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Phonetic and Stylistic Training as a Component of Communicative Skills for Language Teachers: An Interdisciplinary and Linguodidactic Analysis

Halyna Kuznetsova¹ , Nataliya Maftyn², Iryna Danylchenko³, Maryna Kabysh⁴ and Liubov Luchkina-Zahorodnia⁵

ABSTRACT

BACKGROUND

The article examines the phonostylistic features of speech as the main working tool of a teacher, which helps to create a favorable emotional atmosphere, increase students' motivation and maximize their learning. The purpose of this article is to examine professional pedagogical discourse from the perspective of phonostylistics and its impact on the formation of future teachers' communicative competence in the field of language and literature.

MATERIALS AND METHODS

The research methodology is based on a communicative approach and interdisciplinary analysis. The study provides a critical review of current research in the field of phonostylistics, characterizes the impact of phonostylistic means on the effectiveness of speech and the impact on the recipients of information; determines the determinism between communicative competence and the use of phonostylistic techniques in pedagogical activity; formulates methodological recommendations for the use of phonostylistics in the process of forming the communicative competence of a language teacher.

RESULTS

It has been established that the phonostylistic competence of a language teacher is a multicomponent system of knowledge, skills, abilities, as well as attitudes, qualities and values that provides an adequate verbal aspect for each age category of students and for intercultural communication, based on a high level of proficiency in phonostylistic variation, namely, phonemic, prosodic and functional-stylistic aspects of language.

CONCLUSION

Prospects for further research in this area are a multidimensional analysis of speech acts of didactic discourse, as well as description and analysis of their phonostylistic and phonopragmatic characteristics.

Keywords: Phonostylistic competence, Prosodic variation, Pedagogical discourse, Teacher communicative training, Digital phonostylistic methods, Teacher of language and literature

Highlights

- Phonostylistics enhances emotional expressiveness and communicative clarity in teachers' speech.
- A language teacher's phonostylistic competence includes phonemic, prosodic, and functional-stylistic skills.
- Phonostylistic tools—intonation, stress, rhythm, pitch, tempo—are vital for effective pedagogical communication.

- The study links phonostylistic training to the development of communicative competence in future teachers.
- Methodological recommendations support integrating phonostylistics into teacher education programs.

Introduction

The training of future language and literature teachers in the modern pedagogical paradigm requires interdisciplinary and integrated approaches to the development of communicative competence. Interdisciplinarity is the integration of various scientific fields and disciplines, experience and knowledge, methods and techniques for a deeper and broader understanding of the essence of the phenomena under consideration. Phonostylistics is especially important for the development of oral competence. The phonetic properties of speech determine its emotional content, brightness and accessibility. In modern linguodidactics, insufficient attention has been paid to the role and functional features of phonostylistics in the process of forming communicative competence of teachers of Ukrainian language and literature.¹ Mastery of communicative influence techniques is an important professional quality of a teacher. Sound speech, devoid of expressive intonation, is not able to properly convey information to students, arouse interest and desire to study the subject. The qualitative side of a teacher's oral speech is the most important component of his/her professional repertoire, which includes such types of communication in the educational process as transferring and explaining new knowledge, commenting on work and mistakes, as well as interactive communication with students, which is based on the phatic component. A critical analysis of the scientific literature has shown that researchers note the need to adapt innovative teaching methods in the field of communicative competence development.^{2,3} Phonetic and stylistic features of speech affect the perception of information and the establishment of contact between the speaker-teacher and the recipients-students.^{4,5} Scientists also emphasize the importance of adapting digital learning tools for mastering the phonological features of the language.⁶ This article attempts to examine professional pedagogical discourse through the prism of sound realization, from the standpoint of phonostylistics, to argue the importance of studying phonostylistic parameters at two levels, linear and non-linear, and to highlight the tools of phonetic means.

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Ethical approval: The study was conducted in accordance with ethical standards for educational research. The ethical compliance of the study has been confirmed by an independent Ethics Committee composed of representatives from leading universities in the city. All participants provided written informed consent prior to participation, and were informed about the voluntary nature of the study. Anonymity was safeguarded by assigning numeric codes to participants instead of using personal identifiers, and all data were stored on password-protected devices accessible only to the research team. Specifically, the study protocol was reviewed and approved by the Ethics Committee of Taras Shevchenko National University of Kyiv (2024). Protocol No. 12 of the Ethics Committee meeting dated May 15, 2024

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The anonymised dataset generated and analysed during the current study (including test scores and survey instruments) is available from the corresponding author on reasonable request. Due to ethical restrictions and the need to protect participants' confidentiality, full raw data cannot be made publicly accessible

The purpose of this article is to examine professional pedagogical discourse from the perspective of phonostylistics and its impact on the formation of communicative competence of future teachers in the field of language and literature.

In the context of realization of the goal, several specific objectives were set: To make a critical review of modern research in the field of phonostylistics, as well as its linguodidactic potential; to characterize the influence of phonostylistic means on the effectiveness of speech and the impact on the recipients of information; to determine the determinism between communicative competence and the use of phonostylistic techniques in pedagogical activity; to formulate methodological recommendations for the use of phonostylistics in the process of forming the communicative competence of a teacher of language and literature.

Analysis of Recent Research and Publications

Scholars observe that the function of phonostylistics, and specifically pronunciation, in language instruction has diverged greatly, ranging from playing almost no part in the grammar-translation approach to being the main focus of the audio-lingual approach, which places more emphasis on the conventional ideas of pronunciation, minimal pairs, drills, and brief dialogues.⁷ The role of pronunciation in the ESL (English as a Second Language) /EFL (English as a Foreign Language) curriculum, the effectiveness of the programs' focus, and the teaching strategies were all questioned in the late 1960s and early 1970s. The belief that there is minimal correlation between classroom pronunciation instruction and achieved pronunciation proficiency dominated this era. Up until that point, pronunciation programs were seen as “unnecessary, noncommunicative drill-and-exercise gambits.”⁸ However, a shift from teacher-centered to learner-centered classrooms has been impacted by shifting perspectives on language acquisition and instruction. At the same time, teachers' and students' objectives have shifted from language proficiency to more general communicative proficiency. According to today's paradigm, a learner's communication abilities are severely hampered if they lack proper pronunciation.

There are a number of scientific studies devoted to the pedagogical language in its practical implementation, genre and phonostylistically marked. Their detailed consideration allowed us to identify the most important and topical issues, according to which certain areas of linguistic and linguistic didactic research are formed. Most scientists are united in their understanding of the importance of the sound design of professional speech, the segmental component of which is considered as the implementation of the current orthoepic norm of the language, which obliges the teacher to be extremely attentive to the articulatory and acoustic process of sound generation and extraction.^{7,9} According to Setter & Jenkins¹⁰ and Geeraerts¹¹ a proper understanding of intelligibility is at the heart of effective pronunciation teaching, and with it, successful teaching of speaking and listening. The authors believe

that pronunciation is the main factor in successful spoken communication, and teachers should assess their own pronunciation skills and teaching methods, as well as have access to current research to find ways to improve not only their students' communication skills, but also their own. In this regard, the seminal work by Celce-Murcia et al.¹² should also be considered, who formalised the concept of pronunciation pedagogy connecting the notions of segmental and suprasegmental instruction to communicative objectives and Derwing and Munro,¹³ who suggested the use of the notions of intelligibility, comprehensibility, and accent-ness as the key constructs in the study and teaching of pronunciation. They continue to play a central role in shaping modern theories of pronunciation pedagogy and teacher training so that phonostylistic competence can be acquired according to international norms. From the point of view of modern researchers^{2,3,14} suprasegmental organization is a key phonostylistic tool and not only allows us to determine by ear, even without taking into account the lexical and grammatical content, to identify the gender, age, dialect, etc. of the speaker, but also indicates his or her social status and profession. The main markers of a teacher's speech are the following: relatively “smooth” speech flow; boundaries of inter-pause groups and duration of pauses (in most cases dictated by logical and syntactic division of the sentence); moderate speech rate.¹⁵

Bai¹⁶ considers the teacher's voice as a special means of establishing and realizing contact with students and as a motivational factor, which is confirmed by the results of questionnaires and surveys. Based on a comprehensive theoretical and experimental phonetic analysis of individual utterances and texts in general, scientists reveal the problem of the functioning of segmental and supra-segmental means of language in terms of pragmatic linguistics and linguodidactics.¹⁷

Most scientists agree that the quality of the sounds uttered in the stream determines the semantic correctness of the transmitted signal and, as a result, the course and success of communication.¹⁷ Researchers Dasare et al.¹⁸ emphasize that phonetic, lexical and grammatical elements, being multilevel units, do not equally affect the semantic side and very often act compensatory, covering the lack of semantic content of units of one level at the expense of others, with prosody endowed with the greatest potential for variation of semantization. Shapiro¹⁹ argues that the same grammatical structure and lexical content acquire completely different pragmatic meanings when intonation structures vary. Thus, in order to correctly perceive and transmit information, participants in communication need to know prosodic structures, along with other structures for organizing utterances, and use them through the prism of pragmatics. Kuznetsova²⁰ and Cheremskaya and Maslo²¹ described the phonostylistic means of the Ukrainian language and their role in a literary text. Zellou and Lahrouchi,¹⁴ Gambhir et al.²² described the influence of language variations on automatic accentual features of communicative competence. Khaustova et al.,²³ De et al.²⁴ consider

the contribution of emotionally colored speech to the creation of social platforms for communicative competence training.

Römhild²⁵ proposes a discourse-based approach to language education, and Shapiro¹⁹ examines stylistic aspects of language communication. Batsurovska et al.²⁶ investigated the integration of digital technologies and adaptive learning environments into the education of language and literature teachers. At the same time, a number of issues of phonostylistics in the language training of future teachers still require further research.

Methods

Type of Research – Survey Description.

The criteria for assessing the quality of sources were the relevance and objectivity of the publication, the completeness of the topic coverage, and the authoritativeness.

The method of linguodidactic analysis was used to study modern approaches to teaching phonostylistics in higher education in philological specialties. The method of phonetic analysis was used to demonstrate the phonetic features of speech. This method allowed to analyze the sound characteristics of speech and their influence on its expressiveness and emotionality. The method of generalization was used to formulate the conclusions of the study, as well as to summarize theoretical approaches to teaching phonostylistics in the process of professional training of a teacher of languages.

A control group (31 respondents) and an experimental group (33 respondents) were formed. The sample was formed on the basis of voluntary participation. The article represents a conceptual review and implements an interdisciplinary approach to the study of linguodidactic possibilities of phonostylistics in the educational process of higher education for pedagogical specialties. The essence of this approach is to combine the scientific tools of linguistic, pedagogical, and information and communication branches of knowledge. The core research tool is narrative review. The search for literature sources to be included in the sample for analysis was carried out in scientometric databases Wiley, ScienceDirect, JSTOR, MDPI. The sampling period was 2019–2025. The criteria for including and excluding publications were spatial and temporal indicators and the reliability of the information. Inclusion criteria were the year 2015 and later, number of pages no less than 3, and English language. In order to reduce the impact of bias and obtain more objective and reliable results, bias minimization methods were applied, including: strengthening transparency (providing complete information about the research methodology and data analysis process with the possibility of replicating the results); limiting the influence of cognitive biases; adherence to ethical considerations; use of automated data analysis tools to reduce the influence of researcher subjectivity on the analysis process.

The sample consisted of trainee teachers between the ages of 21 and 24 years whose level of English proficiency is intermediate (B1, B2). The experimental design presupposed a pre-test and a post-test, both

of which comprised phonetic reading and stylistic speech production tasks, and were measured with the help of a set of four criteria; accuracy of articulation, regularity of intonation, stylistic adequacy, and communicative clarity in general. Two independent raters did the scoring and inter-rater reliability was established (Cohen 0.86). To ensure methodological transparency, a detailed rubric was developed for the four criteria (accuracy of articulation, regularity of intonation, stylistic adequacy, and communicative clarity). Each criterion was assessed on a 5-point scale with explicit descriptors, and sample tasks included phonetic reading passages, stylistic retelling, and short impromptu monologues. Inter-rater reliability was calculated using intraclass correlation coefficients (ICC), and per-criterion reliability indices ranged from 0.82 to 0.89, indicating high consistency.

A mixed-design ANOVA was conducted with Group (experimental vs. control) as the between-subjects factor and Time (pre-test vs. post-test) as the within-subjects factor. Assumption checks for normality (Shapiro–Wilk), homogeneity of variance (Levene’s test), and sphericity (Mauchly’s test) confirmed that statistical assumptions were not violated. To account for potential baseline differences, additional ANCOVA analyses were run with pre-test scores as covariates, yielding consistent results.

Table X presents descriptive statistics (means, standard deviations, and 95% confidence intervals) for each group and time point. In addition, an effect-size table (Cohen’s *d* and partial η^2) was prepared separately for each criterion and the composite score. Power analysis conducted in G*Power ($\alpha = 0.05$, power = 0.80) indicated sensitivity to medium effects ($f = 0.25$), confirming that the sample size was adequate.

The effect sizes were estimated (Cohen $d = 0.72$) and statistically significant differences were found ($p < 0.05$), which supports the question that focused phonetic and stylistic training can have more communicative benefits. Specifically, post-test scores improved by 18 percent in the experimental group as compared to 8 percent in the control group. The descriptive statistics showed that the experimental group improved from $M = 2.87$, $SD = 0.41$ (pre-test) to $M = 3.74$, $SD = 0.39$ (post-test), whereas the control group improved from $M = 2.83$, $SD = 0.44$ to $M = 3.05$, $SD = 0.42$. Mixed ANOVA revealed a significant Group \times Time interaction, $F(1,62) = 15.46$, $p < .001$, $\eta^2 = .20$, with follow-up tests confirming stronger gains in the experimental group. Criterion-level analyses indicated the largest effect on stylistic adequacy ($\eta^2 = .24$), followed by intonation regularity ($\eta^2 = .18$), with smaller but significant effects on articulation accuracy and communicative clarity ($\eta^2 = .12$ and $\eta^2 = .14$, respectively).

The survey results were summarized using quantitative analysis methods. A comparative analysis method was used to interpret and compare the results.

The research was conducted in the context of a real internship process. The criteria for selecting respondents were: representativeness of participants and the ability to regularly attend experimental classes to ensure the reliability and completeness of the experiment.

The duration of the study was three months, as a necessary condition for the success of the experimental study is its connection with practice. The participants provided informed consent. The confidentiality of the research results was also ensured.

Results

Phonostylistics is a separate branch of linguistic science that studies the pronunciation variants of linguistic units and the patterns of their functioning in different communication situations.²⁷ As an independent field in language theory and linguistics, phonostylistics aims to analyze and systematize the relationship of the following concepts: sound; meaning; the principle of combining sound and meaning in human speech practice. That is, it considers the sound organization of speech as the realization of meaning.

Phonostylistics studies the realization of the potential functional and stylistic possibilities of language at the phonetic level, depending on the goals and objectives of communication, the nature of the content, the type of thinking and various situational possibilities of communication in a particular social sphere. Its main provisions are aimed at analyzing the phonetic, prosodic and stylistic means used by native speakers for specific communication purposes, at their situational and stylistic stratification.

Such linguistic means that allow for successful oral communication in various situations of foreign language communication at the domestic and professional level include phonetic, intonational, and phonostylistic means. The use of phonostylistic means indicates a deep knowledge of the laws of functioning of the phonetic aspect of language in various forms and types of oral communication and, as a result, their implementation in the professional sphere.

Traditional characteristics of the qualitative side of speech, such as accuracy, clarity, appropriateness, adaptability, expressiveness, correctness, logic, and informativeness, contain an important component without which their practical oral implementation is impossible. At the verbal level, this component is sound production, namely the production of segmental units and linear syllable sequences consisting of them, a phonetic word, a syntagm, which, in turn, form units of the suprasegmental level.²⁸

In combination with intonational means (emphasis, tempo, melody, timbre, texture, pause), without which linear units cannot exist on their own, they acquire a real communicative embodiment and are one of the markers of pedagogical discourse. Proceeding from the fact that the minimum unit of linguistic pragmatics is a speech act (interpreted in modern science as an elementary unit of communication, which is characterized by the purposefulness of the speaker in relation to the addressee, conventionality, regulated by linguistic and individual factors), it would be logical to assert that from the phonostylistic point of view it is a sequence of segmental units united into phonetic words and endowed with a set of supra-segmental means.

Objectively, each of the speech acts within the framework set by the language professional pedagogical discourse involves solving specific professional tasks, the success of which directly depends on the inventory of selected phonetic means of linear and non-linear levels. A detailed study of this issue allows us to identify a set of phonetic means, the combination of which is determined by the pragmatic goals and objectives of the speech act (educational and upbringing moment, the required level of pedagogical influence, the age of the students).

At the linear level, these include: clarity, thoroughness and vigor of pronunciation; absence of vowel blending and assimilation; timbral purity throughout the entire sound production; stability in maintaining the clarity of the disjunction of final consonants in rhythmic groups and consonants on pause, stability in the use of liaisons in imperative, explanatory and exclamatory constructions.

At the nonlinear level: tonal variability (lowering, raising the tone, sudden tonal rises and falls) in accordance with the semantic, emphatic and situational load, multilevel pronunciation of peripheral and central parts of the text to enhance the perception of emotional and evaluative and subject-logical information; alternation of loud and quiet speech; temporal variability (slow, normal accelerated pace); grammatical pauses, ungrammatical pauses (psychological, "speaker's") that give stylistic and emotional coloring, a system of rhythmic accents (phrasal, logical, syntagmatic, rhythmic, additional); a system of separating accents (intellectual and affective); melodic models that perform signifying and expressive functions.²⁹

Melodious speech, including timbre, tone of voice, pitch and rhythm, is inextricably linked to the auditory sensations it uses, the feelings it evokes, and the image it forms. It becomes very important for a teacher to realize that through his or her vocal behavior, tone, and rhythmic organization of speech, affective relations are established in the institutional pair "teacher-student" that do not depend on the country of residence, native language, culture, age, gender, and other factors.

Phonostylistic means form the expressiveness of the text, its emotionality and give it structural integrity. The main phonetic techniques include alliteration, assonance, epiphora, anaphora, periphrasis, gradation, ellipsis, etc.⁴ Alliteration is based on the repetition of the same or similar consonant sounds in one or more words, thus adding emotional color to the statement, creating a certain musical effect.²⁰ Assonance is based on the repetition of vowel sounds, which creates a harmonious sound and euphonic effect.

The technique of phonostylistic gradation involves a gradual increase or decrease in the intensity of speech caused by rhythmic intonation. This technique is often used in public speaking.² Intonational expressiveness and accentuation are extremely important in teacher's speeches, helping to establish emotional contact with listeners, increase the meaningfulness of statements,³⁰ improving the aesthetics of speech, and the rate of speech, intonation, emphasis, pauses and melody

affect the attention of listeners and the quality of information assimilation.⁵

The main components of phonostylistics include:

1. Intonation (raising and lowering pitch).
2. A voice that can express questions, statements, or emphasize certain emotions.
3. Emphasis: The emphasis placed on certain syllables or words to convey meaning or importance.
4. Rhythm: A pattern of stressed and unstressed syllables that contributes to the fluency and musicality of spoken language.
5. Tone: conveys the attitude toward what is being said or the attitude toward the interlocutor.

These components are important for the effective transmission and interpretation of spoken messages because they provide clues to the speaker's intentions and help create coherence in communication.³¹

Additionally, the student needs to actively participate in their own education and become a part of the learning process. The course material, which emphasizes teaching suprasegmentals, connecting, intonation, with listening comprehension, and allowing for meaningful pronunciation practice, should be incorporated into the communication class. The teacher must serve as a "speech coach"³¹ rather than just a pronunciation checker. He ought to support learning by keeping an eye on and adjusting speech creation, speech performance, and English at two levels.

The study of the content of all components of communicative competence gives us the right to state that phonetic, prosodic and functional-stylistic components that make up phonostylistic competence are constituent elements of almost all subcompetencies of communicative competence, which is partly implicit and partly explicit (Table 1).

In our opinion, the phonostylistic competence of a teacher of foreign languages is that as an integrating link in the structure of communicative competence, it

combines the whole range of knowledge, skills, attitudes and values, the formation of which indicates a high professional level of teachers. Phonostylistic competence is a cross-cutting component of all sub-competencies that make up communicative competence, as illustrated in Figure 1.

The proposed conceptual model differs significantly from existing competency frameworks. In particular, Canale & Swain's framework includes linguistic competence (knowledge of lexical, grammatical, phonetic, and other aspects of language), sociolinguistic competence (knowledge of the specifics of language use in different social contexts), discourse competence (the ability to construct coherent speech taking into account the context and structure of discourse), and strategic competence (the ability to use verbal and non-verbal strategies). Comparing the structure of Canale & Swain with the proposed concept, it is worth noting the latter's emphasis on communicative competence in all its variability.

At the same time, when comparing it with the Common European Framework of Reference for Languages, which is based on the principle of equality, it is worth noting the blurred boundaries between the individual levels of competence mastery in the proposed concept, in favor of a comprehensive approach to the development of teachers' communicative skills.

Training Module for Language Teachers

Phonetic and stylistic training of language teachers should ensure the formation of skills for effective teaching of pronunciation, awareness of the mechanics of sound production, stress patterns, and intonation. The training module for language teachers should include:

- 1) phonetic training:
 - understanding speech sounds, their classification, methods of formation (articulation) and grouping (phonology);

Table 1 | Phonostylistic components of a teacher's communicative competence

Component structure of the communicative competence of a teacher of foreign languages	Phonostylistic component
Linguistic competence (LC)	A set of knowledge about the sound units of language and physiological features of their realization (phonemes, phonemic transcription, classification of speech sounds, stress, rhythmic group, syntagm, etc.); about intonation, pronunciation styles, dialects.
Socio-cultural competence (SCC)	A set of knowledge about the meaning and use of phonetic and functional and stylistic means, phonostylistic variation depending on the context of the communicative situation, pronunciation variability, overcoming dynamic language stereotypes.
Sociolinguistic competence (SLC)	Knowledge of the functioning of phonetic and functional-stylistic units, their differentiation (social affiliation of the communicator, age, profession, educational level) and methods of selection for putting into practice and achieving the goal.
Social competence (SC)	Includes a set of skills and abilities in the field of adaptation of one's own pronunciation and stylistic variation in accordance with the normative production canons of the language and a given communicative task.
Discourse competence (DC)	Includes a set of knowledge, skills and abilities in the field of phonostylistic organization of speech utterances, their intonation, the ultimate goal of which is to activate, capture and pay attention to other participants in communications.
Strategic competence (SC)	Includes the use of the entire range of linguistic (phonetic and functional-stylistic means) and extralinguistic means (speech pauses, gestures, facial expressions, etc.)

Source: created by the authors

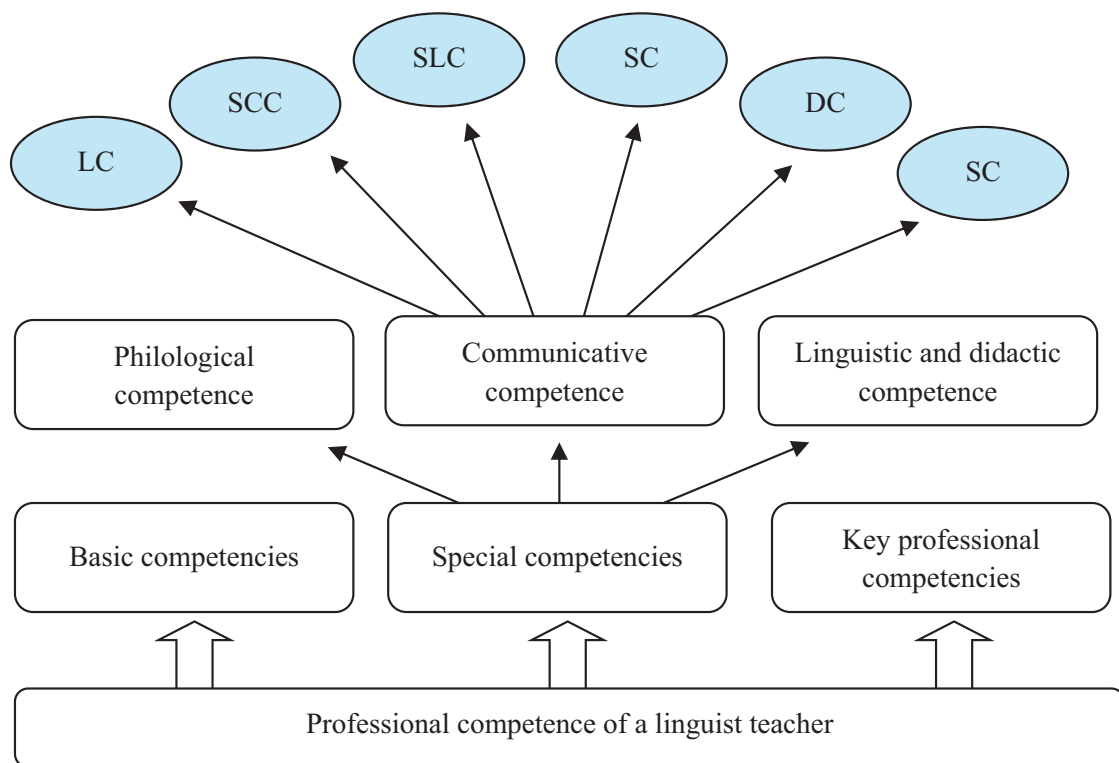


Fig 1| Phonostylistic competence concept
Source: Created by the authors

- familiarization with the International Phonetic Alphabet and pronunciation training, development of skills for identifying and correcting pronunciation errors, mastering methods for teaching sound recognition and accurate reproduction;
 - learning diagnostic assessment methods for identifying pronunciation difficulties (in particular, the minimal paired reading methodology for assessing pronunciation);
 - mastering prosodic features of speech (stress, rhythm, and intonation);
 - familiarization with various language teaching strategies for improving pronunciation (pair exercises, tongue twisters, listening with imitation, recording students' pronunciation and providing feedback to optimize individual aspects);
- 2) stylistic training for teachers:
- understanding linguistic variations and stylistic devices (alliteration, metaphors, comparisons);
 - developing creativity;
 - comparing different styles, developing skills in using language for different purposes;
 - developing skills in literary stylistic analysis;
 - integration of phonostylistics into the process of teaching language disciplines.

needs, and help them create a positive image of themselves as foreign language speakers. The advantages of phonetic and stylistic training include improved pronunciation and a deeper awareness of linguistic aspects, increased overall professional competence and cultural skills of teachers, and more engaging and interactive lessons.

The proposed interventions can be empirically evaluated in studies through the use of performance analysis methods (for example, skills tests) and pedagogical experiments. The choice of a specific empirical research method should be determined by the task at hand and the available resources.

Within the framework of the study, a pedagogical experiment was conducted, which included diagnostic, formative, conclusive, and summarizing stages. As the diagnostic stage showed, the levels of learning of students in the Experimental Group and Control Group are comparable. At the formative stage, the principles of the proposed module were used in the Experimental Group internship process. At the summative stage, obvious changes were recorded: in the Experimental Group, the learning coefficient increased by 18%, and in the Control Group, by 8%, which indicates the effectiveness of the proposed methodology.

The "learning coefficient" (LC) was calculated as a normalized gain index, following Hake (1998) and Bao (2006). The formula applied was:

The ultimate goal of the described strategy is to help students develop conversational foreign language skills that are easy to understand, meet their specific

$$LC = \frac{(Post\text{-}test - Pre\text{-}test)}{(Max_score - Pre\text{-}test)} \times 100$$

This metric allows comparability across groups of varying initial levels, since it represents the ratio of achieved improvement to the maximum possible improvement. In our study, the experimental group achieved $LC = 0.41$, while the control group reached $LC = 0.18$, which is consistent with the interpretation thresholds proposed by Hake (1998). To ensure alignment with established practices, the obtained values were cross-checked against the normalized gain calculations (Hake, 1998; Bao, 2006). Both methods yielded highly consistent results, confirming the robustness of the observed differences between groups.

The above formula allows one to compare groups of varying initial levels by considering how much progress can be made and how much is actually achieved. The same procedures of learning gains measurement have been confirmed in other educational studies, such as the normalized gain method developed by Hake that is widely applied to measure instructional effectiveness.^{32,33}

It can be concluded that the phenomenon under study is an important component of the overall communicative competence of teachers, as it affects their ability to establish contact with students, explain language effectively, and ensure an interesting learning process.

Discussion

To avoid redundancy, the discussion integrates previous research only in relation to interpreting our findings. This ensures a coherent link between experimental results and the wider literature on phonostylistics. The pedagogical observation shows the effectiveness of phonostylistic means such as alliteration, assonance, gradation and anaphora in improving the quality of future teachers' professional speech. The results of the analysis indicate the need to use digital technologies for the development of phonostylistic skills and the introduction of multimedia methods to improve the effectiveness of educational communication. This approach is suggested by Gambhir et al.,²² who emphasize the role of multimedia methods in teaching communication.

Authors agree with Halian et al.³⁴ that pedagogical professional discourse is a multicomponent concept and includes professional proficiency in language, rhetoric, basics of oratory, culture of language communication, professional ethics, stylistics, and mastery of strategies of language behavior depending on the communicative situation. For a teacher of language and literature, mastery of professional pedagogical discourse turns into a multilingual phenomenon that requires special attention in professional training.² It is these facts that confirm the need to develop the phonostylistic competence of a teacher of language.³⁵

Authors offer the following methodological recommendations for the formation of phonostylistic competence of future language teachers:

- 1) Analyze the sound features of the language while studying linguistic disciplines. Teachers

can conduct classes in which they analyze various sound elements of speech, such as intonation, rhythm and tempo. This will help teachers realize how these elements affect students' comprehension of information.

- 2) Practice articulation and diction during practical classes. Regular exercises to improve articulation and diction will help teachers express themselves clearly and understandably. This can include reading aloud, tongue twisters, and other exercises that develop speech skills.
- 3) Use phonostylistic techniques in teaching to create an emotional background. This may include the use of metaphors, alliteration and other stylistic devices.
- 4) Develop listening skills so that future teachers can quickly respond to students' needs and adapt their communication style.
- 5) Feedback and self-analysis: future language teachers should regularly receive feedback on their speech from colleagues and students. This may include video recordings of lessons for further analysis, which will help to identify strengths and weaknesses in the use of phonostylistics.

The focus of pronunciation should be adjusted away from achieving 'perfect' pronunciation and toward more realistic goals such as functional intelligibility, communicability, enhanced self-confidence, speech monitoring abilities, and speech modification tools for use outside the classroom.

Burgess and Spencer³⁶, researching phonetics and pronunciation in integrated language teaching and teacher education, substantiate strong links between the fields of pronunciation teaching and language teacher education and training. The researchers argue for the importance of developing awareness and control skills, and that methods and goals for teaching pronunciation should include "engaging the whole personality of the learner."

This can be done by offering three dimensions: physical, emotional, and intellectual engagement of the learner.

Thus, it is expedient to include formation of the following skills into training of language teachers: providing meaningful materials (the teacher must be particularly careful when choosing or creating materials that include brief dialogues, pair words, or other contextual exercises in addition to a sufficient focus of the sound to be rehearsed); utilizing tongue twisters, games, and songs (since motivation is a key component of pronunciation, including games, songs, and tongue twisters can boost students' motivation in a pronunciation lesson; the more driven the student is to get better at speaking, the more fulfilling the instruction will be; the first thing to keep in mind while selecting songs is that they should be easy enough for the kids to practice individual sounds, rhythm, and stress); agile assessing students' progress (in order for students to understand what they have done and what they still need to do,

the teacher should periodically give them information on their performance; when a student's performance reaches a specific point, a teacher should engage them in a speaking exercise (a role-play, discussion, communication game, storytelling exercise, or speech competition) to make the learning process more engaging; the goal is to teach the kids how to pronounce words correctly when they talk on their own).

Although the results are encouraging, a number of limitations are to be noted. To begin with, internal validity could have been affected by the effect of maturation during the three months period, the effects of repetition in testing and the Hawthorne effect because of the fact that the participants were aware that they were being observed. Second, the research took place in one institution with trainee teachers of intermediate level of English knowledge (B1-B2) that can restrict the extrapolation of the findings to other settings, other levels of proficiency, or prolonged trainings. The follow-up study ought, therefore, to repeat the intervention in various institutions and to lengthen the observation and to involve learners with a more varied proficiency rank.

Conclusion and Prospects for Further Research

Phonostylistics in the training of future language teachers has an impact on improving the quality of future teachers' speech, giving it emotional expressiveness and structural clarity, thereby improving communicative effectiveness and impact on the audience. In the training of language teachers, special attention should be paid to language tools that ensure a high professional level of teaching, since a teacher of language and literature is a kind of benchmark in comprehending linguistic fundamentals, and his or her speech (articulation, diction, intonation, pace, appropriate lexical and grammatical baggage, etc.) is a tool for clear and precise expression of thought, accessible to all categories of students. The importance of this aspect is confirmed by the fact that most of the information a person receives verbally, by hearing.

The phonostylistic competence of a language teacher is a multicomponent system of knowledge, skills, abilities, as well as attitudes, qualities and values that provides an adequate verbal aspect for each age category of students and for intercultural communication, based on a high level of mastery of phonostylistic variation, namely, phonemic, prosodic and functional-stylistic aspects of language.

The formation of phonostylistic competence as a multicomponent system of knowledge and skills in mastering the phonetic tools of the language for didactic purposes should be carried out in the senior courses of training future teachers of the Ukrainian language and literature within the discipline "Phonostylistics". The formation of such a competence should be characterized by a high level of phonostylistic variation, i.e. mastery of phonetic, prosodic and functional and stylistic aspects of the language. This will help to improve the pronunciation culture of language teachers and

the effectiveness of the educational process, as well as harmonize institutional relations.

Prospects for further research in this area include a multidimensional analysis of speech acts of didactic discourse, as well as a description and analysis of their phonostylistic and phonopragmatic characteristics. The methodological foundations of forming phonostylistic skills in different educational environments also require further study.

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