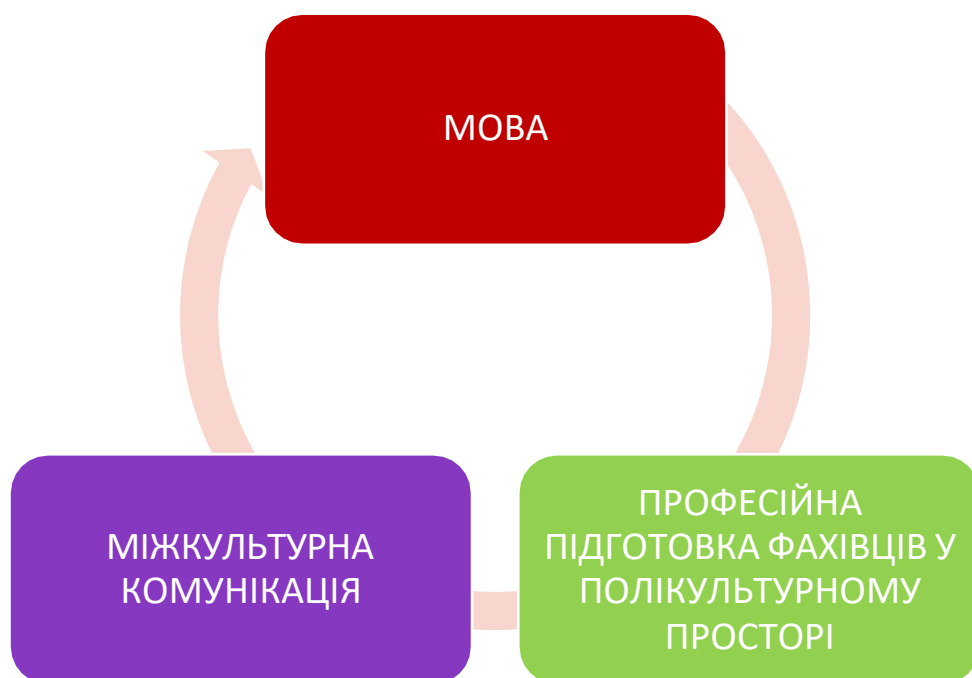


**АКТУАЛЬНІ ПРОБЛЕМИ ФІЛОЛОГІЇ І ПРОФЕСІЙНОЇ  
ПІДГОТОВКИ ФАХІВЦІВ  
У ПОЛІКУЛЬТУРНОМУ ПРОСТОРІ**



**ХАРБІН – 2022**

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**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**

Державний заклад

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І ПРОФЕСІЙНОЇ ПІДГОТОВКИ ФАХІВЦІВ  
У ПОЛІКУЛЬТУРНОМУ ПРОСТОРІ**

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## **THE IMPORTANCE OF CONTRASTIVE SCIENTIFIC RESEARCH IN PHONETICS**

*Key words: phonetics and phonology, segmental and, suprasegmental levels, contrastive research.*

Language is the main system of communication between people, it is obviously the main system available for people for accumulating information for knowing the world and everything around them.

In this day and age, at the time of radio, television, the Internet and various talking devices, oral speech information acquires especially great significance.

It should be noticed that in spite the fact oral speech has always been in focus of the communicative process the scientific study of speech sounding speech began at the end of the 19th and the beginning of the 20th century.

The factors that stimulated the development of phonetics as a science were:

1. more thorough acquaintance with the functioning of the human speech apparatus;
2. the investigation of many linguists who studied languages that had no alphabets;
3. the compiling of alphabets for the languages mentioned above.

Segmental units – speech sounds and syllables are to be examined from physiological, acoustic and functional point of view but they constitute only one of the elements of the phonetic system of the sounding speech [2]. Besides the sounds, the object of phonetics is suprasegmental units of speech – sense-groups, phrases, overphrasal unities and the text – the highest suprasegmental unit of speech.

The narrow definition of phonetics, which was acceptable at the early period of phonetics development, is inadequate now. Nowadays phonetics is understood as a science which studies all the phonetic means of semantic expression in oral speech – speech sounds, stress and intonation [3]. Thus, phonetics is a branch of linguistics that studies pronunciation, i.e. all the phonetic means of semantic expression in oral language – speech sounds, word stress and intonation and all the phonetic units of speech: speech sounds, syllables, phonetic words, sense-groups, phases, overphrasal unities and the text. Their formation, physical acoustic nature, perception and their semantic, grammatical and lexical role and functions in speech are to be studied in the 21-st century [3, 5, 6].

Several branches of phonetics are distinguished. The main of them are:

**Articulatory** phonetics is a branch of phonetics that studies the production and the articulation of sound means in oral speech.

**Acoustic** phonetics is a branch of phonetics that studies acoustic qualities of speech sounds, syllables, phonetic words, syntagmas, phrases, overphrasal unities and the text.

**Auditory** phonetics is a branch of phonetics which studies the perception of all the phonetic means of oral speech and their interpretation.

**Phonology** is a branch of phonetics which studies the semantic functions of speech sounds and other phonetic means of semantic expression in verbal communication – speech sounds (phonemes), word stress and intonation.

Such phenomena as speech sounds (phonemes), word stress and intonation are phonematically relevant in English and Ukrainian.

The main principles of segmental and suprasegmental phonetics are universal, i. e. similar in all the syllabic languages but the rules of different mechanisms involvement in speech process may be different in different languages.

It must be said that at present experimental investigations of the nature and structure of the oral speech employs modern acoustic devices and special computer programmes. It is experimentally proved that semantics of oral speech in Germanic languages involves different spheres – phonological, physiological, auditory syllables in perception have been examined.

Contrastive analysis of English and Ukrainian phonetic characteristics makes it possible to observe that the nature and the main principles of sound formation and division are the same in the two languages. There exist a difference in the rules of correlation of intonation components in the two languages – melody, intensity and duration, which depend upon the phonematic structure of the English and Ukrainian languages. There are some specific features in the structure of rhythm, melody transformations and some peculiarities of the position of the active articulating organs in pronouncing sounds, which constitute the syllables in English and Ukrainian [1, 3, 4].

In spite of the availability of a number of specific language peculiarities in the intonation of utterances, where the intonation simultaneously fulfills several functions under the real conditions of communication, the character of the correlation mechanism “intonation-meaning” is completely identical in the compared languages. More than that, the most essential features of these mechanisms could be treated as language universals.

When an intonation contour is formed under the condition of two or more functions of intonation being realized in a speech act the result is not straightforward and depends on a variety of factors.

The analysis of the character of the functional and semantic factors influence on the degree of stability of intonation models demonstrates that different functions of intonation possess various possibilities of providing such an effect. The most stable are the prosodic models executing the attitudinal and emotional functions of intonation. The status of the other functions towards the attitudinal function of intonation changes from the subordinate one (as in the function of division into sense groups) up to the dominating one (as in the function reflecting the speaker’s emotional state). In correspondence with this status and the poly-functional character of intonation in an utterance, the resulting intonation contour mainly preserves the relevant prosodic features of the dominating function of intonation.

A thorough contrastive study of English and Ukrainian will help the learner to

avoid mistakes and to acquire perfect pronunciation when speaking a foreign language.

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### 多语言 YouTube 汉语教学视频研究

关键词: *YouTube*, 汉语教学, 对外汉语教师

在新媒体高速发展的今天，汉语发展的热潮依旧高涨。对于大多数无法来中国学习的汉语爱好者来说，运用视频媒体进行汉语学习也逐渐成为一大趋势，它具有时空不限、交互性强等优点。*YouTube* 是全球最大的视频网站，该平台上拥有大量的视频资源，深受各国用户的喜爱。*YouTube* 上拥有大量汉语教学视频账号，包括多国语言的汉语教学视频，并且点击率都很高。可见 *YouTube* 视频平台上有相当大的汉语学习用户及需求。汉语教师作为汉语及中华文化传播的主力军，在疫情不断发展的当下，如何打破时间和距离的阻碍，利用好 *YouTube* 等视频平台进行汉语教学，不断扩大汉语的影响力，是一个值得探讨的问题。

#### 一、*YouTube* 视频平台上具有代表性的汉语教学视频号

##### 1. 以英语为中介语的汉语教学频道: Chinese Pod

网址: <http://www.youtube.com/chinesepod>

基本情况: Chinese Pod 于 2014 年 8 月 14 日加入 *YouTube*。以 2021 年 2 月 6 日为基准，订阅人数是 20.2 万名，到目前为止上传的视频数共有 357 个,观看量达到一千万次。

教学内容: Chinese Pod 共包括“初级汉语”“中级汉语””高级汉语“跟着电影学汉语”“成语系列”“声调挑战系列”等 34 个教学栏目，主要包括语音、词汇、语法和汉字四个板块，其中以语音类课程最多。另外，Chinese Pod 还会