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METHODS OF IMPROVING PHONETIC SKILLS IN TEACHING A FOREIGN LANGUAGE AT SCHOOL

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Annotation. The following article deals with the problem of modern didactic parameters of the formation of students' phonetic skills in foreign language classes. The development of modern didactic parameters serves to ensure the effectiveness of the development of pupils' phonetic skills in foreign language classes. The development of modern didactic parameters clarifies the purpose of a number of education. In particular, special attention should be paid into the development of pupils' interests, abilities, thinking, attention, perception, memory, emotions, will, cognition and practical skills; because as the pupil's thinking develops, he or she feels the need to acquire new knowledge.

Keywords: foreign language lesson, phonetic ability, professional development, secondary school, didactic parameter, student's interest, ability, thinking.

Introduction. In order to develop pupils' phonetic skills, pupils should be taught sound structure of language, three-dimensional (physiological, acoustic and phonological) study of speech sounds, articulatory base of foreign languages, interaction of sounds, interaction of sounds in speech flow, phoneme structure, formation of vowel and consonant phonemes, formation of students' phonetic skills in foreign language lessons phonetic units (phoneme,

syllable, rhythmic group, syntagma and speech), syllable, its formation and separation, and others..

The problem of organizing teaching in foreign language pronunciation has always been actual issue. Therefore, the initial stage is considered very difficult and responsible. Here the development of both the phonetic base and all the others, which are closely related to it, takes place including speaking skills. Unfortunately, many school educational introductory courses, English lessons do not solve this problem; evidence of this is the fact that in modern times the development of pupils' phonetic skills remains at a low level.

Phonetics in teaching a foreign language is considered to be the ability to build correct and dialogical utterances, to master the tempo, manner and pauses of a foreign language, regardless of their meaningful functions.

The main goal of teaching phonetics at school is considered to be the development of auditory-pronunciation and rhythmic-tonal abilities.

Phonetic skills are:

1) Speech auditory pronunciation skills (SPN) are understood as the ability of phoneme-correct pronunciation of absolutely all the studied sounds in the stream of speech, understanding these sounds in the performances of others.

2) Rhythmic-tonal skills (RTS) mean the skills of tonal and rhythmically correct performance design and, in accordance with this, the presentation of the performance of others.

In the circumstances of the general education main secondary educational institutions, it is unrealistic to achieve a completely correct pronunciation of the speaker closest to the speech. For this reason, the goal is to achieve comparatively correct pronunciation with adolescents. The activity on it must be based on the conviction of the approximation, approaching the correct pronunciation of the style carrier. In conjunction with the data, the boundaries of the development of syllabic abilities are emphasized: the initial period, the usual and main boundaries, and the in-depth period.

Materials. Many modern researchers believe that phonetics (the study of the sound side of speech) is the basic characteristic of speech, the basis for the development and improvement of all other skills of foreign language speaking, since a violation of the phonetic correctness of speech, its incorrect

intonation by the speaker leads to misunderstandings and misunderstanding on the part of the listener.

The initial period is considered the most difficult and responsible. Here is the development of not only the auditory-pronunciation base, but also absolutely all other abilities and skills directly associated with it. The formation of auditory-pronunciation abilities contains: acquaintance with sounds, training students in their pronunciation in order to develop skills, using the acquired abilities in a pronounced speech and the presence of thunderous reading.

Sounding, preparation of vocabulary, grammar here take place at the same time. Acquaintance with the syllabic phenomenon is accomplished through an explicit, a number of exaggerated presentation of its characteristic features in the sounding text. The order of presentation of the syllabic used material is ordered by his deeds for the purpose of communication. For this reason, in some cases, it is required to introduce sounds that are considered heavier, in no way possessing a kind of native style [Nikolayko, 2016: festival.1september.ru]. For example, earlier in the 3rd-4th tasks of the British style, children come across with this kind of tirade, as well as "This is a ...", and its questioning configuration "Is this a ...?" First, the teacher speaks a speech form or a motive specialized for the purpose of mastering.

The teacher's speech at this stage is a little exaggerated and demonstrative. The presence of clarification and training is applied in an analytical-imitative way. Articulation principles nurture a replaced (approximate to correct pronunciation) look. The given principles are indications which give a hint to the students, which devices of performance (sponges, style) receive assistance in pronouncing the sound. For example, in order to say the British sound [w], it is necessary to round off the lips and set the row in the future, saying the Russian "u".

When getting acquainted with phonetic phenomena, the explanation must necessarily take place with the demonstration of standards that students hear from a teacher or in an audio recording in order to create conditions under which students are immersed in sounds at the moment when the correct articulation is explained to them [Zakharchenko, 1999: 7]. This is followed by frequent training of students in pronunciation, taking place on the basis of standards.

The training has two types of exercises: active listening to the pattern and conscious imitation, exercises for active listening and recognition of sounds, their longitude and brevity, and exercises for imitation. Active listening ("listening") is guaranteed by preliminary tasks that help to draw attention to the desired sound quality, and intonation. It stimulates the selection of a specific sound from the stream of words, which is subject to memorization.

At the middle and senior stages of training, it is important not only to maintain the formed skills in working order, but also to continue to improve them. In the absence of a foreign language environment, language skills are suppressed by native speakers, and they are easily dulled. The pronunciation "slips", de-automation of phonetic skills occurs [Gonchar, 2011: 9].

Thus, the main task of the middle and senior stages is to preserve and improve phonetic skills. Therefore, it is important to organically integrate the work on pronunciation into the general work on a foreign language. Points of application of the efforts of teachers and pupils to consolidate phonetic skills at an advanced stage: work of phonetic charging; working out the phonetic side of the new lexical and grammatical material; work on pronunciation by reading aloud. It is important to pay attention to modern rhythmic and intonation models, listening not only to educational audio recordings with academic, slightly exaggerated speech, but also live authentic speech, various accents, and dialects.

In the methodological side of teaching English, not only the boundaries of the formation of phonetic skills differ, but also the table of contents for the study of phonetics in high school.

The content of teaching pronunciation is understood as everything on the basis of which students are taught auditory-pronunciation and rhythmic-intonation skills. The content for teaching phonetics at school includes the following components, which is presented in Figure 1.

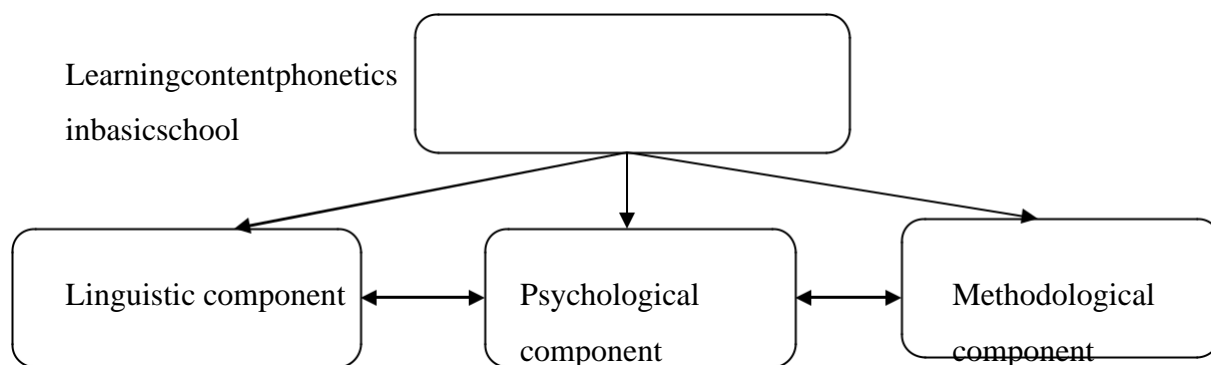


Figure 1 - Content of teaching phonetics in basic school.

The structure of the linguistic element of teaching phonetics consists of:

- 1) Phonetic minimum;
- 2) The main characteristics of the vowels and consonants of a foreign language in comparison with the Russian language;
- 3) Phonetic rules.

Methods. We have found that the development of stable phonetic skills is a hard process; therefore, work on pronunciation should take place at all levels of education. In the course of the study of this work, the most effective exercises were found that are aimed at developing phonetic skills. They were divided into two large groups:

- 1) Listening exercises.
- 2) Exercises in reproduction.

These two groups are closely related to each other, and they are both necessary for the development of both auditory and pronunciation skills.

Phonetic training, presented in the form of an audio complex, is also important.

In the lesson, it is almost impossible to form only one speech or language skill. At the same time, when working with audio texts, lexical, grammatical and phonetic skills are practiced. Audio texts provide information for discussion, which, in turn, suggests the further development of speaking or writing skills. In this case, listening is a learning tool.

When working with audio material, the teacher sets himself a number of pedagogical conditions for the effective use of audio in teaching English:

- The formation of positive motivation to study in the study of a foreign language;
- Development of a benevolent and interested attitude towards the country of the target language, its culture and people;
- Shaping the ability of students to carry out both oral and written forms of communication;
- Taking into account the physical characteristics and interests of schoolchildren;
- The development of their creative abilities in the process of active cognitive activity.

Working with audio recordings involves several stages. When working with audio recordings, nine stages can be distinguished:

1. Pupils listen to the audio file for two times, and do not look at the source text on the interactive whiteboard, which is closed from students.
2. Pupils should try to understand what is at stake. In strong classes, they must tell in English what they have heard from the dialogue. In weak classes (or weak students) can present information about what they have heard in Russian.
3. Then pupils choose the correct words hidden in the text with gaps (the text on the interactive whiteboard opens, which was hidden from the pupils).
4. There are as many tasks as there are hidden words in the text. Each task should have four answer options, where one is correct. Pupils use the remotes to choose the correct answer, in their opinion. Variants should be selected for the choice of lexical meaning and for spelling.
5. Now the teacher opens the source text and the pupils check the correctness of their choice of answer. They look closely at which words were hard to hear and if they were spelled correctly.
6. Pupils listen to the audio recording again, but already rely on the proposed text.
7. Pupils read the dialogue aloud without audio recording. This exercise is performed no more than 2-3 times. Then they try to reproduce the pronunciation, rhythm and tone of the English language.
8. The teacher gives the pupils to listen to the audio recording and read the dialogue, at the same time repeat after the speaker. Repeat two or three times to reproduce the tone and rhythm of the English speaker on the audio

file. For this it is necessary to pay great attention to pronunciation, rhythm, timbre and speed. With this work, the audio recording can be turned on in slow motion, if the technician allows it. Using this notation will allow you to link words together more naturally. You can also record the students' speech and then compare their voice to a native speaker on the audio file.

9. And the final stage is the recording of new words in a notebook with translation.

Basic approaches and principles of conducting lessons using audio recordings are:

1. Audio requirement:

- The sound must be clear and of high quality;
- It is necessary to comply with the material with the topic of the lesson;
- Clear diction.

2. Speech requirements of the speaker:

- At the initial stage of working with audio, speech should be heard clearly enough, without extraneous and background noise;
- Speech should be clear enough and slightly slowed down;
- It is desirable that the accent or dialect of the speaker is clear to the students.

3. Language requirement:

- The language should correspond to modern requirements and norms of the literary language, from those areas that students will most often have to face (however, in many cases, this choice is determined by the goals of the lesson);
- It is necessary to have natural pauses between statements;
- Slang expressions and exclamations should be short enough and not too difficult to understand;
- The text should not be overloaded with new words, expressions and unfamiliar gestures.

Requirements for the duration of audio recordings:

- Audio should take no more than 5-10 minutes or be divided into semantic segments, repeated several times during the lesson;
- All segments must be complete.

Stages of working with audio exercises and their tasks:

When working with any text in the methodology of teaching foreign languages, there are several main stages: pre-text stage (pre-viewing), text stage (while viewing), post-text stage ((post) after-viewing).

1.Pre-text stage objectives:

- Motivation for the pupil's lesson, set them up to complete the task, make them active participants in the educational process;
- Remove possible difficulties in perceiving the text and prepare for the successful completion of the task.

Types of tasks:

1) Various options for anticipating the content of the text, based on:

- Systematization of knowledge that was obtained earlier on this topic;
- The specifics of the title;
- A cursory review of part of the topic of the lesson in the textbook;
- A list of new words with translation or definitions presented before the text.

2) A summary by the teacher of the main topic of the lesson.

The teacher can briefly convey the important idea of the audio fragment; give an idea of what will be discussed. If the plot is of interest to pupils, then this introduction should interest the students, which means that the first goal of the stage can be considered achieved. In his speech, the teacher can convey the main idea of the text in simple and understandable words, or can save a number of difficult to understand expressions. In this case, it is important to anticipate possible difficulties of a linguistic, speech and socio-cultural nature and to remove them using various techniques: this is an explanation, interpretation, translation, correlation with previously studied material, and others. Obviously, in order to use this type of assignment, a teacher needs to have a high level of professional-methodological and professional-communicative competence.

When working with this type of assignment, it should be remembered that the introduction text itself is not a listening mindset; therefore, it is necessary to clearly and clearly formulate the assignment while listening to the text, select one of the assignments of the second stage, which will be described in more detail below.

3) Preliminary research of the topic:

By listening to audio texts, you can finish a series of lessons on any topic or problem. Students receive an assignment in advance to study a specific material, which logically prepares them for listening to the text. Preliminary reading of texts and discussion of problems on the same topic (in the native and foreign languages) also increases motivation while listening to the text, provided that the audio text opens up new perspectives on the topic, contains new elements and unpredictability.

Text stage. The purpose of the stage is to ensure the further development of the linguistic, speech or socio-cultural competences of pupils, taking into account their real possibilities of foreign language communication.

2.Types of activities:

1) Tasks for finding language information.

These exercises and tasks should be aimed at finding, isolating, fixing, and transforming a certain language material: vocabulary, grammar, phonetics. At this stage of the work, the formulation of the task is not so much as the content of the exercise gives a certain degree of effectiveness and justification of the task.

Approximate formulations of tasks:

Listen to the audio snippet and select Russian words and expressions for English words; choose the Russian word for the following English equivalents and expressions; fill in the gaps in the sentences with the necessary words and expressions; write down all the adjectives that were heard while listening to the audio text with a noun (all the verbs that were used, etc.); write down the verbs from the list below in the grammatical form in which they were used in the text; define what intonation the word “specific word” was pronounced in the audio text from the list of synonymous expressions below; and mark those that were (not) used in the audio text.

2) Tasks that develop receptive skills (at the level of highlighting meaningful and semantic information)

Traditional exercises can be used here, aimed at:

- Search for correct answers to questions (questions are given before listening to the text);
- Determination of true / false statements;
- Correlation of scattered sentences with semantic parts of the text (text plan and headings of each part are offered).

3) Tasks aimed at developing phonetic skills, and techniques that are aimed at building a monologue speech with audio:

- The supposed appearance of the characters and their clothes;
- Objects that are nearby;
- Places of events;
- The nature of the relationship between the characters, etc.

All these tasks carry a specific type of monologue - descriptions for preservation of pronounced features of the description of people, objects, and others.

4) Tasks aimed at using the "PAUSE" button.

In this task, pupils are asked to assume about the further course of events, which is inextricably linked with the formation of such discursive skills as the definition and establishment of logical-semantic connections of the text and their development.

5) Tasks aimed at reproducing what was heard in the form of a story, message, and others.

The effectiveness of some tasks used to develop dialogic speech skills, for example: turning off the sound and then playing the intended text. This exercise can hardly be used to reproduce the texts of a monologue, since the content of the monologue in this case is almost impossible to anticipate, unless the person is well versed in foreign language texts. As for the dialogue, in the presence of such elements of the speech situation as the place and time of events, communication partners, their non-verbal behavior, it is possible to make certain assumptions about the content of the dialogue, especially if the situation is quite standard (in a store, in a theater, at a doctor.)

3. Post text stages.

The goal of the stage is to use the source text as a basis and support for the development of productive skills in speaking or writing.

The initial stage is mandatory both in terms of using audio text as a means of forming complex communication skills, and as a means of controlling receptive skills (listening). This stage may be absent if the audio text is used only for the formation and control of receptive or phonetic skills.

Those exercises that are aimed at developing productive skills in oral speech have already been partially named in the previous section. At this stage, in addition to the above exercises, you can use:

- Project work related to the preparation of similar audio texts independently;
- Role-playing games based on the plot or situation of the audio fragment. Moreover, they can be partially modified.

Some of the exercises recommended by domestic and foreign methodologists for working on audio material can be distinguished as communicative:

What did they say?

Students listen to the soundtrack with some of the sounds (it can be a scene in a restaurant, in a store, a meeting of friends, coming to visit or any other material depending on the level of the students) and guess what is said in this audio fragment. Then they make up the dialogue and pronounce it as audio dubbing. Then the text is completely listened by audio and the teacher gives the necessary comments.

Who said it?

Pupils are given leaflets with lines from the exercise. After listening, students should say which words should most likely appear in this or that fragment of the text.

What if?

Pupils listen to an audio story, after which a discussion is held on what this text could be if the action took place in our country.

What happens next?

When listening with sound, the teacher stops the audio recording in some places, and the pupils must predict what the character will answer, or what may happen next.

Pupils are encouraged to listen to an audio activity and record the main criteria in 6 columns under the headings Who? What? Where? When? Why? How?

What do you want to know about?

Before listening to the thematic audio exercise, pupils make a list of possible questions about the topic of the text. Then they listen to the exercise and find answers to the questions they can.

Working with questions. When listening to audio texts that have no experience with audio, it is recommended to first offer pupils a list of

questions to search for information. These questions may have a specific focus on the topic.

The subject of training exercises can be sounds and sound combinations, which are placed in ever larger units:

- Through the word - to the phrase and to the text. At the same time, work on pronunciation goes from listening to the text that the teacher pronounces to the text that the pupil creates.

Also at the initial stage it is advisable to use such methods as: performing phonetic charging; working out the phonetic side of the new lexical and grammatical material; and work on pronunciation by reading aloud.

Phonetic charging is also the main way of developing phonetic skills and is a special training exercise in pronunciation that prevents forgetting of phonetic material and prevents de-automation of skills.

The material of phonetic charging can be individual sounds, sound combinations, words, sentences and small texts that contain phonetic phenomena that need constant "inventory". Usually phonetic charging is built in a structured way: from smaller units (your own training subject) to larger ones, where these units appear in various combinations. For example, in English: [w] - what, water, wind, why, and then the rhyme: Why do you cry Willy?

It is important to find out the place of phonetic charging in the lesson. It is often given at the beginning of the lesson, introduces pupils to the atmosphere of the lesson, neutralizing the influence of the sound environment in their native language. Phonetic charging can precede reading, and then it takes place on the material of the text for reading, isolating phonetic difficulties, grouped accordingly and then offered to pupils for conscious imitation.

The process of forming phonetic skills will be more successful if the methods of forming phonetic skills are correctly selected; the age characteristics of children are taken into account; the algorithm for the formation of phonetic skills is observed.

Thus, the use of an audio complex of phonetic exercises in English lessons will increase the level of development of phonetic skills in secondary school.

Results. The experimental work was carried out sequentially and included three stages: ascertaining, formative, control. At each stage, certain goals were solved in accordance with the research hypothesis.

At the ascertaining stage, primary diagnostics were carried out in order to identify the initial level of development of the auditory-pronunciation skills of pupils of fifth form in foreign language lessons.

At the formative stage, an audio complex of phonetic exercises was developed and introduced into the educational process to form the auditory-pronunciation skills of fifth form students.

At the control stage, repeated diagnostics of the level of development of pupils' auditory-pronunciation, and a comparative analysis and generalization of the results were carried out.

The following activities were carried out with the teachers of the school:

1. Consultation "Development of phonetic skills in foreign language lessons".
2. Round table "Phonetic exercises in foreign language lessons".
3. Visiting open lessons and their analysis.

These events showed that teachers of the English language need advanced training in the development of auditory and pronunciation skills in foreign language lessons.

In order to identify the initial level of development of phonetic skills, various methods were studied, but we stopped at our own pedagogical observation, the purpose of which was to check the level of development of phonetic skills of fifth form pupils, and they are divided into two groups.

For this, some methods were used such as pedagogical observation during lessons, and students were assessed according to the following criteria:

- Sound composition;
- Syllabic structure of the language;
- Verbal stress;
- Intonation.

Description of the methodology: in the lesson, students are invited to listen to a short text for three times, after which they are given 15 minutes to reproduce this text.

In accordance with the task of the final experiment, which consists in conducting a comparative characteristic of the levels of development of the

phonetic skills pupils of fifth form at all stages of the experimental work, we considered to show the dynamics of the development of the levels of phonetic skills of secondary school pupils that occurred during the experimental work, in the first and in the second group, which is clearly presented in Table 1 and Diagram 1.

Table 4

Characteristics of the level of development of phonetic skills of fifth form pupils in the initial and final stages of experiment

Development levels phonetic skills	Group 1		Group 2	
	In the beginning of experience	In the end of experience	In the beginning of experience	In the end of experience
High	7,1%	28,5%	14,2%	14,4%
Medium	35,7%	43%	28,6%	42,8%
Low	57,2%	28,5%	57,2%	42,8%

Table 1 shows that in the first group, the high and average levels of development of phonetic skills increased, but pupils with a low level of development also remain. In the second group, the high and medium levels increased, but insignificantly, so we can talk about the expediency of using an audio set of exercises to develop phonetic skills in English lessons. Let's see the results of work in diagram 1.

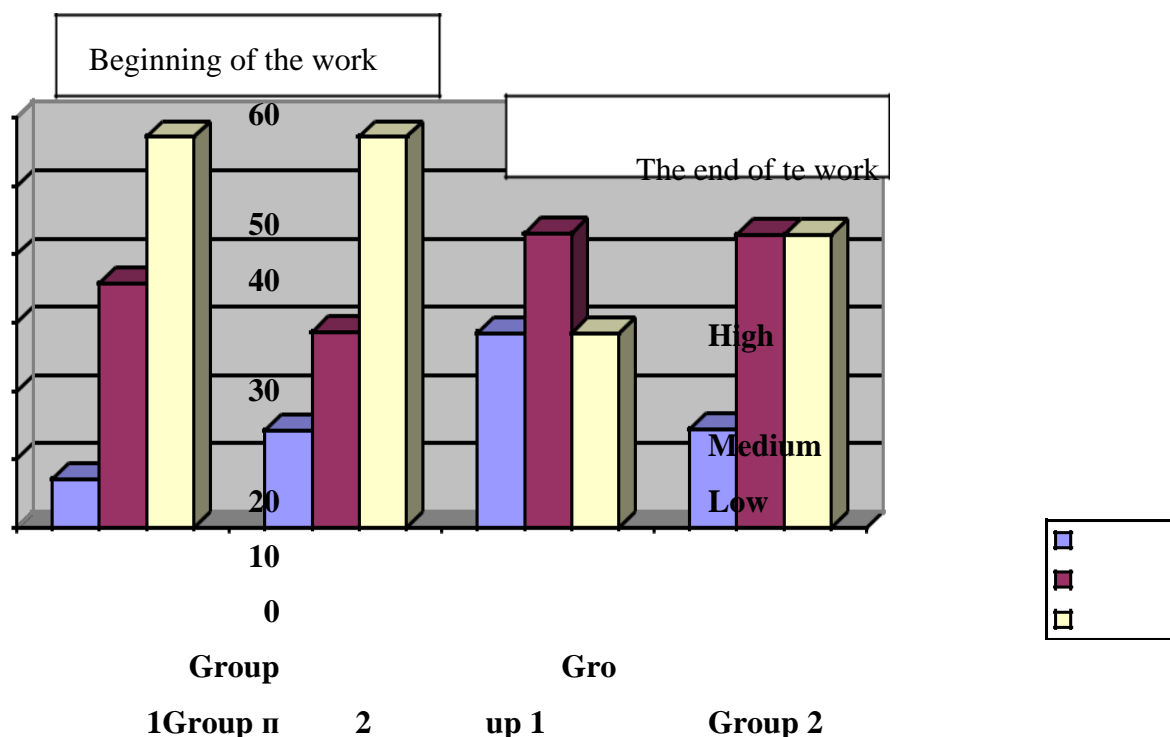


Diagram 1 - characteristics of the level of development of phonetic skills of pupils fifth form at the initial and final stages of experimental work.

In diagram 1 is shown that the level of development of phonetic skills of pupils in 5th form of the first group has significantly increased. Thus, the percentage of pupils with a high level of development of phonetic skills increased by 21.4%, pupils with an average level of development of phonetic skills increased and amounted to 43%, pupils with a low level of development of phonetic skills was 28.5%.

Thus, the percentage of pupils in the second group with a high level of development of phonetic skills increased, but insignificantly, and amounted to 14.4%, the percentage of pupils with an average level of development of phonetic skills increased by 14.2% and amounted to 42.8%, the percentage of pupils with low level of phonetic skills, decreased by 14.4% and amounted to 28.5%.

When comparing the results of the second group with the first, we have seen that in the first group the level of development of phonetic skills increased, and in the groups where no special work was carried out, it increased, but not significantly.

After analyzing the results obtained at the beginning and end of the experimental work, we can conclude that after the implementation of the audio complex of phonetic exercises, contributing to the development of the phonetic skills of secondary school pupils, significant shifts occurred in the first group, and the level of development of phonetic skills increased in comparison with the level development of phonetic skills of pupils of the second group. It follows that the development of the phonetic skills of 5th form pupils will be ensured if the teacher in English lessons systematically works on the development of phonetic skills.

Discussion. Thus, on the basis of the results of the experimental work, we can see the effectiveness of the audio complex of phonetic exercises in the English language during the formative experiment, which gave positive results in the development of the phonetic skills of secondary schoolchildren.

In psychology, a skill is called an action in which individual operations have become automated as a result of exercises. In other words, a skill is a partially automated action.

In pedagogy, a skill is considered as an integral element of a skill, as an automated action brought to a high degree of perfection.

In English, pronunciation is also a kind of "visiting card" that allows you to determine the origin of education, and therefore the status of the speaker.

When teaching the phonetic skills of adolescents in English lessons at the middle stage, the ability to read aloud in a foreign language becomes important.

Phonetics as an aspect of learning is understood as the sound structure of a language, the totality of all sound means that make up its material side (sounds, sound combinations, stress, rhythm, melody, intonation, pauses), regardless of their semantic functions.

The main goal of teaching phonetics at school is the formation of auditory-pronunciation and rhythmic-intonation skills.

Phonetic skills are:

1) Sub-speech auditory-pronunciation skills (SAP) are understood as the skills of the phoneme-correct pronunciation of all the studied sounds in the speech stream, understanding these sounds in the speech of others.

2) Rhythmic-intonation skills (RIS) are understood as skills of intonation and rhythmically correct speech design and, accordingly, understanding the speech of others.

Under the conditions of a general education basic school, it is impossible to achieve an absolutely correct pronunciation close to the speech of the carrier. Therefore, it becomes the task to seek from schoolchildren regarding the correct pronunciation, and it should be based on the approximation principle getting closer to the correct pronunciation of a native speaker. In this regard, the stages of the formation of phonetic skills are distinguished: the initial stage, the middle and senior stages, the advanced stage.

The initial stage is the most difficult and responsible issue. Here, not only the auditory-pronunciation base is formed, but also all other skills and abilities closely related to it. The development of auditory-pronunciation skills includes: familiarization with sounds; training students in their pronunciation to form a skill' and the use of acquired skills in oral speech and in loud reading.

Sound production, vocabulary and grammar training are performed at the same time. Acquaintance with a phonetic phenomenon occurs through a visual, somewhat exaggerated demonstration of its features in a sounding text. The sequence of presentation of phonetic material is dictated by his needs for communication. Therefore, from the first steps it is sometimes necessary to introduce sounds that are the most difficult, which have no analogue in their native language. For example, already in the third or fourth lessons of the English language, kids meet with such a phrase as "This is a ...", and its interrogative form is "Is this a ...?". First, the teacher pronounces a speech pattern or phrase intended for assimilation.

The formation of auditory-pronunciation and rhythmic-intonation skills is a long and complex process. For these purposes, the following types of phonetic pre-speech preparatory exercises can be recommended:

1. Exercises for listening to sound:

- In the stream of speech;
- In a separate word, isolated, in combination with the teacher's explanation;

- Followed by repeated reproduction: first in a separate word, and then in a speech sample.

2. Exercises to reproduce a phonetic phenomenon (linguistic phonetically directed exercise:

- Reproduction of a phonetic phenomenon by individual students;
- Choral reproduction together with the teacher;
- Choral reproduction without a teacher;
- Individual playback for control purposes.

3. Exercises to automate the pronunciation speech skill in conditional speech phonetically directed exercises:

- Work on counting rhymes;
- Work on rhymes;
- Work on songs;
- Work on a poem;
- Reading and pronouncing speech samples of a dialog and monolog nature;
- Reading aloud excerpts from educational and authentic texts.

Phonetic exercises can be a good exercise for maintaining and correcting phonetic skills. In it, the teacher includes the most phonetically difficult material from the upcoming lesson.

The development of phonetic skills is a complex and time-consuming process, which consists of four stages: initial, intermediate, senior and advanced, which has its own methods and techniques.

At the middle stage, phonetic exercises play a big role in the formation and consolidation of phonetic skills:

- Exercises for listening to sound;
- Exercises to reproduce a phonetic phenomenon;
- Exercises for the automation of the pronunciation speech skill in conditional speech phonetically directed exercises;
- Phonetic exercises.

Conclusion. The modern basic school poses enormous tasks for foreign language teachers, one of which is the development of phonetic skills in English lessons, which is reflected in the State standards.

The followings can be concluded giving the psychological and pedagogical characteristics of secondary school pupils from the point of view

of teaching a foreign language, describing the methodology for improving phonetic skills in secondary school in foreign language lessons, revealing the theory of developing an audio complex of phonetic exercises, describing an audio complex of phonetic exercises and presenting an analysis of the results of approbation in secondary general education school:

1. The development of phonetic skills is structured in four stages: beginner, intermediate, senior and advanced. The following exercises are recommended to develop phonetic skills:

- Exercises for listening to sound;
- Exercises to reproduce a phonetic phenomenon;
- Exercises for the automation of the pronunciation speech skill in conditional speech phonetically directed exercises;
- Phonetic exercises.

2. The use of an audio complex in foreign language lessons provides a cognitive interest in learning a foreign language, the development of clear and correct pronunciation, and motivation for learning.

3. In the structure of an audio lesson for the development of phonetic skills, four stages can be distinguished:

- Preparatory - the stage of preliminary removal of language and linguistic and cultural difficulties;
- Perception of audio recording - development of information perception skills;
- Control of understanding of the main content;
- Development of language skills and speaking skills.

4. The experimental work was carried out sequentially and included three stages: ascertaining, formative, control. At each stage, certain goals were solved in accordance with the research hypothesis.

At the ascertaining stage, primary diagnostics were carried out in order to identify the initial level of development of the auditory-pronunciation skills of fifth form pupils in foreign language lessons.

After analyzing the results obtained at the beginning and end of the experimental work, we can conclude that after the implementation of the audio complex of phonetic exercises, contributing to the development of the phonetic skills of secondary school pupils, significant shifts occurred in the first group, and the level of development of phonetic skills increased in

comparison with the level development of phonetic skills of students of the second group. It follows that the development of the phonetic skills of fifth form pupils will be ensured if the teacher in English lessons systematically works on the development of phonetic skills.

Thus, on the basis of the results of the experimental work, we can see the effectiveness of the audio complex of phonetic exercises in the English language during the formative experiment, which gave positive results in the development of the phonetic skills of secondary schoolchildren.

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