

The Effectiveness of the Use of Nationally Oriented Methodology in the Study of the Ukrainian Language by Chinese Students (Phonetic Aspect)

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Abstract—In the process of studying the Ukrainian language as a foreign language, Chinese students experience the greatest difficulties in learning the phonetic aspect of the language, which is due to significant differences between the typologically distant Chinese and Ukrainian languages. The study analyzed the peculiarities of the Ukrainian language from the point of view of teaching phonetics to students from China, and identified typical phonetic errors of Chinese students in the pronunciation of Ukrainian sounds. In order to methodically justify the selection of phonetic material, a comparative analysis of the phonetic systems of the Chinese literary (Putonghua) and Ukrainian languages was carried out, which made it possible to identify difficulties in teaching the Chinese to pronounce Ukrainian, which are caused by the peculiarities of the Chinese language, and to classify the pronunciation of Ukrainian sounds according to the difficulty of assimilation in comparison with Chinese sounds. The Curriculum for the phonetic course of the Ukrainian language for Chinese students and the methodological tools for its implementation are presented. The results of the conducted research and pedagogical experiment testify to the effectiveness of the developed nationally oriented method of studying the phonetics of the Ukrainian language by Chinese students based on taking into account the differences between the two languages.

Index Terms—phonetic competence, nationally oriented methodology, Chinese students, Ukrainian as a foreign language

I. INTRODUCTION

Nowadays, when Ukraine is officially recognized as a candidate for membership of the European Union, one of the most important areas of integration of its higher education system into the European educational space is the training of foreign students. The main factor in the success of this process is the appropriate level of their language training, since it determines the effectiveness of foreigners receiving a full-fledged professional education in the Ukrainian language, and is a means of forming the professional skills of future specialists, also determines the success of the socialization of the personality of a foreign student, his integration into the cultural space of the country of study. It should be noted that among foreign students studying the Ukrainian language, Chinese students experience the greatest difficulties, which is mostly due to significant differences between the typologically distant Chinese and Ukrainian languages (Chinese belongs to the Sino-Tibetan family of languages, and Ukrainian belongs to the East Slavic subgroups of the Indo-European language family), as well as the fact that the Chinese have a rational style of learning a foreign language, unlike, for example, Arab or African students, for whom a communicative style is natural. That is why, first of all, it is necessary for Chinese students to develop a nationally oriented methodology for teaching Ukrainian as a foreign language. The identified factors led to the search for ways to overcome the difficulties of learning the Ukrainian

language by Chinese students, and, in our opinion, it is necessary to start with the first steps of language learning – the formation of orthoepic skills.

II. LITERATURE REVIEW

Phonetics is an integral part of the general structure of language, one of its systems. Phonetics studies individual sounds, the patterns of their combination, various phonetic processes, the nature and structure of syllables, stress and intonation, etc. This understanding of phonetics makes it possible to study vocabulary and grammar on a phonetic basis, implementing the principle of anticipatory learning of oral speech, as well as makes it possible to study theoretical information on phonetics not in isolation, but as the first level of the integral structure of the language (Chumak, 2005).

Nationally oriented methods of teaching languages for foreigners are an urgent issue for philologists and teachers. But today, among East Slavic languages, in the scientific and methodical literature, the phonetic aspect of learning a foreign language by Chinese students is covered in more detail only in relation to Russian as a foreign language (A. Akishina, A. Arkhanhelska, S. Bernshtein, Van Lys, Ven Yao, Den Tsze, V. Yeromina, S. Yeromin, K. Yefremova, Zhun Tsze, O. Zubareva, Yonh Chzhao, V. Kaverina, A. Kasatkina, O. Klassovska, V. Mordvintseva, S. Lebedynskyi, T. Lypkan, T. Litvinova, N. Liubimova, I. Pervushyna, L. Prisna, M. Reutova, T. Samosenkova, Fen Shi Suan, Khe Sinsin, Chen Tsiunkhua, Chzhao Tsuoin, Chzhu Tonin, L. Shcherba, A. Shchukin, and others). In the methodology of teaching Ukrainian as a foreign language to the Chinese, only some issues of this problem were investigated in the works of such scientists as V. Hrutsiak, A. Demianiuk, Ma Yanfei, N. Tsisar etc.

The process of familiarization with the phonetic system of the language, the formation of correct auditory and pronunciation skills and abilities begins at the initial stage of education and is very important and responsible, since it is a component of the general system of formation of foreign students' speaking abilities and skills and ensures the effectiveness of the general process of mastering all types of speech activity. To develop speaking, listening, writing and reading skills, one must be able to pronounce the appropriate sounds, know how they are combined in words, how these words are connected in a sentence. In the process of learning a foreign language in the conditions of a non-linguistic environment (namely, in such conditions, online teaching of the Ukrainian language is currently carried out for foreigners), considerable attention should be paid to the development of phonetic skills, since their formation is an indispensable condition for an adequate understanding of a spoken message, and therefore for the implementation of communicative functions of language.

Scientists, turning to the problem of teaching foreigners the phonetics of the Ukrainian language, investigated such aspects as the phonetic material of the Ukrainian language as a basic unit in the formation of communicative skills of foreign students (Drohomyretska, 2019), determining the amount of phonetic material from the Ukrainian language for foreign students in primary stage of education (Vasylenko, 2019), the formation of orthoepic literacy of foreign students in the process of learning the Ukrainian language (Sheremeta & Melnyk, 2017), the formation of phonetic and orthoepic competence in the study of the Ukrainian language in foreign students (Melkumova, 2012), the use of speech therapy exercises when learning the phonetics of the Ukrainian language as a foreign language (Halaichuk, 2020), taking into account the phonetics of the native language in the process of forming phonetic and orthoepic skills of the Ukrainian language in foreign students at the initial stage of education (Vasylenko, 2004). But only a few scientific studies are devoted to this issue in relation to the Chinese student audience, for example, such as the comparative characteristics of the sounds of Ukrainian and Chinese speech in the aspect of teaching Ukrainian language to Chinese students (Ma, 2009), a fragmentary comparison of Ukrainian and Chinese multi-system languages (Demianiuk, 2011), peculiarities of teaching the Ukrainian language taking into account the articulation base of the native language (including Chinese) (Prozhohina, 2016), etc.

In our opinion, in the process of studying the Ukrainian language as a foreign language, it is necessary to use a nationally oriented methodology, especially at the stage of learning phonetics, the first priority is to take into account the foreign student's native language. O. Kachala notes that "the phonetic background of the native language is so strong that the acoustic images of foreign words are perceived distorted; there is no adequate representation of the sounds of a foreign language. In one case, they are "adjusted" to the standard of the native language, and in the other – the student simply "does not hear" them. In view of this, learning foreign pronunciation involves a thorough preliminary study of the connection between the phonetic systems of the native and foreign languages" (Kachala, 2011, p. 105). That is, when learning a foreign language, "the student must overcome the interfering influence of the native language; to move from phonology to phonetics, from static learning of articulation in individual positions to mastering the articulatory dynamics of the speech stream; learn the rhythmic-intonational system, master the laws of syntagmatic structure of the text" (Shutova, 2004, p. 9).

As I. Lanova points out, the most effective for the formation of orthoepic skills is the initial stage of learning the Ukrainian language, "when each word is learned in a complex of sound, written design, semantics and functioning in the context. Difficulties in correcting pronunciation at the next stages of language learning are related to neurolinguistic aspects of speech generation: foreigners who have a certain vocabulary and grammatical skills in constructing phrases, but do not have speaking skills, do not have time to correlate form and meaning in the process of speaking (and listening) phrases" (Lanova, 2015, p. 136).

Based on her own experience of teaching Ukrainian to Chinese as a foreign language, researcher Ma Yanfei came to the conclusion that "in order to teach Chinese students to speak Ukrainian as correctly as possible, it is necessary to explain to them in detail and adequately how the language apparatus works in the articulation of the one or other phoneme" (Ma, 2009, p. 182).

For the Chinese who study the Ukrainian language, Ukrainian letters do not carry any information, unlike visual and figurative Chinese characters. Therefore, the teacher should give information about the phonetic structure of the Ukrainian language, preferably in Chinese. When the teacher teaches students the correct pronunciation, he should not only enable the students to imitate and read sounds repeatedly and automatically, but also, if possible, provide explanations in Chinese about the location of the tip of the tongue, the shape of the lips, and correct breathing. In this case, students can easily understand this phonetic sign. The same is the case when explaining the pronunciation of vowels, consonants and compound words (Petrova & Sleptsova, 2020, p. 21).

Let us add to the position of scientists that we consider it important to compare phonetic phenomena on a national basis, as this will contribute to the better formation of orthoepic skills in students. We conducted a survey among foreign students (Arabs, Chinese, Turkmen) in order to find out the question: "Is it necessary to use the native language when learning the Ukrainian language?". According to the results of the survey, we were able to conclude that 95% of Chinese students gave a positive answer to this question and emphasized that in the case when the teacher used a comparison with the Chinese language, thereby implementing a person-oriented approach to learning, they understood the peculiarities of Ukrainian language much better and learned the educational material more effectively.

III. METHODOLOGY

The relevance of our article is due to insufficient coverage in scientific sources of the issue of teaching the phonetics of the Ukrainian language as a foreign language to Chinese students. The purpose of the article is to demonstrate the effectiveness of the use of nationally oriented methods of studying the Ukrainian language phonetics by Chinese students, the presentation of methods and exercises as tools for overcoming difficulties in pronouncing sounds atypical for Chinese and improving their phonetic skills. To achieve this goal, it is necessary to solve a number of tasks: to consider the main problems of teaching the Ukrainian language phonetics in the Chinese audience, to analyze the peculiarities of the Ukrainian language phonetics from the point of view of teaching Ukrainian orthoepy to students from China, to determine their typical phonetic errors in the pronunciation of Ukrainian sounds, to recommend methods and techniques for the formation of necessary phonetic competences, present the results of our pedagogical experiment.

In order to carry out a comprehensive study of the effectiveness of the implementation of a nationally oriented method of studying the Ukrainian language phonetic aspect by Chinese students, we used a set of methods:

- methodical experiment was used by us to plan and organize training of experimental groups;
- exploratory and experimental training regarding the verification of the proposed nationally oriented methodology;
- the observation method was used to observe the intensity of acquisition of orthoepic skills of the Ukrainian language by Chinese students;
- the diagnostic method (testing and conversation) was used to determine the level of learning the phonetic aspect of the Ukrainian language;
- quantitative-comparative and qualitative-comparative methods were used to compare quantitative and qualitative indicators of the formation of phonetic skills and abilities of the control (CG) and experimental groups (EG);
- using the descriptive method, the results of experimental training of Chinese students phonetics of the Ukrainian language in higher education institutions of Ukraine are presented.

IV. RESULTS AND DISCUSSION

Experimental teaching of the phonetics of the Ukrainian language as a foreign language to Chinese students using a nationally oriented methodology was introduced in two institutions of higher education during 2021-2022. The total number of participants (in CG and EG) was 66 people. Kharkiv National Automobile and Highway University held classes with 28 foreign students with a zero level of Ukrainian proficiency at the propaedeutic stage of studying at the V. N. Karazin Kharkiv National University. Also, 38 students studying in English at V. N. Karazin Kharkiv National University took part in the experiment. Their level of command of the Ukrainian language was also zero.

Taking into account the communicative significance of the material being studied, the lexical and grammatical content of the level of command of the participants of the experiment in the Ukrainian language, as well as the stage of experimental training, we chose as teaching aids didactic materials in the form of special tasks and exercises for collective and independent mastering of educational information, graphic aids (special tables with comments in Chinese, on which the peculiarities of the articulation of the sounds of the Ukrainian language are presented), video and audio recordings, on which the exemplary pronunciation of Ukrainian sounds is presented.

Participants in the experiment were informed about the study and the possibility to refuse from the experiment without any consequences for their education, and they gave their consent.

In order to check the results of using the nationally-oriented method of teaching Ukrainian language phonetics to Chinese students, we conducted a comparative analysis of their educational achievements in the formation of phonetic competence during the final control of the winter session 2021-2022.

In assessing the level of formation of phonetic competence, we relied on the understanding of this concept as "the ability of an individual to correctly form his own speech in a foreign language, as well as to adequately understand the speech of others on the basis of phonetic knowledge, skills, abilities and phonetic awareness" (Chukhno, 2016, p. 124). In the control process, the following components of phonetic competence were checked: phonetic receptive (auditory), reproductive (pronunciation), intonation skills; phonetic knowledge about the phonetic side of speech (phonemes and their articulatory-acoustic characteristics, basic modifications of sounds in the speech flow, phonetic organization of words (syllable, word stress), intonation and its components, etc.); phonetic skills (the ability to distinguish between sounds and letters, to distinguish between vowels and consonants, voiced and voiceless sounds, intonation of word combinations and sentences, the ability to determine the place of stress in a word, etc.) and phonetic awareness (the ability to reflect on the processes of forming one's phonetic competence and master pronunciation, constructing a system of own phonetic knowledge, consciously register and recognize sound units of different levels, their features and regularities of their formation and functioning, analyze the phonetic side of their speech, use the effective ways of overcoming and eliminating errors proposed by the teacher, etc.).

In order to determine the level of phonetic competence formation, 2 types of tasks were conducted. The first is reading aloud to an audio recording, during which the teacher does not give any comments. After the test, the audio recording is transcribed by the teacher. The second task is a written test to check the ability to determine the number of letters and sounds in words, to distinguish voiceless and voiced consonants, hard and soft consonants, correctly stress words, etc. The evaluation of the results was carried out according to the following criteria: knowledge and skills of perception and production of sound units (phonemes) of the language and methods of their implementation in a certain context; phonetic signs of distinguishing phonemes; phonetic composition of words; sentence phonetics: accents and rhythm of the phrase; intonation; phonetic reduction; assimilation; elisions (Common European Framework of Reference for Languages : studying, teaching, assessment, 2003).

According to the results of post-experimental testing, all study participants achieved a sufficient level of phonetic competence formation. At the same time, 39,4% of students (13 people) who studied according to the nationally-oriented method of teaching the phonetics of the Ukrainian language (EG) demonstrated a high level of phonetic competence, as they provided more than 90% of the correct answers, 51,5% (17 students) - average level, and only 9,1% (3 students) – a low level of phonetic competence formation. In the groups that studied according to the traditional method of teaching the phonetics of the Ukrainian language (CG), the indicators are as follows: a high level of phonetic competence was found in 21.2% of Chinese students (7 people), an average level in 30,3% (10 students) and in 48,5% (16 students) – low level of phonetic competence. This proves the effectiveness of using the nationally-oriented methodology in teaching the phonetic aspect of the Ukrainian language to Chinese students.

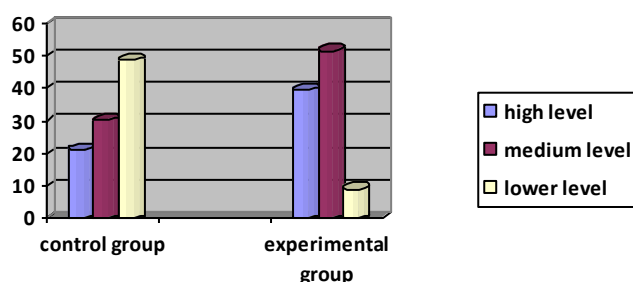


Figure 1. The results of the formation of phonetic competence according to the traditional method (CG) and according to the nationally oriented method of teaching the phonetics of the Ukrainian language to Chinese students (EG).

The statistical reliability of differences between learning outcomes in the EGs and CGs was determined using Pearson's chi-square test. To reject H0 hypothesis of no difference and to accept H1 hypothesis of statistical reliability of differences, we compared:

$$\chi^2_{emp.} \text{ is } P=0,05 \text{ and } \chi^2 \text{ is } P=0,01: \chi^2_{emp.} > \chi^2_{0,05} = 12.5096 > 7,815 \quad \chi^2_{emp.} > \chi^2_{0,01} = 12.5096 > 11,343 \quad (1)$$

The variable $\chi^2_{emp.}$ is reliable if $P=0,05: 12.5096 > 7,815$, and even more reliable if $P=0,01: 12.5096 > 11,343$.

The obtained data confirm our initial assumption regarding the positive impact of using a nationally-oriented method of teaching the phonetics of the Ukrainian language to Chinese students.

Our theoretical assumption about the need to use nationally oriented methods in the process of learning Ukrainian language, the formation of phonetic skills and abilities in Chinese students confirms the general hypothesis about the

effectiveness of using nationally oriented methods of teaching foreign languages. The research hypothesis is based on the assumption that the teaching of Ukrainian language phonetics to Chinese students will be most effective if a special system of methods and exercises are implemented as tools for overcoming difficulties in pronouncing sounds that are not typical for Chinese and improving their phonetic skills. This system must necessarily be based on a comparison of the Ukrainian and Chinese languages and take into account the most difficult aspects for Chinese students.

The obtained results of the research and their analysis give us grounds for discussing the methodological principles of the creation and effectiveness of the implementation of our proposed nationally oriented methodological system of teaching Ukrainian pronunciation to Chinese students.

Our experience of teaching Ukrainian pronunciation to foreigners shows that, for the most part, teachers pay attention to the formation of pronunciation skills and the perception of sounds, the sound shell of words, and the skills of perceiving the flow of speech. But as a result of training, students, possessing the skills and abilities of the main types of speech activity, cannot always correctly identify the phonemic composition of individual Ukrainian words.

Based on our analysis of questionnaires and the results of Chinese students' studies, among the difficulties of learning Ukrainian pronunciation by Chinese students, we can first of all mention English-Chinese-Ukrainian interference and graphic interference of Cyrillic and Latin alphabets.

In the Chinese language, one syllable is a character that already has a certain meaning, similar to a word in the Ukrainian language. The Chinese syllable contains two structural elements that have their strictly defined place: the consonant sound, which is located at the beginning of the syllable – the initial, and at the end of the syllable – the final. In Chinese, unlike Ukrainian, it is impossible to combine consonants. Chinese words are unstressed, but each syllable must be pronounced with one of four tones. At the same time, there are no unstressed syllables characteristic of the Ukrainian language. Due to the absence of the sounds [ɔ], [ɐ], [r], [ɹ] in the Chinese language, there is no distinction between consonant sounds in terms of deafness/loudness, so the Chinese do not hear the difference between the sounds [ɔ] – [ɲ], [r] – [ʀ], [ɹ] – [ʀ]. There is also no differentiation of consonant phonemes by hardness/softness characteristic of the Ukrainian language. It is for this reason that Chinese students pronounce hard and soft consonants equally.

When studying phonetics, it is effective to work in four aspects: articulatory, perceptual, acoustic and linguistic, because they, differing in their tasks and research methods, are in a close, inextricable connection and mutually complement each other.

In order to methodically justify the selection of phonetic material, we conducted comparative analysis of the phonetic systems of Chinese literary (Putonghua) and Ukrainian languages. Our analysis of the phonetic system of the Chinese language was based on the works by Wang Li (2008), Jin Xiao (2011), Du Yunshi (2018) and others. Based on the characteristics of the Chinese language given by scientists, let us note the main differences between the phonetic systems of the Chinese and Ukrainian languages, as well as the difficulties in learning Ukrainian pronunciation, which are due to the peculiarities of the Chinese language, such as the syllabic nature of the Chinese language, the principle of the formation of a short syllable, the graphic mixing of letters, the presence vowel diphthongs, absence of tremulous sounds [r], [r'] and voiced consonants [b], [b'], [g], [d], [d'] in literary Chinese, presence of paired aspirated/unaspirated consonants, lack of distinction between the correlative characteristics of consonants (loudness/deafness, hardness/softness), the presence of prenasal and postnasal consonants, the influence of the pronunciation of Chinese dialects, etc. (Du, 2018).

Ukrainian language has such characteristic features as correlation laws (paired consonant sounds according to sonority/deafness, hardness/softness). Scientists who have also studied this issue note that during the training of Chinese students of Ukrainian as a foreign language, attention should be paid to soft consonants, softened variants of consonants, to specific phonemes of the Ukrainian language [p], [r], to unvoiced and voiced pairs [ɔ] – [ɲ]; [ɹ] – [ʀ]; [r] – [ʀ], and affricates [дж], [дз] (Ma, 2009; Yaremchuk, 2014).

Based on the dissertation work of Du (2018), devoted to methodical aspects of teaching Russian pronunciation to Chinese students, we classified the pronunciation of Ukrainian sounds according to the difficulty of acquisition in comparison with Chinese sounds. Our version of the classification of the pronunciation of Ukrainian sounds according to the difficulty of acquisition in comparison with Chinese sounds is based on Ukrainian sounds that are absent in the Chinese literary language (Putonghua) ([r], [r'], [b], [b], [g], [d], [d']) and sounds of the Ukrainian language that are close in articulation to Chinese sounds ([a], [o], [u], [i], [m], [n], [s], [f], [h], [ʃ], [k], [p], [t], [c], [e], [j], [y], [z], [ʒ], [l], [č'], [š':]). The second group of sounds in the classification is divided by us into three subgroups according to the degree of difference in the articulation of the sounds of the two languages: 1) Ukrainian sounds characterized by a minimal degree of difference in articulation with the sounds of the Chinese language: Ukrainian [a] – Chinese [a], Ukrainian [o] – Chinese [o], Ukrainian [u] – Chinese [u], Ukrainian [i] – Chinese [i], Ukrainian [m] – Chinese [m], Ukrainian [n] – Chinese [n], Ukrainian [s] – Chinese [s], Ukrainian [f] – Chinese [f], Ukrainian [h] – Chinese [h]; Ukrainian sounds characterized by an average degree of difference in articulation with the sounds of the Chinese language: ukr. [ʃ] – Chinese [ʃ], Ukrainian [o] – Chinese [o], Ukrainian [u] – Chinese [u], Ukrainian [i] – Chinese [i], Ukrainian [m] – Chinese [m], Ukrainian [n] – Chinese [n], Ukrainian [s] – Chinese [s], Ukrainian [k], [p], [t] – Chinese [k^h], [p^h], [t^h], Ukrainian [c] – Chinese [tc] and [tc^h], Ukrainian [e] – Chinese [ai], Ukrainian [v] – Chinese [u]; Ukrainian sounds with the maximum degree of difference in articulation with the sounds of the Chinese language: Ukrainian [j] – Chinese [i], Ukrainian [ja], [jo] – Chinese [ia], [io], Ukrainian [je] – Chinese [e], Ukrainian [ju] –

Chinese [iəu], Ukrainian [y] – Chinese [əi], Ukrainian [z] – Chinese. [ts], Ukrainian [ž] – Chinese [z], Ukrainian [l] – Chinese [l], Ukrainian [č'] – kit. [tə', [š':] – Chinese [ε], Ukrainian [dʒ] – Chinese [zh], Ukrainian [dʒ] – Chinese [z].

Let us note that the absence of Ukrainian sounds [r], [r'], [b], [b], [g], [d], [d'] in the Chinese language is not, in our opinion, one of the most significant difficulties in teaching Ukrainian pronunciation to Chinese students, because it is possible to overcome it, as our practical experience has shown, with the help of special training exercises.

Group A – Ukrainian sounds characterized by a minimal degree of difference in articulation with Chinese sounds: нога, урок, кухня, Віта, потім, шафа, Англія (foot, lesson, kitchen, Vita, then, closet, England);

Group B – Ukrainian sounds characterized by a medium degree of difference in articulation with Chinese sounds: мак, мед, шість, текст, аптека, концерт, кава (poppy, honey, six, text, pharmacy, concert, coffee);

Group C – Ukrainian sounds characterized by the maximum degree of difference in articulation with Chinese sounds: слухати, журнал, новий, що, можна, язик, вчитель (listen, journal, new, what, possible, language, teacher);

Group D – Ukrainian sounds that are absent in the Chinese literary language: парк, рівень, ґанок, день, дядько, бути (park, level, porch, day, uncle, to be).

The analysis of scientific developments and the results of own research made it possible to develop a nationally oriented methodological system for teaching Chinese students Ukrainian pronunciation, the purpose of which is to correct and eliminate phonetic errors in the pronunciation of Ukrainian sounds, to form correct orthoepic skills. This technique is based on the phonetic laws of the Ukrainian language, takes into account the classification of the pronunciation of Ukrainian sounds according to the difficulty of assimilation in comparison with Chinese sounds, and the need for consistency in teaching the pronunciation of the sounds of the Ukrainian language.

The methodology developed by us involves compliance with the special Curriculum for the phonetic course of the Ukrainian language. This program contains the following blocks:

1. Introduction. Content: comparative characteristics of the phonetic systems of the Ukrainian and Chinese languages. Acquaintance with the speech apparatus.

2. Ukrainian sounds characterized by a minimal degree of difference in articulation with the sounds of the Chinese language. Content: vowels [a], [y], [o], [i], consonants [m], [m'], [f], [f'], [c], [c], [x], [x'], [h], [h]. Composition and stress.

3. Ukrainian sounds that are absent in the Chinese literary language. Content: consonants ([p], [p], [b], [b'], [r], [d], [d]).

4. Ukrainian sounds characterized by an average degree of difference in articulation with Chinese sounds. Content: vowel [e], consonants [k], [k'], [n], [n'], [u], [t], [t], [v], [v'], [ш], [з], [з].

5. Ukrainian sounds characterized by the maximum degree of difference in articulation with the sounds of the Chinese language. Content: consonant [y], vowels [ε], [i], [ю], [я]; vowel [y]; consonants [л], [л], [ч], [ш], [ж], [дж], [дз], [дз].

6. Repetition. Pronunciation norms in the Ukrainian language.

Attribution of the group "Ukrainian sounds that are absent in the Chinese literary language ([p], [p], [b], [b'], [r], [d], [d])" to the first stage of learning Ukrainian phonetics, immediately after learning sounds with a minimal degree of difference in articulation, we explain that the formation of pronunciation skills requires time for training.

The practice of teaching Ukrainian pronunciation to Chinese students allows us to draw a conclusion about the necessity of relying on the phonetic system of both languages and the need for a comprehensive study of the phonetic phenomena of the Ukrainian language. All this was reflected in our proposed nationally oriented methodical system of teaching Ukrainian pronunciation to Chinese students, which contains a number of mandatory step-by-step tasks and optional exercises. These are, for example, listening exercises to differentiate sounds, speaking exercises to practice the articulation of sounds, creative tasks that stimulate the activation of students' work, exercises to overcome the psychological barrier in speech, which is relevant especially for Chinese students.

All tasks of the nationally oriented methodical system of teaching Ukrainian pronunciation to Chinese students are divided into blocks taking into account the degree of increasing difficulty of their study and practice with Chinese students. The first block contains tasks aimed at forming the skills of pronunciation of Ukrainian sounds that have the same letter image with the letters of the English and Chinese (Hanyu Pinyin) alphabets. These are Ukrainian letters *a* – English *a* ([æ]), Ukrainian *u* – Chinese/English *u*, Ukrainian *i* – Chinese/English *i*, Ukrainian *в* – Chinese/English *B*, Ukrainian *н* – Chinese/English *n*, Ukrainian *н* – Chinese/English *H*, Ukrainian *р* – Chinese/English *p*, Ukrainian *с* – Chinese/English *c*, Ukrainian *м* – Chinese/English *m*, Ukrainian *х* – Chinese/English *x* ([ks]). Example: *Read the words. Remember that these are Ukrainian letters! Воні – урок, рiба – парк, мiсто – кiва, обiд – овоч, аптека – анкeта, хлiб – Оксана (they – lesson, fish – park, city – coffee, lunch – vegetable, pharmacy – questionnaire, bread – Oksana). Write these words, remember their pronunciation: будiнок, бiлка, вiкно, одiн, кiмнaта, студeнт, паспoрт, текст* (house, letter, window, one, room, student, passport, text). In the next block, we concentrated the tasks, the purpose of which is to differentiate the sounds of the Ukrainian and Chinese languages that are close in terms of articulation ([o] – [u], [n] – Chinese <n>/<ng>, [k] – Chinese <k >/<g>, [j] – [i], [y] – Chinese <ei>, [l] <l> /<ou>, [ž] – Chinese <r>, [š':] – Chinese <x>, [č'] – Chinese <q>. Example: *Compare the pronunciation of the Ukrainian sound [н] and the Chinese <n>: нi – 你*. The third block contains exercises aimed at working with missing sounds in Chinese, these are the consonants [r], [r], [b], [b], [g], [d], [d]. For example: *Read and compare the pronunciation of hard [p] and soft [p]*

горá – річка, ри́ба – рік, ку́рка – річ, ра́нок – то́рік (mountain – river, fish – year, chicken – year, morning – last year). Listen and compare the pronunciation of the Ukrainian sonorous consonant [ɔ] and the Chinese : баба – 爸爸. In the fourth block of tasks, work is carried out on the assimilation of phonetic rules of the Ukrainian language. This block is divided into such topics as work on the pronunciation of consonants [e], [и] in an unstressed position, pronunciation of the sound [o] before a syllable with a constantly stressed [y] and [i], voiced/voiceless, hard/soft consonants, work on studying the functions of stress as a distinction between grammatical forms of words and lexical meanings of words, etc. For example: Read and distinguish the pronunciation of the vowels [e], [u] under stress and before stressed syllables: не́сла, бли́зенько, ді́брати (carry, close, pick up). Read and distinguish voiced and unvoiced consonants: ба́ба – па́па, зу́б – су́п, та́ва – ка́ва, плі́д – плі́м (gran – dad, tooth – soup, crow – coffee, fruit – raft). Read the words and pay attention to the pronunciation of voiceless consonants before voiced ones: ко́сьба, бо́ротьба (mowing, fighting). Read the words and pay attention to the pronunciation of voiced consonants before deaf ones: ні́зти, ле́гко (nails, easy). Identify hard and soft consonants. Read and pay attention to the accent that distinguishes the lexical meaning of the words: до́рога – до́рога, о́рган – о́рган, бра́ти – бра́ти, за́мок – замо́к, за́клад – закла́д, пра́ва – права́ (road, organ, brothers, castle, establishment, rights). Read and pay attention to the stress that distinguishes the grammatical forms of words: ха́ти – хату́, го́ру – гору́, насі́пати – насина́ти (houses, mountains, mounds).

Optional exercises offered in all task blocks are tongue twisters, study poems and phonetic games. The basis of the Chinese learning system is constant memorization, so this learning method can be effectively used when practicing the pronunciation of the sounds of the Ukrainian language. Learning such didactic units as small educational poems and colloquialisms certainly contributes to the removal of phonetic difficulties and the formation of correct orthoepic skills of students. They can be used both for lexical work and for understanding the rhythm of the Ukrainian language. They concentrate certain sounds in themselves, which allows the student to learn to pronounce them correctly due to the formation of a speech habit in sound formation, and their regular updating helps to correctly learn sound formation in different positions of the sound in the word. Here are some examples of tongue twisters that we use in our nationally oriented method of teaching pronunciation to Chinese students: 1. For the sound [ɔ]: *Бабин біб розців у доц – Буде бабі біб у борц.* 2. For the sound [c]: *Сів Василь на сіль.* 3. For the sounds [p] and [л]: *Їла Марина малину.* 4. For the sound [p]: *Карл у Клари вкрав корали, а Клара у Карла вкрала кларнет.* 5. To generalize the study of a certain group of sounds: *У крамниці продавець загубив свій олівець.* Here is an example of educational poems that we use in the practice of teaching Ukrainian as a foreign language:

<i>Я студент. Моя країна</i>	<i>Я вже більше не мовчу.</i>	
<i>Для навчання – Україна.</i>	<i>Українську мову вчу.</i>	
<i>Я багато що пізнав,</i>	<i>Хоч не все ще розумію,</i>	
<i>Коли вчитись тут почав.</i>	<i>Розмовляти вже я вмю.</i>	(N. Bozhko)

The use of phonetic games also allows to optimize the process of mastering Ukrainian pronunciation, as it involves students in situations that are as close as possible to real communication. This is especially important for Chinese students, who experience great difficulties in the practical acquisition of language skills, because in everyday communication they avoid speaking Ukrainian, which is mostly related to the non-communicative style of learning foreign languages in Chinese schools. In cases where phonetic phenomena are learned at the elementary level, beyond the communicative topic, educational phonetic games solve the problem of goal setting, helping students to understand the process of forming phonetic skills, reduce their dependence on the imitative method of teaching foreign language pronunciation, and allow to relieve psychological tension. But when developing them, it is necessary to remember the need for the correspondence of the lexical and grammatical material they contain to the level of the phonological component of the language being studied. Let us give an example of phonetic games that we used in working with Chinese students to develop phonetic skills and abilities. *The game «Ukrainian sound» is aimed at forming skills of recognizing the sounds of the Ukrainian language. The teacher names Ukrainian sounds and English or Chinese sounds. A student must raise his hand if he hears a Ukrainian sound. And if he did not have time to react or incorrectly identified the sound-stimulus, then he is out of the game. Another game is the game «One-two», the purpose of which is to form the experience of identifying the accent-rhythmic pattern of a word. During the specified time, students must distribute as many words as possible from the proposed list according to the proposed accent-rhythmic models (monosyllabic and disyllabic).*

V. CONCLUSION

The scientific novelty of this article is due to the fact that for the first time the theoretical provisions of the nationally oriented methodology of the formation of Ukrainian phonetic competence for Chinese students have been analyzed, the methodical methods of its formation have been substantiated taking into account the main differences in the phonetic systems of the Chinese and Ukrainian languages and the difficulties in teaching the Chinese to Ukrainian pronunciation, the results of its practical application have been presented.

The analysis and understanding of the results of our experimental implementation of the nationally oriented method of studying the phonetic aspect of the Ukrainian language as a foreign language for Chinese students showed the effectiveness of its use for the formation of Ukrainian phonetic competence in them. The methodical toolkit, which was

developed by the authors of the article and offered at training sessions, turned out to be effective. Among them are tasks aimed at forming the skills of pronunciation of Ukrainian sounds that have the same letter image with the letters of the English and Chinese (Hanyu Pinyin) alphabets; tasks aimed at differentiating Ukrainian and Chinese sounds that are similar in articulation; exercises aimed at working with sounds that are absent in the Chinese language; the task of mastering the phonetic rules of the Ukrainian language; optional exercises (slang, educational poems, phonetic games), audio and video recordings of pronunciation of sounds samples, intonation, tables comparing the articulation of Ukrainian and Chinese sounds with comments in Chinese, etc.

Experimental training organized in two Ukrainian institutions of higher education showed that the nationally oriented method of studying the phonetic aspect of the Ukrainian language as a foreign language can be used for the Chinese contingent of students instead of the traditional method. The nationally oriented method of formation of Ukrainian phonetic competence for Chinese students, proposed by the authors of the article, increases the level of students' mastery of phonetic abilities and skills, motivates them, gives them the opportunity to meaningfully approach the study of phonetic phenomena of the Ukrainian language, performing a comparative analysis of the phonetic systems of two languages. We have a hope that this scientific research will contribute to the development of the Ukrainian as a foreign language teaching methodology. The provided methodical developments can be used when planning practical classes and creating teaching and methodical manuals.

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