding of the teacher's speech depends not only on intonation coloring, but also on its expressiveness, emotionality, tempo, outgoing tone, timbre of voice. It is necessary to use all by these means, and not to reduce your speech to monotonous sounding phrases,

decorated with only these two tones. Here are the most common errors in pronunciation among high school students:

Misunderstanding in the pronunciation of *short* and *long vowels.*

Difficulties with the pronunciation of *diphthongs* (for instance, their replacement normal vowel sounds).

Pronunciation of *the combination "th"*. It is often pronounced as Russian "z" or "s", which leads to the appearance of an inappropriate accent. Surprisingly, some students find English to be inconvenient to pronounce this combination of letters correctly.

Misplaced stress. This problem often appears when it comes to polysyllabic words. It is also worth considering that with the same spelling, a word can belong to different parts of speech.

The aim of English pronunciation teaching and learning is *communicative competence*, not the complete absence of an accent. Different linguists share interlaced opinions, for instance, *Savignon* stressed the need for holistic communicative tasks in the language classes like pronunciation exercises that relate to daily use of English. If the conditions for the speaking process are uncomfortable or unfavorable, then the student has difficulties. The involvement of students in oral communication is greatly helped by game activities. It can be exemplified by role-plays of requests that learners have to make (e.g., to ask a boss for a day off or to ask a bank teller to cash a check). Learners can become careful listeners in their own conversations [2, p. 138]. Another great linguist *Pitt* argues that students need to become familiar with conversations, so they can hear changes and variations in pronunciation. By using audiomaterials, visual presentations and films, especially of speakers of different varieties of English, teachers can give high school students meaningful exposure to variation in pronunciation and increase their communicative competence [3, p. 19].

During the process of implementing modern methods and approaches to the selection of training content for foreign language and methods of its development, it is crucial to take into account the age characteristics of students. The main psychological peculiarity is that the younger school age (from 6-7 to 9-10 years old) is determined by an important external circumstance in the child's life, as their brain is flexible and absorbs the information, respectively. Consequently, the pedagogical process of teaching the pronunciation includes the case study method, where students are allowed to produce the texts orally and work on sounds individually.

Filatova V.M. states that "*familiarization with the basic rhythmic-intonational patterns is carried out in the process of mastering speech samples*". Here, the unity of imitation and explanation of ways of introducing new material is taking place. The age of 10-16 years is a period in which their self-awareness, intelligence is formed, curiosity is sharpened, their horizons and experience are broadened. In this age, students' all mental processes and cognitive devices are improved. Furthermore, they have developed the ability to abstract thinking while maintaining a visual-figurative component: the impact of sensory impressions, such as bright visual aids, films is stronger than the impact of words. Therefore, development of memory, perception, and attention goes along the path of increasing arbitrariness and advance in producing speech [4, p.165].

Quite often, English teachers use a meta-handicap when teaching phonetics, as it activates the psychological and cognitive skills of students. One of the most striking examples of the use of metaphor in particular, a metaphorical fairy tale namely "Mr. Language". It should be noted that this linguistic fairy tale is written in concise and simple language. Psychologically, it maintains the optimal pace of the lesson and the best assimilation of the studied sounds, phrases and metaphors, as it is built on the basis of objects, poems and models that are understandable to those students who are having lower academic performances and lack of English competence.

Summing up, the gist of the psychological peculiarities and difficulty of teaching pronunciation for the school students is that the child's speech apparatus is still weakly activated, making the errors in pronunciation and does not possess the necessary flexibility of mastering the structure of a foreign

language. Therefore, an imperative condition of the successful formation of pronunciation skills in classes is a solid knowledge of English phonetics, psychological approach to simulate the speaking techniques and a high culture of listening and repeating. In the initial stage of learning a foreign language it is necessary in detail to explain to students the actions of the speech apparatus and painstakingly, thoroughly work on each sound to teach students how to control their speech actions. Good pronunciation is developed as the result of intensive repetitions and practices.

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THE FUNCTION OF THE STORYTELLING AND ROLE-PLAY IN THE SYSTEM OF EDUCATION

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It is extremely challenging to master oral speaking in an English class without being in the country of the language being studied. It is not always accomplishable to modernize oral foreign language skills. And it's no secret that quite a big number of students do not possess these skills. And without mastering oral speech, communication is impossible in principle. It is significant to assist students master these skills. Therefore, an exceptional task of the teacher is to construct real and fictitious situations of communication in a foreign language lesson, using various methods and techniques of work for this.

The application of the narration and roleplaying in teaching dialogic speech at the senior level, as considerably captivating and efficient in organizing the pedagogical activities of students, is designed to contribute to the foundation of a well-disposed psychological atmosphere of communication and benefit learners to observe a substantial design of communication in a foreign language. Consequently, it is essential that lessons using story-telling and role-playing techniques become a positive activity for students. This can be achieved if it is methodically accurate and psychologically justified to carry out work using this method, to obtain ways to optimally coordinate such lessons.

Individual and societal education are both required since without it, all collected information and behavioral norms would be lost. Individuals must research society's culture, or the commonly accepted methods of doing things. He must be socialized within the context of the dominant culture, and he must learn the standards of behavior as well as future expectations.