

THE ROLE OF INTONATION IN DEVELOPING EXPRESSIVE READING SKILLS AND PROSODY IN ELEMENTARY GRADES

This article delves into the pivotal role of intonation in instilling expressive reading skills and prosody among students in primary grades. The discourse centers around the integration of intonation in cultivating empathetic engagement, comprehensive understanding, and heightened emotional resonance within children during the pedagogical process of working with literary works. Consequently, imparting the abilities to convey and comprehend diverse nuances of emotions, relationships, and evaluations necessitates instructing children in utilizing facial expressions, pantomime, gestures, and intonation. The article expounds on the methodological framework for implementing recitations of poetry and enacting roles, emphasizing the indispensable significance of intonation. It exemplifies fragments from literary works within the elementary-level "Azerbaijani Language" curriculum, elucidating corresponding guidelines for their proper rendition. Moreover, the article engages in discourse concerning intonation-related endeavors undertaken in grades one through four, underscoring the purposefulness of employing dynamic and interactive methodologies during expressive reading lessons. Role-based reading in the development of expressive reading tools is addressed, along with substantiation through illustrative samples that exemplify heightened intonation. For instance, the utilization of the text "Grandfather's Story" in the second grade enables observational analysis of intonation through partitioning and guiding students' delivery of respective roles, namely that of the father and nephew. Additionally, the article accentuates the potentiality for words to convey diverse connotations through identical lexemes. Furthermore, it expounds on technical aspects of expressive reading, including proper respiration and exhalation, precise and intelligible enunciation, measured tempo, apt determination of logical and metrical accents, adherence to appropriate intonation patterns in declarative, interrogative, imperative, and exclamatory sentences, and the pertinence of punctuating pauses. Ultimately, the article culminates by offering discerning recommendations pertaining to expressive reading practices.

Key words: student, intonation, teacher, expressive reading, skill, communication.

(стаття подана мовою оригіналу)

Expressive reading is regarded as one of the primary forms of oral discourse. Nurturing students' proficiency in expressive reading and fostering their familiarity with the artistic realm of literary expression within the school context are essential endeavors. Achieving this significant objective necessitates a thorough grasp of three fundamental knowledge domains closely associated with expressive reading: linguistics, psychology, and the art of literary expression. Profound and accurate comprehension of these scholarly fields empowers instructors to discern the purpose, content, and methodologies employed in the pedagogical implementation of expressive reading within Azerbaijani language classes.

It is noteworthy to acknowledge that the Azerbaijani language, with its venerable written history, has experienced substantial transformations in its alphabet (undergoing three revisions) and the formation of its lexicon over the past century. It has witnessed the assimilation of vocabulary from Arabic, Persian, Turkish, and Russian languages (alternatively), while contemporary trends introduce English loanwords as substitutes. These linguistic shifts not only impact lexical reserves, pronunciation norms, communicative patterns, and literary conventions but also exemplify the semantic evolution, manifesting the cognitive processes associated with the comprehension and conceptualization of the world (including its developmental dynamics, spatial orientation, and temporal frameworks). Moreover, the increasing intermingling of regional dialects constitutes another distinctive feature. Typically, the language of communication is chosen as the medium of instruction in middle and higher education, giving rise to novel meanings and engendering perceptible alterations in individuals' consciousness amid the evolving communicative milieu.

In the context of independence, the state's language policy endeavors to create conditions for the comprehensive utilization of language as a paramount medium of communication. Recently, the transition from the Cyrillic to Latin alphabet has necessitated the re-publication of a substantial portion of the country's cultural heritage in the new script, a process that remains incomplete. These multifaceted developments have exerted a detrimental influence on the cultivation of individuals' indispensable intellectual attributes. Consequently, within the educational milieu, one avenue to foster linguistic richness is the assimilation of expressive reading skills among young learners.

Azerbaijani literature and fine arts serve as a fertile foundation for cultivating the uniqueness of ethnic culture. Throughout history, Azerbaijani literature has predominantly been represented through poetry. This signifies that across different epochs, literary luminaries such as Nizami and Fuzuli have pursued the artistic manifestation of the most pressing existential issues, thus yielding the most current reflections of life. It was not until the 18th century that Azerbaijani writers began to embrace prose as a mode of expression. While the oral folk tradition found representation in narrative genres such as epic poetry and myth, it could effectively rival various poetic genres due to its inherent richness, aphoristic nature, and profound symbolism. Epics like "Koroghlu," "The Book of Dede Gorgud," and others embody heroic archetypes that resonate deeply with the Azerbaijani people. The contrasting elements of the black and gray horses, fire and water, silver and gold exemplify this tradition, while Koroghlu himself emerges

as the epitome of the son of fire. These motifs underpin the ethnic identity and mindset of the Azerbaijani populace. Hence, within the context of language and literature classes, the cultivation of expressive reading skills and the assimilation of texts assume paramount significance.

It is well established that infants possess the innate ability to acquire any language upon their emergence into the world, thereby demonstrating their limitless linguistic potential. However, once proficiency in a particular language is attained, a cognitive phenomenon akin to a "mental block" appears to impede the acquisition of additional languages. For instance, the intricate structural and logical-imagistic framework of the Japanese language presents a formidable obstacle for individuals of European origin endeavoring to master it. In contrast, the Azerbaijani language exhibits numerous advantages in this regard, as it facilitates the assimilation of foreign languages with remarkable ease.

The mental images and associative networks related to the semantics and essence of words endure within the human consciousness for extended periods. In the geographic regions inhabited by Azerbaijani speakers, the evolution of language processes aligns intricately with the development of historical consciousness, persisting and evolving over centuries.

The Turkish, Arabic, Iranian, Slavic, and Western European language groups have had varying impacts on the Azerbaijani language throughout different historical periods. Each of these mentioned language groups has played a crucial role in shaping and influencing the worldview of individuals and communities.

When Azerbaijanis lose their native language, they also lose many elements of their distinctiveness. They become unable to articulate their poetic description of the world, indifferent to their music, history, oral folk literature, and customary traditions. They are unable to assimilate the imagery and ideas of literary works or comprehend the nature of ethnic thought patterns. The demise of a language is tantamount to the cultural and historical demise of a people. The proper solution to this problem lies in the establishment and promotion of the ethnic language at the state level, which requires a language policy approach.

The level of problem exploration. Upon examining the level of problem exploration, it becomes apparent that A. Abdullayev's book "Methodology of Teaching the Mother Tongue in Primary School" published in 1962 has garnered attention. Within this work, discussions pertaining to the cultivation of expressive reading skills are addressed, albeit to varying degrees. Likewise, B. Ahmadov's publication "Works on the Development of Speech in the Process of Teaching Simple Sentences" from 1964 touches upon the subject of expressive reading. In this context, a comprehensive discourse is presented regarding the significance of intonation, pauses, and logical emphasis that are inherent to expressive reading. Another relevant contribution is Y. Kerimov's book "Methodology of Mother Tongue Teaching" from 1972, which delves into the matters of fostering articulate speech and the development of expressive reading skills among students.

The monograph titled "The Theoretical and Practical Foundations of Syntax Teaching in Azerbaijani Language" by A. Rahimov (1994) delves into the pivotal role of expressive reading in the conscious assimilation of grammatical structures within the Azerbaijani language. Furthermore, noteworthy publications such as "Works on Expressive Speech in Azerbaijani Language Teaching" (1996) and "Fundamentals of Speech Culture" (2008), co-authored by N. Abdullayev and Z. Mammadov, as well as G. Abdullayev's article "Speech Culture and Expressiveness of Speech" (2007), serve as exemplars highlighting the paramount importance attributed to the cultivation of expressive reading skills. Analogously, in other nations, due consideration has been given to formulating specialized methodologies for instructing students on matters pertaining to expressive reading within the ambit of speech culture.

Based on studies conducted on the significance of intonation in various languages, it has been observed that a substantial proportion, up to 70%, of communication difficulties related to incomprehensibility arise from inadequate familiarity with the intonation patterns of the English language among non-native speakers [8]. Several methodological approaches are available that facilitate the acquisition of skills pertaining to "the manipulation of stress to alter lexical meanings and the modification of sentence meaning through the emphasis placed on different words" [9].

Moreover, the issue of intonation occasionally being marginalized is also raised, particularly in ESL (English as a Second Language) programs. Despite the abundance of other instructional materials at the disposal of teachers or the perceived lack of importance attributed to intonation by students, stress patterns often receive less attention. The initial step in teaching learners accurate and impactful sentence stress is deemed crucial, even preceding the exploration of other aspects [10].

However, specialized linguistic and didactic research indicates that schoolchildren's proficiency in intonation is often inadequate. Children often struggle to discern the semantic and emotional nuances conveyed through intonation, and it is observed that learners fail to utilize the expressive potential of intonation in their speech adequately. Consequently, this deficiency results in monotonous, devoid-of-expression, and incongruous intonation patterns in their utterances. Hence, considerable emphasis should be placed on addressing intonation in early primary education.

Research objective. The primary objective of this study is to research the process of acquiring syntactic knowledge in Azerbaijani language lessons in primary classrooms and to promote the development of expressive reading skills and intonation proficiency.

The research employed a combination of theoretical analysis, generalization, observation, and survey methods as the principal approaches to explore the research topic.

The significance of intonation in expressive reading. In his seminal work titled "Methodology of Teaching the Mother Tongue in Primary Classrooms," Y.Sh. Kerimov points that one of the pivotal attributes of expressive reading in primary classrooms lies in its inherent expressiveness. The expressiveness of reading plays a multifaceted role, encompassing not only the deepening of comprehension but also the cultivation of emotional and imaginative faculties, as well as the refinement of aesthetic sensibilities. Engaging in vibrant and expressive reading captivates the attention of young learners and facilitates their grasp of the central ideas being conveyed [3, p. 192].

It is evident that intonation plays a pivotal role in expressive reading, as it serves to reinforce the semantic content of words and facilitates the expression of ideas and emotions. The expressiveness of reading is contingent upon the reader's adeptness in adapting to the intonational patterns that enable comprehension and engagement by the listening audience. In various instances, children may encounter challenges in achieving expressive reading, stemming from factors such as reduced reading speed, subpar diction, physical limitations in speech production, or an inability to meet the demands of expressive reading, resulting in monotonous and lackluster renditions. Consequently, it is imperative for reading activities to be conducted under the vigilant supervision of the instructor [4].

During reading sessions, learners exchange glances, exhibit efforts to engage in expressive reading within their respective capabilities, and endeavor to portray the character traits associated with their assigned roles.

In this regard, the collective recitation of poetry also holds advantages. Optimal selections for collective recitation should feature emotionally evocative compositions. The realization of collective recitation necessitates meticulous preparation, whereby each participant perceives themselves as an integral constituent at every moment. Each individual contributes to the collective performance through their individualized rendering. Nevertheless, due to the frequency of collective recitation, it is advisable to exercise judicious discretion in its deployment.

In the first grade, students are introduced to sentences practically, starting from the initial days of their academic journey. They actively engage in constructing sentences, providing complete responses to given questions, and gradually developing independent sentence formation skills. Alongside alphabet instruction, collaborative sentence formation and the composition of simple structures are encouraged in the classroom. During this phase, the teacher places emphasis on fostering the ability to construct simple sentences proficiently, while also addressing proper intonation and pronunciation.

The second grade builds upon the foundation laid in the previous year, with continued focus on sentence work. Students at this level demonstrate the capability to provide written responses to the teacher's inquiries, independently generate sentences, and acquire the skill of expanding their expressions. Through systematic observations, they progressively engage in writing concise compositions. Notably, significant attention is given to cultivating the students' expressive reading competence, enabling them to discern intonational nuances and effectively identify appropriate pause placement.

In the third grade, students acquire the competence to utilize punctuation marks beyond the period, including interrogative and exclamatory symbols, at the end of sentences. They engage in practical exercises to familiarize themselves with the intonational patterns associated with interrogative sentence structures. Additionally, they gain exposure to the usage of commas within sentences, particularly in instances of syntactic repetition or coordination between homogeneous constituents.

Moving to the fourth grade, students demonstrate an advanced grasp of syntactic principles, enabling them to systematize their knowledge. They exhibit independent proficiency in employing punctuation marks such as periods, question marks, and exclamation marks, effectively marking sentence boundaries. Furthermore, they exhibit the capacity to adeptly incorporate commas, particularly in the demarcation of coordinated elements within compound sentences. They engage in the production of cohesive compositions, employing rudimentary structures based on predetermined plans. This phase also encompasses the composition of dialogues comprising interactive question-and-answer sequences. Given these developments, sustained emphasis should be placed on fostering the refinement of expressive reading skills. Consequently, meticulous observations can be conducted to assess the accurate rendition of punctuation marks, with particular attention to the appropriate intonation associated with period, question, and exclamation marks.

The utilization approaches of diverse reading methods in native language classes. The incorporation of various pedagogical approaches to reading instruction in native language classes can serve as a means to foster the development of expressive reading proficiency among elementary school students. Primary school educators have the potential to utilize a range of strategies drawn from diverse reading methodologies to cultivate students' expressive reading skills. While providing an exhaustive analysis of each approach is beyond the scope of this discussion, it is deemed sufficient to enumerate select methods. These may include the teacher's model reading, role-based reading activities, and students' oral presentations in the classroom, all of which can contribute to the advancement of expressive reading abilities.

Intonation, as a linguistic feature, encompasses multifaceted functions, with its grammatical-syntactic function being of paramount significance. It plays a crucial role in signaling sentence boundaries, conveying emotions, eliciting specific rhetorical effects, and facilitating the transmission of various structural elements to the listener [3, p. 11].

Primary school teachers should make efforts to enhance students' understanding of grammatical rules by utilizing reading materials in the native language, thereby enabling them to grasp the practical significance of these acquired rules. To this end, "Azerbaijani Language" textbooks for elementary grades offer an ample selection of

suitable narratives, representations, and poems. For instance, in the second grade, the text "Grandfather's Tale" can be employed to facilitate the observation of intonation and the development of expressive reading skills. Given that the text is presented in a dialogic format, the teacher can allocate roles to students, such as the grandfather and nephew characters, thereby fostering their engagement in corresponding reading performances. For example:

Grandfather: Once upon a time there was a girl, whose name was Little Yellow Riding Hood.

Nephew: No!

Grandfather: Ah, I remember it now. Little Red Riding Hood. One day her mother calls her and says, "Take this butter and take it to your grandmother."

Nephew: Oh... You got it wrong.

Grandfather: Alright, alright. As the girl walks through the forest, she encounters a wolf.

Nephew: You've mixed up everything.

Grandfather: Yes, yes. The wolf asks, "Who's asleep, who's hollow?"

Nephew: No! No!

Grandfather: Alright then, I know. The girl responds, "I'm cooking porridge for myself!"

Nephew: It's not like that at all.

Grandfather: You're right! Then the fox says, "If you want, I'll divide the cheese into two equal parts."

Nephew: Which fox, what cheese? Oh, grandfather, you've confused everything. You can't even tell a simple story...

The utilization of the provided text, structured around dialogues, serves to foster a lively and emotionally engaging atmosphere among students, thereby enhancing their enthusiasm for instruction. By incorporating question and exclamation sentences, which are instrumental in conveying expressive nuances through intonation, it becomes possible to cultivate these expressive qualities in students.

Furthermore, the instructor can introduce tasks that involve the transformation of simple sentences into complex ones through modifications in intonation. For instance, a prompt such as "March 21st marks the celebration of the Novruz holiday. On this auspicious day, the arrival of spring is heralded. The thawing of snow commences with the advent of summer. Streams and waterfalls cascade abundantly in all directions. The soil undergoes a gradual reddening process. Verdant grasses initiate their growth. Slopes are bedecked in vibrant greenery. Blossoms and blooms lend an exquisite adornment to the surroundings." This particular exercise offers an opportunity for students to engage in the discernment of intonation patterns. The systematic exploration of intonation patterns in turn facilitates the seamless acquisition of expressive reading and articulation proficiencies.

"Students can differentiate themselves from others based on their ability to employ the 'exclamation sentence' in a heightened emotional register. This enables the introduction and cultivation of the concept of the 'exclamation sentence' among students in lower grades" [6, p. 169].

In order to facilitate conscious engagement of students during the reading process, special attention should be given to the accuracy and expressiveness of their delivery. The role of speech in comprehending the meaning of a text holds significant importance during verbal interactions. Meaning extends beyond the mere semantic content of words and encompasses the purpose for which those words are employed. It should be noted that the semantic content of words may not always align precisely with the conveyed ideas within a sentence. In other words, identical words can convey diverse meanings. For instance, the sentence "I don't have time today" can be utilized for the following purposes:

"I don't have time today" – with the intention of excusing oneself from not being able to perform any tasks;

"I don't have time today" – with the purpose of evading or mocking the interlocutor (if capable of doing a task but chooses not to do it or doesn't want to);

"I don't have time today" – with the goal of complaining about one's own situation and involving the interlocutor in one's own troubles;

"I don't have time today" – with the intention of dismissing a persistent interlocutor, forcing them to retreat or feel embarrassed;

"I don't have time today" – with the aim of demonstrating the inability to accomplish any tasks, and so on.

As it appears, this sentence remains unchanged in its content and the order of words within the sentence. However, depending on its delivery, this sentence can be used to convey various meanings.

The level of requirements for expressive reading. The level of requirements for expressive reading can encompass the following aspects:

I. Technical prerequisites for expressive reading: mastery of proper breathing techniques, precise and articulate pronunciation, fluent and unhurried tempo, accurate identification of logical and poetic stresses.

These fundamental conditions are introduced and cultivated in the early stages of education, starting from elementary classes, and gradually fortified with more intricate literary materials.

II. Demands associated with expressive reading: deliberate modulation of vocal pitch at appropriate junctures, adept utilization of intonation patterns in declarative, interrogative, imperative, and exclamatory sentences, discernment of logical emphasis and consequent subdivision of sentences using well-placed pauses, skillful employment of intonational cues to accentuate relevant junctures, adept manipulation of vocal timbre to convey subtle emotional nuances, and proficient utilization of punctuation marks to enhance the overall delivery.

Intonation in speech exhibits diverse functions, among which the grammatical-syntactic function holds paramount significance. This is due to the fact that the completeness or incompleteness of a sentence, its constituent segmentation, the expression of emotional nuances, the effective delivery of specific linguistic structures to the recipient, and other related aspects are realized through the modulation of intonation patterns.

Each sentence possesses its inherent and distinctive intonation contour. Intonation serves as an indispensable auxiliary means for the expression of ideas and emotions within a sentence. Scholars contend that "Intonation is such a pivotal component of our speech that individual words, even when adequately connected, fail to form a coherent and precise utterance in its absence, whereby an objective reality can be faithfully conveyed and the speaker's attitude towards it can be effectively conveyed" [5, p. 18].

In the book "Methodology of Teaching the Mother Tongue in Primary Classes" by A. Abdullayev and Y. Kerimov, it is articulated that the teacher should provide assignments pertaining to any given syntactic rule and encourage students to independently apply the acquired knowledge in their own verbal expressions. The expected outcomes include proficient and expressive reading of all texts, as well as accurate pronunciation of words by the students [2, p. 36].

Similarly, G. Abdullayeva, a promising researcher in the field of methodology, asserts that "speech is shaped through the utilization of phonetic-linguistic tools such as respiration, tone, timbre, pause, stress, syntax, orthoepy, and others. These elements are regarded as pre-expressive means of enhancing speech expressiveness within the framework of prelinguistic aspects" [1, p. 3].

The absence of proper utilization of intonation in a sentence can give rise to semantic ambiguity. Even a seemingly simple sentence can be read in multiple interpretations by manipulating its intonation. For instance, the sentence "My friend's captivating stories inspire me" can be understood differently based on intonation patterns. Initially, it can be read in a manner that truly reflects the emotions of an individual being inspired by the captivating stories of their friend. Alternatively, the phrase "my friend's" can be pronounced with a specific tonal emphasis, conveying a completely opposite meaning. Similarly, the phrase "captivating stories" and "inspire" can be expressed not as independent entities but rather in a sarcastic tone (referred to as sarcasm intonation), resulting in the depiction of a person who is affected by displeasing stories told by a genuine friend. Additionally, the given sentence can be read with different intonations such as declarative, interrogative, or exclamatory, thereby generating three distinct variations of the sentence:

My friend's captivating stories inspire me.

My friend's captivating stories inspire me?

My friend's captivating stories inspire me!

In their scholarly work entitled "Lectures on the Methodology of Teaching the Mother Tongue in Elementary Classes", Sh. Z. Nabiyeva, G. A. Abdullayeva, and A. S. Kerimova assert that intonation, through its amplification of word meaning, often surpasses mere lexical representation. This linguistic phenomenon allows intonation to convey contrasting implications, as it can subvert the intended meaning of a given word. For instance, when a teacher examines a student's poorly crafted and deficient assignment, exclaiming, "Excellent!" with an extended and emphasized utterance of the sound "E," the teacher employs intonation not to express approval, but rather to convey irony, sarcasm, and reproach, thus diminishing the child's efforts.

In the expression of thoughts and emotions, the psychological intonation plays a crucial role in the articulation of meaning, content, and our cognitive engagement. It is through intonation that the author's feelings, imagery, psychological state, and the literary significance of the work are comprehended [4, p. 237].

In the pedagogical process of teaching syntax, the teacher should place significant emphasis on intonation to instill proficient expressive reading skills and strive to elucidate it through comparative elucidations with punctuation markers. While students may fully grasp punctuation markers only in the third and fourth grades, it is imperative to commence their practical training in this regard from the very outset, specifically in the first grade.

The esteemed methodologist and scholar Y. Kerimov articulates that each instructional session should serve as a catalyst for development. Education and upbringing must jointly facilitate the progress of the individual. However, it is unreasonable to expect any lesson to autonomously foster developmental growth in children. To address this, the lesson requires a specific developmental orientation that engages students in activities that promote the advancement of their sensory perception, physical movement, intellectual faculties, volition, emotional well-being, and motivational spheres [3, p. 335].

Presently, the contemporary educational and self-learning systems, which rely extensively on accumulated knowledge, strive for its succinct assimilation, resulting in the prominence of tests and interactive teaching methodologies. Under such circumstances, knowledge is presented in a condensed manner, while attempting to maintain its essence. Consequently, tutoring has gained prevalence, as tutors actively participate in lessons to prepare children for higher education, albeit focusing solely on specific subjects, thereby disregarding the need for a comprehensive and polytechnic approach to education. Within university lecture halls, lectures are often dictated by instructors, diminishing the pleasure of engaging with books and hindering a holistic comprehension. The establishment of connections between topics is neglected, and cognitive processes frequently succumb to rote memorization. Memory retention weakens as a result, and all these factors detrimentally impact specialist training and personal development.

The establishment of such a circumstance is believed to be increasingly evident in primary schools. It is imperative to foster the development of children's memory through the cultivation of comprehension, literary imagery, aphorisms, and idiomatic expressions.

Conclusion. Based on the aforementioned discourse, the following conclusions can be derived:

1. In order to effectively orient language instruction, the teacher should engender in students a conceptualization of language as a pivotal tool for communication in individuals' lives, emphasizing its role as a medium of "interpersonal exchange" and beyond. Students should be cognizant that the deliberate pronunciation of words, particularly with an elevated tone, serves the purpose of eliciting specific thoughts and emotions in listeners, thereby exerting a substantial influence on their consciousness.

2. From a psychological perspective, the reliance on intonation assumes paramount significance. The degree of clarity in imagination directly corresponds to the degree of emotional conveyance. Hence, it is imperative for educators to impart to students the ability to "visualize" vivid and captivating mental images that underlie the text. It is essential for teachers to bear in mind that intonation arises as a result of a complex interplay between emotions, excitement, and intellectual ideas within speech. The imaginative faculties exert varied effects and engender diverse intonational patterns. By means of intonation, the listener's interpretation of the speaker's perspective on an event can be effectively delineated.

3. During the process of expressive reading, the instructor should employ literary devices in a practical manner, aiming to faithfully represent the intended meaning of the text. The ability to ascertain and effectively convey meaning through intonation constitutes an essential aspect of this endeavor. For instance, students should be cognizant that the aforementioned sentence "I don't have time today" encapsulates a single idea, namely the preoccupation with a task on the given day. However, through manipulation of intonation and strategic emphasis, this idea can assume varied meanings and interpretations.

The instructor should endeavor to facilitate students' comprehension of the meaning conveyed in their readings. Consequently, it becomes the pedagogical duty of the teacher to underscore the significance of intonation in expressive reading for the students. By acquainting the students with the essential attributes of expressive reading, namely the accurate perception and emotional apprehension of literary imagery, as well as an appreciation for the aesthetic potency and beauty inherent in a literary work, the teacher not only familiarizes them with these distinctive qualities but also provides guidance through their own exemplary renditions.

To ensure the effective integration of expressive reading into the instructional process, it is crucial to accord substantial importance to expressive reading across various disciplines. The teacher may employ pedagogical tools such as incisive questioning and the creative delivery of texts during expressive reading sessions to actively engage the students. Furthermore, the utilization of active and interactive strategies, including comparative analysis, synthesis, generalization, categorization, textual segmentation, emphasis on key concepts, structural organization, selective reading, oral presentations, and other similar techniques, can prove highly beneficial.

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Абдуллаєва Махіра Мовлуд. Роль інтонації у розвитку навичок виразного читання та просодії в початкових класах

У цій статті розглядається ключова роль інтонації у формуванні навичок виразного читання та просодії серед учнів початкових класів. Дискурс зосереджується навколо інтеграції інтонації у вихованні емпатичного залучення, всебічного розуміння та підвищеного емоційного резонансу в дітей під час педагогічного процесу роботи з літературними творами. Отже, формування здібностей до передачі й розуміння різноманітних відтінків емоцій, стосунків, оцінок вимагає навчання дітей міміці, пантоміміці, жестам, інтонації. У статті викладено методичні основи реалізації декламації віршів та розігрування ролей, наголошено на неодмінному значенні інтонації. У ньому наведено фрагменти з літературних творів у рамках програми початкового рівня «Азербайджанська мова», роз'яснено відповідні вказівки щодо їх правильного перетворення. Крім того, у статті йдеться про інтонаційні заняття з першого по четвертий класи, підкреслюючи доцільність використання динамічних та інтерактивних методологій під час уроків виразного читання. Розглянуто рольове читання у розвитку засобів виразного читання та обґрунтування ілюстративними зразками, які ілюструють підвищену інтонацію. Наприклад, використання тексту «Дідусева історія» у другому класі дає можливість спостережливого аналізу інтонації шляхом розподілу та скерування виконання учнями відповідних ролей, а саме – батька та племінника. Крім того, у статті наголошується на можливості слів передавати різноманітні конотації за допомогою ідентичних лексем. Крім того, викладено технічні аспекти виразного читання, зокрема правильне дихання і видих, точне й зрозуміле вимовляння, розмірений темп, влучне визначення логічних і метричних наголосів, дотримання відповідних інтонаційних моделей у оповідальних, питальних, наказових і окличних реченнях, а також доречність розділових пауз. Зрештою, стаття завершується пропозицією виважених рекомендацій щодо практики виразного читання.

Ключові слова: *учень, інтонація, учитель, виразне читання, вміння, спілкування.*

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ПІДГОТОВКА МАЙБУТНІХ УЧИТЕЛІВ ДО СТВОРЕННЯ АУДІОФАЙЛІВ ЗАСОБАМИ ОНЛАЙН-СЕРВІСІВ ТА ПРОГРАМ

Для підготовки майбутніх вчителів важливим є створювати авторські дидактичні матеріали, які актуалізують, урізноманітнюють освітній процес викладання математики закладу загальної середньої освіти. Використання сучасних інформаційних та комунікаційних технологій для створення авторських дидактичних засобів стає більш зрозумілим учням, якщо вчитель буде використовувати сучасні засоби онлайн-сервісів та програм. Сучасне суспільство характеризується інтенсивним впровадженням комп'ютерних мереж і масовим використанням ресурсів глобальної мережі Інтернет з метою інформаційних потреб. Ця обставина ставить перед системою освіти завдання формування готовності випускників до використання сучасних інформаційних ресурсів. Рівень професійної підготовленості сучасного вчителя в значній мірі визначається тим, в якій мірі він вміє професійно використовувати досягнення інформаційних технологій в освітній діяльності. Створення аудіофайлів засобами онлайн-сервісів та програм дозволяє активізувати процес навчання здобувачів освіти за рахунок поєднання логічного та образного способів засвоєння інформації. Інтерактивність мультимедійних технологій надає широкі можливості для реалізації особистісно-орієнтованих моделей навчання старшокласників. З розповсюдженням у світі нових інформаційних і технічних засобів навчання у закладах вищої освіти склалася передумова появи і розвитку нового напрямку в освіті – медіанавчання, що ґрунтується на медіаосвітніх технологіях. Актуальність проблеми використання медіаосвіти в освітній сфері спонукає до організації педагогічних досліджень, з'ясування педагогічних умов застосування медіаосвітніх технологій для формування інформаційної компетентності майбутніх учителів. Тому використання дидактичних онлайн-сервісів та програм в дистанційній освіті займає чільне місце в сьогоденному освітньому процесі та допомагає в підготовці майбутніх вчителів до створення аудіофайлів.

Ключові слова: *аудіофайл, авторський дидактичний засіб, медіакомпонент, медіаосвіта, медіаосвітні технології, онлайн-засіб, освітній процес, програмний засіб.*