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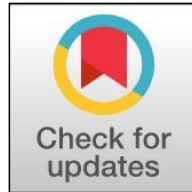
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**THE ROLE OF POETIC STYLE IN CORRECTING PHONETIC
PRONUNCIATION: FROM POETIC PLAY TO PHONETIC PLAY**

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Introduction: One of the important tasks at any stage of teaching a foreign language, including French, is to maintain and improve pronunciation skills. The phonetic process that facilitates the formation of such skills is rhyme.

Main part: Working on phonetic pronunciation correction in the study of a particular foreign language (including French) often seems not only difficult but also tedious task for learners of this language (sometimes it can be influenced by teachers who find the work uninteresting). We know that mispronunciation of French sounds and their subsequent pronunciation can prevent them from communicating with the language and can sometimes be a source of embarrassment for some language learners who do not dare to express themselves. leads to fear of doing). Therefore, the use of games that allow the use of games in French practical classes is considered to be the most optimal way to solve the existing problem. Because they help language learners to gradually overcome feelings of fear and intimidation by engaging them in the gentleness and pleasantness of special sounds in French. However, effective correction of pronunciation errors takes some time, and the step towards this goal should be clear, positively planned.

What is a poetic style? This style is not limited to simple poems written by poets such as Jacques Prevert, Robert Deno, Raymond Keno, Paul Eluard, representatives of French classical literature. On the contrary, the poetic text takes a different form: a song, a countdown, a proverb, a fairy tale written in a fast-paced way (fairy tales from classical or other languages taken as an example from French children's literature), a sketch - small comic poems (Raymond Devo, Muriel

Roben), as well as language it can also be poetic passages created by the learner or teachers themselves. On the basis of such a variety of exercises, you can do the following one by one:

- develop the listener's ability to perceive, distinguish and remember certain sounds that are present in the tone of the text;
- work on phono-graphic connections, first looking for and then finding different ways to write the sounds that are present and learned in the text;
- and, of course, retelling a poetic text or a passage from it.

The role and influence of the teacher in the application of the poetic style: the application of the poetic style includes playing with sounds, the resonance of language, rhythm and tone. It is also often possible to come across a combination of several sounds when studying pronunciation. The range of sounds being studied at this time requires special exercises. Another positive aspect is that along with songs, poems, sketches, cultural and enlightenment concepts are also included. This type of activity is also much more fun and interesting than just repeating simple words or phrases. However, listening to examples of creativity, such as a sketch or a song, is not only a type of activity in the classroom, but is also embedded in the cultural reality of the language.

Examples of original creativity in pronunciation correction: Benabar, Thomas Fersen, Raphael, or Christoph Mae, who have created over the past decade, also have unique advantages in using songs that are present in the repertoire and interpret life today. The melodies of these songs have captivated people with their soft melody, which in turn allows for a wonderful perception of the words being sung.

Quick sayings: Quick sayings are not only the most enjoyable type of game, but also serve as a source of interesting time distribution during the lesson. They are quite popular and every language learner knows how to speak quickly in their native language. Some students who show that they can recite or repeat a few quick remarks during French lessons also feel a sense of pride in front of other

students.

Quick sayings are often a warm-up exercise in the field of theatrical art, helping to enhance the rhythm and speech of the actors. In French lessons, they can be used as pronunciation "gymnastics". As a result, it is possible to organize competitions for students in small groups during the lesson and to evaluate and motivate students on the best pronunciation. Examples of quick sayings are: "les chaussettes de l'archiduchesse", "un chasseur sachant chasser".

In addition to these, there is another type of quick pronunciation, which consists of repeating sound or homonymous words several times, at which time the meaning of fast pronunciation also requires special attention. For example: "Si ton tonton tond ton tonton, ton tonton tondu sera" or "Si six scies scient six cyprès, six cent six scies scient six cent six cyprès". At this point, one is engaged in rhythm and separation of joints to understand the meaning of the given task. Another type of quick pronunciation that does not require the role of a teacher is the quick pronunciation of words whose pronunciation does not resemble the pronunciation of French words, resulting in an unusual pronunciation resulting in an unexpected syllable. For example: "Pie niche haut, oie niche bas, où niche hibou?"

In short, the nature of the game is directly related not only to the use of existing artistic creations, but also to the ability to organize these games. A sense of satisfaction allows language learners to truly express themselves and inspires them in carrying out the proposed activities. At the same time, and in general, every type of activity that has the character of a game helps the student to get out of mental tension, use his mind and perform this type of activity. As a result, he naturally refuses to take seriously the mistakes he may have made and discovers himself.

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