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## FEATURES OF THE INITIAL STAGE OF LEARNING A SECOND FOREIGN (GERMAN) LANGUAGE BY STUDENTS IN UKRAINE

*The article considers the peculiarities of the development of phonetic competence of students majoring in “Philology”, who begin to study a second foreign language (German). Phonetic competence is the ability to articulate, intonate one’s utterances and understand the speech of others, which, according to the authors, is based on skills that are laid down at the initial stage of learning a second foreign language. Phonetic competence is an important component of all types of speech skills, and therefore develops comprehensively in speech activity. The authors are convinced that the study of phonetics is not possible without the practical mastery of lexical and grammatical constructions of a foreign language. The author’s methods of development of phonetic competence of students-philologists are offered, which are based on the principles: 1) comparative analysis of phonetic phenomena in different languages; 2) taking into account the difference between spelling and pronunciation; 3) development of phonemic hearing; 4) active training; 5) the use of emotional means. The teacher’s task is to create an emotional factor (game techniques, models of communication situations, selection of speech patterns) to create a communicative environment, motivation and interest. The “German pronunciation games” selected by the authors are aimed at creating a “German accent” for students. Thus, practice proves that the principle of approximation, which is applied at the initial stage of learning a foreign language, is inappropriate for students learning German as a second foreign language. The main rule of organizing a lesson in a second foreign language for students of philology is communicative orientation. It is determined that a well-organized initial stage of development of phonetic competence contributes to the further mastering of the practical course of the second foreign language.*

*Immersion in «German pronunciation», which is created on the basis of the proposed communicative games, intensifies the process of learning a foreign language at an early stage. The system of phonetic games makes it possible to change the forms of work, to create a speech environment that promotes the interconnected development of different types of speech activity, as well as the study of various aspects of language (vocabulary, grammar).*

**Key words:** student-philologist; phonetic competence; second foreign language (German); communicative approach; pronunciation game.

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## ОСОБЛИВОСТІ ПОЧАТКОВОГО ЕТАПУ ВИВЧЕННЯ ДРУГОЇ ІНОЗЕМНОЇ (НІМЕЦЬКОЇ) МОВИ СТУДЕНТАМИ В УКРАЇНІ

*У статті розглянуто особливості початкового етапу підготовки студентів спеціальності «Філологія», які вивчають другу іноземну мову (німецьку). Автори переконані, що розвиток фонетичної компетенції на почат-*

ковому етапі є важливою складовою всіх видів мовленнєвих умінь, вона розвивається в мовленнєвій діяльності. Вивчення фонетики неможливе без практичного оволодіння лексико-граматичними конструкціями іноземної мови. Провідним принципом на початковому етапі вивчення другої іноземної мови, на думку авторів, є комунікативна спрямованість навчання – оволодіння мовою як засобом спілкування, набуття практичних навичок, забезпечення максимальної мовленнєвої активності студентів, створення ситуацій для спілкування. Ефективність кожного заняття з другої іноземної мови визначається кількістю мовленнєвої практики окремого студента.

Запропоновано методику розвитку фонетичної компетентності студентів-філологів, яка ґрунтується на принципах: 1) порівняльного аналізу фонетичних явищ у різних мовах; 2) урахування різниці між написанням і вимовою; 3) розвитку фонематичного слуху; 4) активного навчання; 5) використання емоційних засобів. Підібрані авторами «Ігри в німецьку вимову» спрямовані на формування «німецького акценту». Практика доводить, що принцип апроксимації, який застосовується на початковому етапі вивчення іноземної мови, є недоцільним для студентів, які вивчають німецьку мову як другу іноземну. Визначено, що правильно організований початковий етап розвитку фонетичної компетенції сприяє подальшому засвоєнню другої іноземної мови. Занурення в «німецьку вимову», яке створюється на основі запропонованих комунікативних зразків, інтенсифікує процес вивчення іноземної мови на початковому етапі. Система фонетичних ігор дає можливість змінити форми роботи, створити мовленнєве середовище, яке сприяє взаємопов'язаному розвитку різних видів мовленнєвої діяльності, а також вивчення різних аспектів мови (лексики, граматики). Так відбувається навчання на початковому етапі, тривалість його може бути різною, із поступовим переходом до «розмовної» тематики, вивчення лексики та граматики.

**Ключові слова:** студент; фонетична компетенція; друга іноземна мова (німецька); комунікативний підхід; гра у вимову.

### **Statement of the problem in general and its connection with scientific or practical tasks.**

Today determines the need to know several foreign languages, which is why the specialty “Philology” is popular among higher education in Ukraine. Educational programs of different universities have their own specific features, in particular in the focus on translation in the field, specialization in the second, third foreign languages and others. Students already beginning their studies in this specialty already have some knowledge of English, which they deepen by studying various theoretical and practical disciplines, and a second foreign language is “chosen” at the university. Mostly the second language is German, which most students did not study.

Learning a second foreign language is a practical course aimed at mastering practical phonetics, practice of oral and written speech, practical grammar, the development of skills in various types of speech activities using methods and techniques aimed at mastering various aspects of speech competence. That is, the practical course of the second foreign language and translation is complex. It is important to take into account the linguistic experience of students in English and native languages to master the second language.

An important problem is how to quickly “immerse” future philologists-translators in a second foreign language, while “not releasing” those who have already studied German before entering the university.

### **Analysis of recent research and publications.**

Phonetic competence at the initial stage of learning a foreign language is the subject of research in the works of many modern scholars: V. M. Gutnik studies the

peculiarities of the formation of phonetic awareness in future teachers in a communicative introductory correctional course in German (Gutnik, 2016); T. V. Melnyk describes the processes of formation of phonetic competence of students in foreign language classes (Melnyk, 2020). Peculiarities of teaching German as a second foreign language on the basis of English students of economics are described by L. S. Dzevytska (Dzevytska, 2017); the study of a second foreign language in the conditions of distance learning is investigated by S. S. Popadyuk (Popadyuk, 2020). The development of phonetic competence of students of philology in the study of a second foreign language in various aspects is considered in the works of various researchers. At the same time, it is appropriate to consider the problem we have identified not only in theoretical but also in practical terms. The formation of phonetic competence in the activity aspect of its interrelationships with the lexical and grammatical competences of philological students remains out of the attention of scientists.

### **Formulation of ideas of the article (setting research objectives).**

The object of our research is the process of teaching German to bachelors majoring in 035 “Philology” at the initial stage. We set ourselves the goal of considering possible ways to intensify the study of a second foreign (German) language at the initial stage. First of all, the problem of phonetic competence needs to be solved, namely: mastering the skills and abilities of German pronunciation with parallel intensive acquisition of lexical and grammatical skills. The introductory course in phonetics of a second foreign language is not provided in the curriculum, so there is a need to organize such work at the initial stage during the study

of “Practical course of a second foreign language and translation (German)”, “Practice of speaking and writing (German language)”.

**Presentation of the main material of the study.**

The communicative-activity approach is leading in the organization of educational activities for learning a foreign language in the Free Economic Zone, which is defined as a joint productive activity built on the basis of subject-subject relations of its participants (students and teachers). Communicative-activity approach, according to O. O. Oleksenko, I. O. Reshetnyak directs the student to be active in learning foreign realities, awareness of the importance of self-development, awakens creative potential to acquire professional foreign language competence (Oleksenko, 2018). We agree that the communicative approach to learning should cover all levels: verbal, grammatical and cognitive. Thus, in order to develop the skills of free use of language, it is necessary to expand not only the linguistic picture of the world, but also the extralingual one, which is based on peculiar associative-sensory images related to the subject of speech. That is, the student must not only learn the tokens, but also feel the atmosphere of the environment where the formation of the language of study. This determines the nature and didactic orientation of the teacher-speaker (Agibalova, 2018). Based on a communicative approach, we begin to study German as a second foreign language. The development of communicative competence is also actively promoted by the use of interactive teaching methods, because communicative competence in the structure of foreign language communication means not only knowledge of the rules of communication, but the actual use of knowledge to solve problems. In the process of learning a foreign language in the simulation of communication conditions it reproduces the basic parameters of communication: the relationship of language partners, extralinguistic factors and various situations as forms of communication, attention is paid to dialogic speech (Artemenko, 2018). We use modeling of communication conditions and an interactive method when studying the phonetics of the German language. The interactive method is when the teacher is in dialogue with students, they are equal participants in the learning process, first of all, we start learning through the game: “We do not know German yet, so let’s play” in German»!

We understand that the development of speech and foreign language learning is the only process based on the principles: speech depends on the perfection of speech skills; speech depends on lexical and grammatical skills; oral speech is advanced, and so on.

At the initial stage of learning a second foreign language, we focus on phonetics: phonemes (sounds and their relationship to graphemes), prosodies (intonation, accent, sound models). Phonetic competence is a person’s ability to correctly articulate and intonate the design of their statements and understanding the speech of others, which is based on the complex and dynamic interaction of relevant skills, knowledge and phonetic awareness. The main components of this competence are, therefore, phonetic skills, phonetic knowledge and phonetic awareness. The success of the formation of phonetic competence depends on the level of phonetic skills, the amount of acquired and mastered knowledge about the phonetic side of speech and the dynamic interaction of these components on the basis of general linguistic and phonetic awareness. Methodists are convinced that phonetic competence is an important component of all speech skills (especially in listening and speaking). But no less important is its role in written speech (speech kinesthesia). Mastering oral speech and reading is impossible without strong phonetic skills.

Based on phonetic exercises, we also begin to learn vocabulary and grammar. First we study the alphabet, we study phonemes (transcription), at the same time possible ways of writing and examples: phoneme /a:/ – a, ah, aa – Wagen, er nahm, Staat (grammatical meaning), /ä:/ – ä, äh – Mädchen, wählen, /a/ – a – hatte, Stadt (continue with other phonemes, alphabetically). We pay special attention to the differences from English and Ukrainian languages (we study long and short vowels, diphthongs, special combinations of vowels and consonants, nasal consonants, inspiratory, etc.).

We start playing with sounds. The first game – long vowels (Langvokale spielen). For example: *Franz Kafka (Kleine Faaaaaabel): Ach, saaaagte die Maus, die Welt wird enger mit jeeeeedem Taaaaag. Zuerst waar sie sooooo breit, dass ich Angst hatte, ich lief weiter und waar glücklich, dass ich endlich rechts und links in der Ferne Mauer saaaah, aber diiiiiese langen Mauern laufen sooooo schnell aufeinander zuuuu, dass ich schoooon im letzten Zimmer bin, und dort im Winkel steeehet die Falle, in die ich laufe. – Du musst nur die Laufrichtung ändern, saaaagte die Katze, und fraaaaß sie.* Be sure to “visualize” the text, translate it.

Then we play “short vowels”, “long and short”, “game / -ə /, / ɐ /, / a /, / a: /” and others. For example, “Der Geburtstagskalender”: *Im September hat meine Mutter Geburtstag, im Oktober hat mein Vater Geburtstag, im November hat meine Schwester Geburtstag, im Dezember hat mein Bruder Geburtstag*

(we speak in unison: *Im Septemba hat meine Mutta Geburtstag, im Oktoba hat mein Vata Geburtstag, im Novemba hat meine Schwesta Geburtstag, im Dezemba hat mein Bruda Geburtstag*).

We play “-e and -e- in the endings”, “snotty nose game” (nose sounds), “unstressed first syllable”, “-ern and -en”, “diphthongs”, “solid attack”, “-ch- game”, “sch”, “k, ck, ch”, “h”, “z – tß”, “ng”, etc.

We called the next stage of work on the phonetics of the German language “a game of German pronunciation”. That is, we create a situation where the student finds himself in the environment of spoken German. To do this, we identified several features that are characteristic of “German pronunciation”, namely: phonetic and morphological “Abschleifungen” (“erasing”) in colloquial language. (“Abschleifung” – “Erasing” means to make the material (stone, wood, metal) smooth and easy to use. During pronunciation – in all languages of the world – certain “correct forms are smoothed, shortened, reduced or completely “swallowed“. Erasing makes pronunciation smoother). Simply put, these are phonetic and morphological phenomena that create a “German pronunciation“, help students learn quickly by imitating, “playing German pronunciation».

The first “erasing” is the pronunciation of the German **-r** at the end of a syllable, word, or before a syllable with another consonant. In this position the pronunciation of the German **-r** is close to the Ukrainian **-a /ʌ/**: *der, mir, wir, vergessen, hergelaufen, erleben, Computer, aber, fort, du wirst*. We say the sentence intensively, “we play German pronunciation”, we demonstrate the contrast with the native language: *Aber Leider hatten wir immer wieder Ärger in der Firma. Die Feuerwehr fährt schneller als die Bundeswehr. Aber unser Traktor fährt noch schneller*.

The second “erasing” – pronunciation **-e** at the end of the syllable – as an unstressed sound, short, without tension: *habe – Blume – Liebe – beide – geschriebene und gelesene Gedichte*. Similarly, “we play German pronunciation” together with the teacher on the example of sentences: *Ich liebe schöne Blumen. Annette denke ich jede Minute*. “Erasing” **-e** occurs in colloquial German also at the end of the word, this sound disappears completely, for example, in the first person present or in the conjunctive II: *Ich komme gerne zu dir und bleibe bei dir. Das würde ich mir gut überlegen, ich hätte das überhaupt nicht so gemacht wie du. Ich habe Ärger zu Hause*. We imitate, repeat with the teacher, pay attention that there are other “Abschleifungen”. Be sure to write down these sentences (you can prepare printouts for the lesson), make a translation.

The third “erasing” **-en** at the end of the word. We imitate, “playing” this sound with the help of Ukrainian **-м /m/**. Ukrainian sound has more “nose” features, so as in the case of German **-r** “play” Ukrainian **-a /ʌ/**, and with German **-en** – Ukrainian **-м /m/**: *Habm Sie was?* This phonetic phenomenon becomes especially noticeable at the coincidence of several consonants: **b/p+en – bm/pm**: *haben, sieben, Abend, klappen* (change of final consonants); **n/m + en – n ‘n/m ‘m**: *denen, Bremen, nehmen, rennen* (as one syllable). In other cases: **d/t + en – dn / tn**: *hatten, Baden-Baden, Garten, reden*; **g/k + en – gn/kn**: *wegen, gegen, Gegend, wecken* (change of endings); **l/r + en – ln/rn**: *fallen, bellen, fahren, wir waren* (words are pronounced as one-syllable); also: **ch/s/z + en – chn /sn/zn**: *krachen, sprechen, fassen, kratzen*. Then “play” with phrases such as: *Die beiden haben einen schönen Abend zusammen verbracht. In dem Graben sitzen Knaben, die sich an den Schaben laben. Kennst du die sieben Schwaben, die Angst vor einem Hasen haben. Wir werden Musikanten in Bremen und wollen dich mitnehmen*. Repeat each sentence several times, then with the students.

The fourth “erasing” is a preposition with an article. (*Präposition + Artikel*): *An ‘nem schönen Abend mit so ‘nem Typ in ‘ner Kneipe beim Wein*. Unstressed articles can merge with previous words (prepositions) with a quick pronunciation. In some cases, such a merger is even a grammatical rule, ie it appears in writing. For example : *mita (mit der), mitm (mit dem), mitner (mit einer), mitnem (mit einem), fürn (für den), fürne (für eine), fürnen (für einen), fürs (für das), im (in dem), innem (in einem), innen (in einen), ins (in das), beim (bei dem), beiner (bei einer), beinem (bei einem), son (so ein), sone (so eine), annen (an einen, an den), annem (an einem, an dem)*. We continue the practical “game-imitation of German pronunciation” on the example of sentences: *Wir haben in einem Keller gesessen und uns mit dem besten Wein betrunken. Ich nehme Sie auf der Stelle bei dem Wort. So eine dumme Sache, und das wegen so einem Mann*.

The fifth “erasing” is a verb and a personal pronoun (*Verb + Personalpronomen*): *Hitze hat se sagt se hätt se*. Personal pronouns that stand after the verb (unstressed) change their sound properties, are pronounced briefly, sometimes completely erased: *hatse (hat sie), gehnse (gehen sie), isse (ist sie), hatta (hat er), machta (macht er), kommta (kommt er), hats (hat es), machts (macht es), wills (will es), haste (hast du), biste (bist du), machste (machst du), habmwa (haben wir), gehnwa (gehen wir), machnwa (machen wir), habta (habt ihr), gehta (geht ihr), kommta (kommt ihr), hatm (hat ihm)*. We practice, playing

with sentences: Und dann *hat er* uns gesagt, *dass er* später kommt. Dann *hat sie* ihm einen Kuss gegeben. Was *hast du* darauf geantwortet? Du *hast ihm* doch hoffentlich kein Geld gegeben?

The sixth “erasing” applies to *etwas* / *einmal* particles: Und nun *mal was* ganz Spannendes! *et-* in *etwas* and *ein-* in *einmal* are erased, but not in cases when *etwas* means *ein wenig*, and *einmal* – *1x, ein einziges Mal*. So *etwas Schönes* habe ich noch nie erlebt. Kommen Sie mich doch bitte einmal besuchen, wenigstens ein Mal! Ich habe einmal *etwas* gesehen, was die die ganze Sache *etwas* positiver erscheinen lässt.

“Erasing” prefixes *hin-/her-*: Wer *rausgeht*, muss auch wieder *reinkommen*. We know that there is a difference in the use of these prefixes, depending on the direction of movement (from / to the speaker) and so on. In colloquial language, this difference is often “erased”, before the word remains only *r-*. Consider examples of “playing German pronunciation”: *herunter* – *hinunter* – *herüber* – *hinüber* – *hinaus* – *heraus* – *hinausgehen* – *herumlaufen*.

Other cases of phonetic and morphological Abschleifungen: *Alles kamma*, *wemma will*, und ein bissjen is mehr als *nix*. In some words, with a quick pronunciation, the consonants *-d / t, -n, -l*: *ma(l)*, *is(t)*, *un(d)*, *nich(t)*, *sin(d)* may be partially or completely erased), *we(nn)*, *ma(n)*, *ka(nn)*.

In the position of contact with *s-*, *z-* and *sch-* the suffix *-chen* is pronounced as *j* (instead of *ch*): *bisschen*, *Küsschen*, *Herzchen*, *Fläschchen*, but remains in the words *Kindchen*, *Kettchen*. This form of “erasing” is especially popular for the word *nichts* – */nix/*. Bisher *ist es* ganz gut gegangen, *es ist* glücklicherweise *nichts* Schlimmes passiert. Da *kann man mal* sehen, dass *gar nichts* funktioniert, *wenn man mal nicht da ist*. Das *Kindchen* hat aus seinem *Fläschchen* mit dem *Herzchen ein bisschen* auf sein *Bettchen* gekleckert.

Each new word the student pronounces aloud, we work on the pronunciation of a set of sounds and intonation within the sentence (phrase), experiment, select examples of use. We are convinced that the principle of approximation, which is applied at the initial stage of learning German in our case, is inappropriate and even harmful. Approximate pronunciation is a pronunciation in which there are no phonological errors (ie errors in the pronunciation of phonemes in the speech stream), but which allows non-phonological errors (or errors in the pronunciation of allophones). They evoke a foreign accent, but do not interfere with the speaker’s understanding. Students already speak English, which means that they

understand linguistic meanings, they have developed “interlingual sense” (phonetic, lexical, grammatical), awareness of forms. Our task is to use the emotional factor (game techniques, modeling communication situations) to create a communicative (speech) environment, motivation and interest. Our proposed “German pronunciation games” are aimed at creating an “German accent” in English-Ukrainian students, due to the emotional saturation of educational material, the game atmosphere disappears insecurity, fear of error disappears, because the mistake in the game is not terrible, the game can always start again .

The leading principle at the initial stage of learning a second foreign language, in our opinion, is the communicative orientation of learning – mastering the language as a means of communication, acquiring practical skills, ensuring maximum speech activity of students, creating situations for communication. The effectiveness of each lesson in a second foreign language is determined by the amount of speech practice of an individual student.

The organization of teaching phonetics of the German language at the initial stage is based on the principles of: 1) comparative analysis of phonetic phenomena of the first foreign and native languages (articulation of sounds, sound combinations, accentuation, intonation); 2) taking into account the difference between spelling and pronunciation; 3) development of phonemic hearing; 4) active training in “activity” (speech games); 5) the use of means of emotional influence (even at the level of selection of examples).

**Conclusions from this study.** Immersion in “German pronunciation”, which is created on the basis of the proposed communicative games, intensifies the process of learning a foreign language at an early stage. The system of phonetic games makes it possible to change the forms of work, to create a speech environment that promotes the interconnected development of different types of speech activity, as well as the study of various aspects of language (vocabulary, grammar). This is how learning takes place at the initial stage, its duration can be different, usually the first two or three lessons, with a gradual transition to “conversational” topics, learning vocabulary and grammar. We are convinced that a well-organized initial stage contributes to the further successful mastering by students of the “Practical course of the second foreign language and translation (German)”, as well as other German language subjects, which they study at the bachelor’s and then master’s degree in “Philology”.

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