

**THE ROLE OF PHONOSTYLISTICS IN DEVELOPING COMMUNICATIVE
COMPETENCE OF FUTURE LANGUAGE AND LITERATURE EDUCATORS**

*O PAPEL DA FONO-ESTILÍSTICA NO DESENVOLVIMENTO DA COMPETÊNCIA
COMUNICATIVA DOS FUTUROS PROFESSORES DE LÍNGUA E LITERATURA*

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ABSTRACT

Phonostylistics is an important factor in forming future teachers' communicative competence in the language and literature education field, as it affects the effectiveness of speech, its expressiveness and perception by the audience. Despite the growing interest in teachers' communicative skills, the role of phonostylistic means in this process remains insufficiently studied. The study aims to analyse the impact of phonostylistics on the development of communicative competence and the effectiveness of pedagogical speech. The research methodology is based on a communicative approach and interdisciplinary analysis. The obtained results confirm that the use of phonostylistic means (alliteration, assonance, gradation, anaphora, intonation expressiveness) contributes to the improvement of the level of future teachers' speech culture, improves their interaction with students and has a positive impact on the learning of educational material. The practical significance of the work lies in the formulation of conclusions that can serve as a basis for developing recommendations for introducing phonostylistics into the curricula of pedagogical institutions, which will contribute to the training of highly qualified teachers with developed communicative competence. Further research can focus on an in-depth analysis of the impact of intonation expressiveness and phonetic characteristics of speech on the learning process in a multilingual environment.

Keywords: communicative competence, pedagogical speech, phonetic means, interactive learning.

RESUMO

A fono-estilística é um fator importante na formação da competência comunicativa dos futuros professores no domínio do ensino da língua e da literatura, uma vez que afecta a eficácia do discurso, a sua expressividade e a percepção pelo público. Apesar do interesse crescente pelas competências comunicativas dos professores, o papel dos meios fono-estilísticos neste processo continua a ser insuficientemente estudado. O estudo tem como objetivo analisar o impacto da fono-estilística no desenvolvimento da competência comunicativa e na eficácia do discurso pedagógico. A metodologia de investigação baseia-se numa abordagem comunicativa e numa análise interdisciplinar. Os resultados obtidos confirmam que a utilização de meios fono-estilísticos (aliteração, assonância, gradação, anáfora, expressividade entoacional) contribui para a melhoria do nível de cultura discursiva dos futuros professores, melhora a sua interação com os alunos e tem um impacto positivo na aprendizagem do material didático. O significado prático do trabalho reside na formulação de conclusões que podem servir de base para o desenvolvimento de recomendações para a introdução da fonoestilística nos currículos das instituições pedagógicas, o que contribuirá para a formação de professores altamente qualificados com competência comunicativa desenvolvida. Outras investigações podem centrar-se numa análise aprofundada do impacto da expressividade entoacional e das características fonéticas do discurso no processo de aprendizagem num ambiente multilingue.

Palavras-chave: competência comunicativa, discurso pedagógico, meios fonéticos, aprendizagem interactiva.

Introduction

The modern system of training future language and literature education teachers requires integrating the latest approaches to developing communicative competence, which is a key factor in effective teaching and interaction with students. Phonostylistics is of special importance in the context of the rise in the importance

of oral communication in the educational process. The phonetic properties of speech determine its vividness, accessibility and emotional colouring. However, little has been done in terms of researching phonostylistics involved in the problem of forming teachers' communicative competence and they also do not study them sufficiently enough regarding their influence on the quality of professional speech activity.

The analysis of the scientific literature reveals that many researchers (Halian et al., 2020; Gusak & Smalko, 2023; Kapitan, 2021) pay attention to the necessity for developing communicative competence using some innovative educational method. Dornbierer-Stuart (2024) and Foolen (2023) studies show that phonetic features of speech affect the perception of information and emotional contact between the speaker and listeners. Additionally, Tan (2023) and Pan et al. (2022) highlight the importance of adapting digital technologies for phonostylistics teaching since, at the same time, acoustic models and automatic speech recognition technologies are used.

While several issues remain unresolved in studying the problem, much progress has been made. In particular, the relationship between phono stylistic means and professional speech activity of teachers, as well as the impact of modern technologies on the development of expressive speech skills, has not been sufficiently studied. In addition, the issue of adapting phonostylistic teaching methods to the conditions of the digital educational environment and multilingual communication is relevant.

The study aims to analyse the influence of phonostylistics on the formation of future teachers' communicative competence in the language and literature educational field. To achieve this goal, the following tasks are envisaged: to characterise the primary phonostylistic means and their impact on speech efficiency; to study modern methods of teaching phonostylistics in teacher education; to find out the role of digital technologies in the development of phonostylistic skills; to analyse the relationship between communicative competence and the use of phonostylistic techniques in pedagogical activities.

The study is scientifically novel, as it considers phono stylistics not only a linguistic phenomenon but also an important component of teacher training. The

work's practical significance lies in the formation of recommendations for improving the educational process aimed at developing the communication skills of future teachers.

Literature review

The interest in the use of modern approaches in the teaching of phonostylistics is relatively high. It is a subject of its research in phonostylistics and the development of future teachers' communicative competence in language and literature. For example, Halian et al. (2020) and Gusak and Smalko (2023) raise the issue of the need to educate communicative competence development based on innovative educational methods. Kapitan (2021) and Lysak (2021) follow suit and address these similar aspects in the block of digital technologies to enhance learning efficiency. Specifically, Tan (2023) and Pan et al. (2022) provide acoustic models and how they affect phoneme recognition in a bilingual environment, which is also part of a phonostylistics context. Further, the study by Dornbierer-Stuart (2024) looks at the history of change in speech, involving historical changes in speech and the fact that it helps point to speech phonetic features. The connection between emotions and how we perceive language is important in analysing euphony and stylistic devices in speech, which is the focus of Foolen (2023).

Additionally, Kuznetsova (2018) and Cheremaska and Maslo (2015) have significantly contributed to describing phonostylistic means in Ukrainian and their role in a literary text. Zellou and Lahrouchi (2024) and Gambhir et al. (2024) have also studied the impact of language variations on automatic speech recognition and automatic accentual features, which is also of study for communicative competence. Khaustova et al. (2023) and Dasare et al. (2023) make a significant contribution to the field of automated technology for pronunciation learning by suggesting personalised and stylistic language transfer in the case of accent-based pronunciation learning by using a multiscale loss function. De et al. (2025) then consider the contributions of emotionally responsive speech to building social platforms that can also be used for communicative competence training.

There are many studies relating to the topic of language assessment and testing. Green (2022) analyses the evolution of second language learning testing, while R emhold (2023) deals with the discourse-based approach to language education, which may affect the development of future teachers' language competences. For instance, Bai (2022) gives an in-depth examination of Chinese as a foreign language teacher training in the US, which can help compare teaching methods. Furthermore, much consideration is given to the style of speech. Shapiro (2017) considers style as a component of language communication, and Haering (2022) studies the impact of music therapy on children in a multilingual environment, which can also be helpful in the context of rhythmic and melodic speech characteristics.

The Voynitsky and Kucherenko et al. (2020) analysis of the technological principles of forming students' communicative competence and the problems of teaching basics of fuzzy logic to future teachers of humanities is playing an important role in the study of phonetic and stylistic features of speech. Introducing a competence-based approach to education is an important issue of modern research that helps develop future teachers' practical professional skills. In particular, Batsurovska et al. (2021) investigate the organisational and pedagogical conditions for training higher education students using competence-based teaching tools. This study emphasises integrating digital technologies and adaptive learning environments into language and literature teacher education.

Of particular interest are studies related to the influence of the language environment on the development of phonetic skills. Pan, Ke, and Styles (2022) argue that early language experience shapes bilingual adults' ability to perceive phonemes in both languages, which is key to understanding the development of phonostylistics and its teaching in bilingual contexts. Storme (2024) also investigates French liaison studied as a morphological, as opposed to a phonetic, phenomenon and aims to bring out the complexity of the link between phonetics and morphology in natural speech. Studies regarding intercultural language training are also important. This is why Duysabayeva (2022) dedicated her work to the emergence of linguistic and cultural competence of the future specialist and, to this effect, pays attention to

peculiarities of culture involving phonostylistics. In the study by Štěpáník (2020), analysis of the intercultural context is also important with a comparison of how mother tongue teaching in the Czech Republic and England are to be approached, drawing the line between grammatical accuracy and communicative orientation of such teaching.

Despite the significant progress in phonostylistics studies and its place in forming communicative competence, several unresolved issues remain. Much work is needed in the relationship between the phonetic characteristics of speech and cognitive processes in learning. Moreover, the problems associated with adapting modern digital technologies to the peculiarities of teaching phonostylistics in a multilingual environment are not discussed to a full extent.

Research methods

However, this study is an interdisciplinary approach where the linguistic, pedagogical, and information and communication methods of analysis converge. Using the theoretical methods of analysis, analytical work on the scientific literature on phono stylistics and its role in the development of communicative competence of future teachers, as well as a comparison of various concepts of phono stylistics and its teaching methods used in the education of teachers, were made.

Particular attention is paid to analysing modern approaches to teaching phonostylistics, including the communicative approach, which involves interactive speech exercises and role-playing games. These audiovisual tools use video and audio materials to demonstrate the phonetic features of speech, the method of phonetic analysis, which allows the study of the sound characteristics of speech and their impact on its expressiveness, as well as interactive learning with the use of digital technologies, multimedia platforms and artificial intelligence.

This is why analysing scientific sources and generalising theoretical approaches to phono stylistics teaching involves clarifying its importance for a future teacher's formation of communicative competence.

Research results

Phonostylistic means are crucial to formulating a good speech regarding its expressiveness, emotionality and structural integrity. They contain various phonetic tricks, including alliteration, assonance, anaphora, gradation, ellipsis, etc. These things form what is known as the stylistic particularity of speech, how so its sound, rhythm, and melody (Dornbierer-Stuart, 2024). Alliteration is one of the most common means of repeating the same or similar sounds within one or more words. It adds emotional colouring to the speech and makes it more expressive and memorable. An example of such a tool could be alliteration, often used in poetry and public speaking, because creating a musical effect is important (Kuznetsova, 2018). Assonance is similar to the repetition of vowel sounds that give a harmonious speech sound and a euphonic effect.

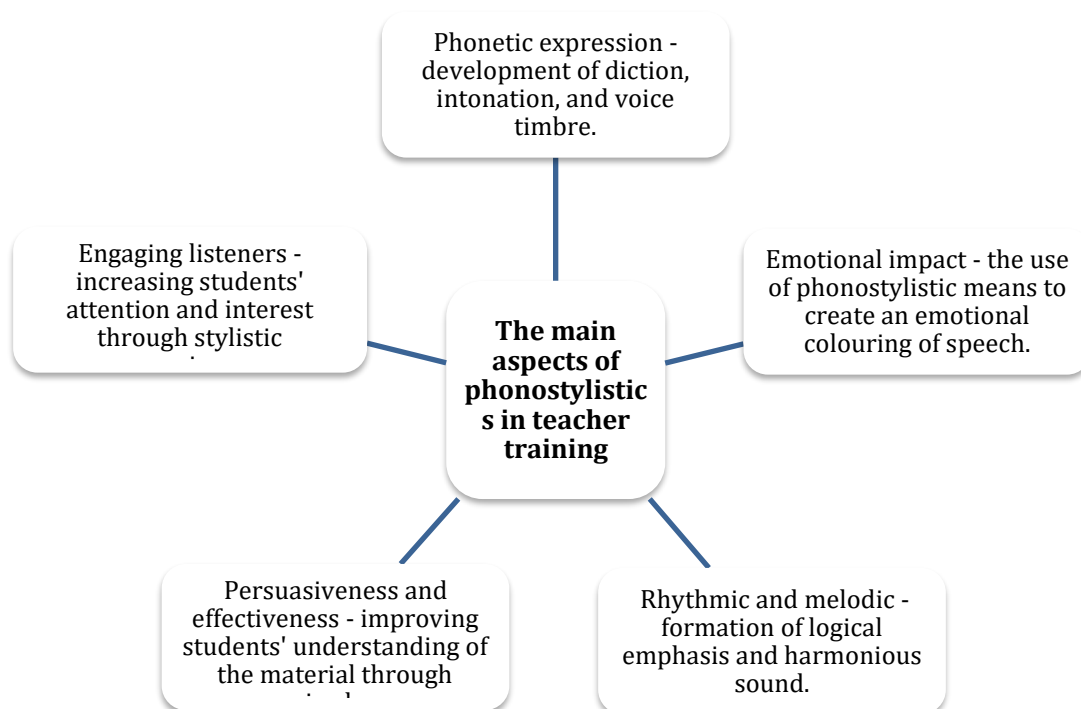
The phonostylistic gradation technique is a gradual increase or decrease of speech intensity caused by rhythmic inflection. It is used to make a speech more persuasive, mainly used in public speaking (Gusak & Smalko, 2023). The second important role is with anaphora, repetition of the beginning of some sentence or phrase in nearby sentences, the repetition of the beginning of some sentence or phrase in nearby sentences, to enforce hearers and raise the effectiveness of the communication. Communication competence has an important effect on the Ellipsis since, in this handling, the speech is shortened by not compelling certain words or parts of the sentence because they do not negate the meaning. This technique saves linguistic means and dynamises natural speech to be understood (Shapiro, 2017). Onomatopoeia performs a similar role in expressing meaning using imitation of natural sounds. It is employed to express the speaker's emotional state or achieve some stylistic effect in literary texts.

Another important aspect of phonostylistics is *the melodiousness and rhythmicity of speech*. These characteristics ensure ease of perception of information and promote logical emphasis and intonational expressiveness. In the speeches of teachers and public speakers, these aspects are fundamental as they help establish emotional contact with listeners and enhance the meaningfulness of statements

(Haering, 2022). Thus, phonostylistic means play both an aesthetic and a functional role in speech. They help increase its effectiveness, influence the level of understanding of the message, and help develop professional communicative competence, especially in education and public speaking.

In modern education, special attention is paid to forming future teachers' communicative competence, particularly in the language and literature education field. One of the important aspects of this process is phono stylistics, a branch of linguistics that studies the stylistic features of speech. Mastering phono stylistic means (Figure 1) helps teachers improve speech quality, making it more expressive, convincing, and compelling in the educational process (Halian et al., 2020).

Figure 1 – The main aspects of phonostylistics in teacher training



Source: created by the author based on Halian et al. (2020), Kapitan (2021), and Gusak & Smalko (2023).

Phonostylistic skills are key for future language teachers, as they directly affect the quality of teaching and the effectiveness of communication with students. Mastery of phonostylistics allows teachers to form clear, melodic and structured speech, contributing to better learning of the educational material (Gusak & Smalko,

2023). One important aspect is the *impact of voice and intonation* on the perception of information. A teacher with the right speech rhythm pauses, and intonation can better hold students' attention and motivate them. Phonostylistic techniques such as *gradation, anaphora, and alliteration* help make speech more lively and engaging, positively affecting the learning process (Kapitan, 2021). Also, phono stylistics assists in the development of a culture of professional speech. Proficient phonostylistic ability enables teachers to avoid monotony and improve diction and speech rate, hence their outstanding performance in language and literature teacher education. For example, the use of assonance and consonance makes the artistic expressiveness of a text richer (Lysak, 2021); it helps a student peek more profoundly into a piece of the work (Lysak, 2021).

As the phonostylistic component of the professional training of future language and literature teachers, it will directly affect the communicative competence of future teachers of language and literature. Phonostylistic skills make it easier for teachers to transfer knowledge, keep them engaged and establish an emotionally friendly learning environment (Batsurovska et al., 2021). The necessity of mastering phono stylistics in high-quality professional teacher education as a factor in the modernisation of teachers' language skills and teaching efficiency is provided.

Phonostylistics demands sound methodological approaches that should be taught in teacher education. Modern teaching methods should be comprehensive, interactive, and technology-oriented because it is the field of both theoretical and practical aspects of expressive speech. Modern education methods, such as digital, multimedia, and interactive means, promote a more efficient acquisition of phonostylistic knowledge (Table 1) (Halian et al., 2020).

Table 1 – Modern methods of teaching phonostylistics

| Teaching method | Description | Advantages |
|---|--|---|
| Communicative approach | Learning through practical use of the language in dialogue, role-playing and discussions. | Development of natural speech and interactivity. |
| Audiovisual method | Use of audio and video materials to analyse the phonetic features of speech. | It improves the perception of sound features of speech. |
| Method of phonetic analysis | Analysis of phonostylistic devices in texts and audio recordings, practical work with diction. | It develops critical thinking and listening skills. |
| Interactive learning | Use of multimedia presentations, online simulations, and training platforms. | It increases student motivation and provides flexibility in learning. |
| The method of dramatisation | Staging excerpts of literary works, learning through theatre techniques. | Promotes emotional expressiveness of speech. |
| The project method | Students complete projects related to the analysis of phonostylistic means. | Development of analytical and research skills. |
| Artificial intelligence technology | Using neural networks for speech analysis and virtual assistants for pronunciation training. | Individualisation of the educational process and accessibility of training. |

Source: created by the author based on Halian et al. (2020), Kapitan (2021), and Gusak & Smalko (2023).

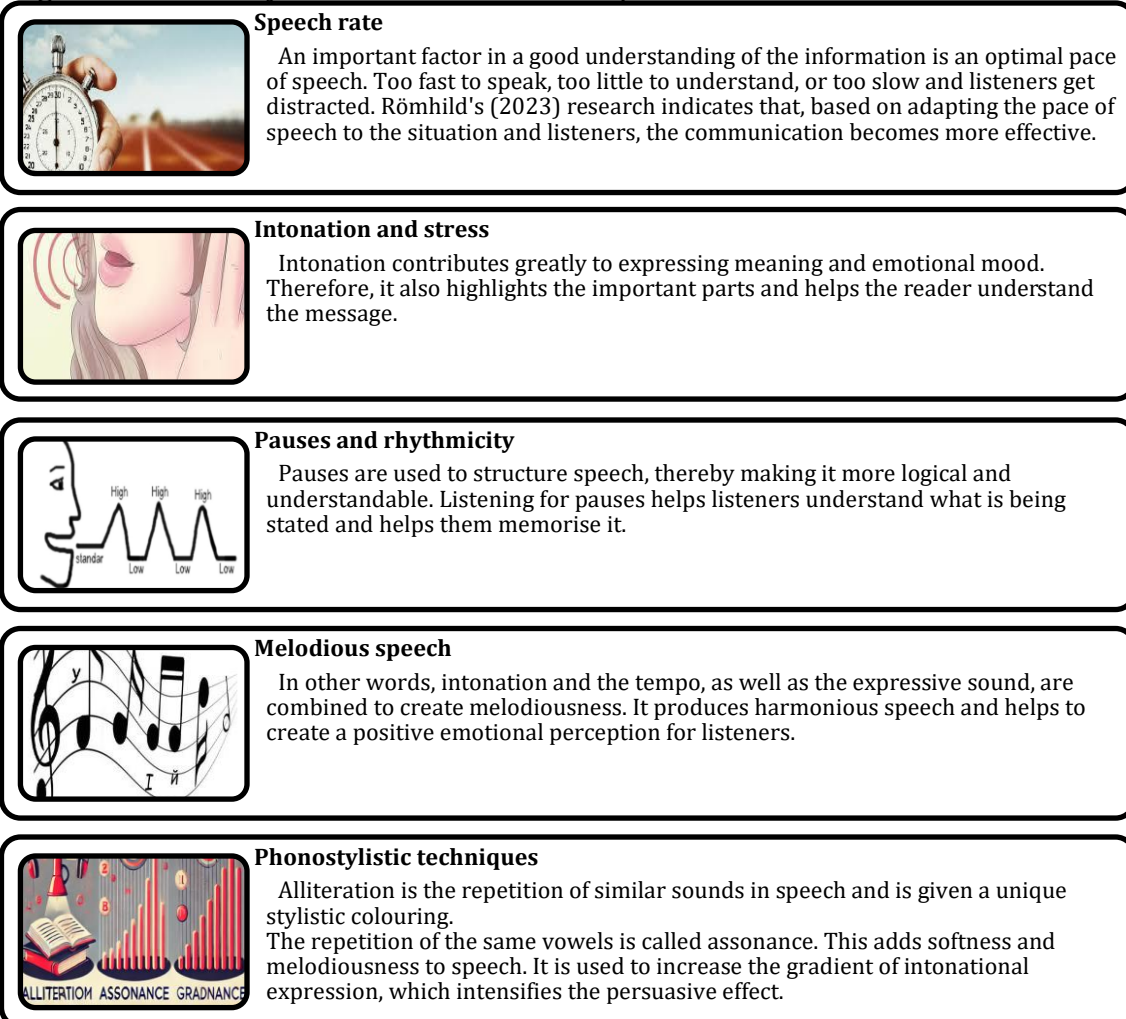
Modern methods of teaching phonostylistics focus on the integration of practical tasks, the use of technology and the development of communication skills. The use of interactive approaches and multimedia tools significantly increases the effectiveness of the learning process, allowing students to acquire knowledge in a natural language environment (Kapitan, 2021). Future teachers need to know phonostylistic theories and actively use them in their professional activities, which contributes to developing their language skills and communicative competence.

The phonetic characteristics of speech play a key role in ensuring effective communication. They affect the perception of information, the intelligibility of speech and the level of interaction between communicators. Studies show that speech rate, intonation, stress, pauses, and melody affect listeners' attention and the quality of information assimilation (Foolen, 2023). Another important issue is using phonostylistic means, such as alliteration, assonance, rhythmicity, and intonation, which contribute to the emotional expressiveness of speech and effectiveness. Shown in Figure 2 are phonostylistic means and their effect on communication effectiveness.

Depending on the information perception by listeners, the effectiveness of communication depends on the phonetic characteristics of speech. Using optimal rapidity, intonation, stress, pauses, and rhythmicity improves the understanding of speech and makes it more expressive and convincing. Alliteration, assonance, and gradation are phonostylistic devices that enhance the emotional intensity of speech and improve the speaker through the audience (Kapitan, 2021). This means that some speech skills that are an important aspect of communication are considered phonetic features.

It contains a strong aesthetic component that is important as an object of euphony of speech and an effective means of communication. What makes the meaning when the sounds harmoniously combine is smooth pronunciation, no excessive clusters of consonants, and no overtime use of vowels (Foolen, 2023). It is easier to perceive melodious speech, causes positive emotional reactions in listeners, and improves the informativeness of the speech. For instance, in literary texts, the authors must deliberate and demonstrate that assonance and alliteration will add emotional shade to a statement to address the listener well. Thus, rhythmicity also contributes to the perception of speech. The stressed and unstressed syllables are alternated; the pauses, the speech rate, and the intonation determine it. The rhythmic organisation makes speech logically structured and highlights and accentuates the individual elements of the content; thus, the sound of the speech is easier to understand. For example, the right drum is important in maintaining the audience's attention in public speaking and is convincing.

Figure 2 – Phonostylistic means and their impact on communication effectiveness



Source: created by the author based on Kapitan (2021), Foolen (2023), and Gusak and Smalko (2023).

Soundscape is one of the ways to make the sounds melodious and rhythmic – to use sound repetition and get an artistic result. **Alliteration** (repetition of the same consonant sounds) and **assonance** (repetition of vowel sounds) play an important role in making speech more pleasant to the ear and rhythmically organised (Shapiro, 2017). In public speaking, using these tools gives the speech a unique stylistic colouring and contributes to a more profound impact on the audience. Another important aspect is **intonational expressiveness**, which complements the rhythmic organisation of speech. Varying the pitch and changing the volume and pace of speech allow you to highlight semantic accents, enhance the

emotional colouring of the message and engage listeners in the active perception of information (Haering, 2022).

Thus, euphony and rhythmic features of speech are important components of effective communication. They make speech more expressive, emotionally rich, and easily perceived by listeners. The use of appropriate phono stylistic means can increase the speaker's communicative competence and contribute to the effective delivery of information.

The phonostylistics of different languages have both standard and unique features that determine the peculiarities of the sound organisation of speech within a particular cultural tradition. Alliteration, assonance, rhythm, intonation, and melody play a key role in creating expressive and emotionally rich speech (Tan, 2023). However, each language has patterns that determine how these tools are implemented. In some languages, rhythm is more important (French, Italian), while in others, intonation and tone are more important (Chinese, Japanese). A comparative description is presented in Table 2.

Table 2 – Comparative characteristics of phonostylistic means in different languages

| No | Language | Features of phonostylistics | The primary means of expression |
|----|------------------|---|---|
| 1 | Ukrainian | Melodiousness due to alternation of vowels and consonants, flexible intonation system | Alliteration, assonance, ellipsis, rhythm, repetition |
| 2 | English | Rhythmic speech, use of emphasis as a stylistic tool | Stress accents, alliteration, parallelism |
| 3 | French | Structured rhythm, vocalisation, weak emphasis | Soundscape, assonance, alliteration |
| 4 | Chinese | Tonality as the primary means of expression, high importance of pauses | Tone changes, intonation contrasts, pauses |
| 5 | Japanese | Even rhythm, rich vocalisation, no strong accent | Rhythm, parallelism, melodiousness of speech |
| 6 | German | Clear articulation, firmness of sounds, expressive intonation | Gradation, syntactic repetition, accentuation |

Source: created by the author based on Tan (2023), Zellou & Lahrouchi (2024), and Shapiro (2017).

The phonostylistic features of languages are determined by phonetic patterns and cultural traditions of speech. Ukrainian and French are characterised

by melodiousness and euphony, while English and German use stress as a stylistic tool. In East Asian languages, such as Chinese and Japanese, tone and rhythm play a key role in creating unique means of expression (Zellou & Lahrouchi, 2024). Understanding these features helps improve intercultural communication and adapt speech to different situations.

It is crucial to consider the influence of phonostylistics on artistic speech.

Phonostylistics as a means of expressiveness in literary texts. Consequently, Phonostylistics is important for creating artistic expressiveness in literary texts. It modifies speech's appearance optically, as well as its melodiousness, rhythmicity, and expressiveness. Texts are reflected with the help of phonetic and literary means; they are endowed with specific sounds, emotional backgrounds, and fixation on key content elements (Gusak, Smalko, 2023). Thus, the artistic atmosphere of a text is formed using alliteration, assonance, rhythm, gradation, sound painting and intonation expressiveness, making the text more semantic.

Alliteration and assonance as means of sound expression. Alliteration (which is the repetition of the same or similar consonant sounds) and assonance (the repetition of vowels) are one of the most commonly used phonostylistic (changes in speech sounds motivated by literary reasons to clarify meaning) techniques in literary speech. These devices impart music to the text, aid the text in its rhythm, and affect its emotional impact on the reader (Shapiro, 2017). Alliteration can be used with all poems to emphasise the sound patterns, and assonance gives some fluidity and melody.

Rhythm and intonation in artistic speech. Rhythmicity is a salient factor determining a text's emotional and semantic perception. Text is revealed with a clear rhythmic structure that endows it with expressiveness and enables the dynamism or calmness effect (Haering, 2022). For example, the fast speech rhythm intensifies the tension in a dramatic text, and a smooth rhythm and smoothness give a soft emotional background to a lyrical text. The perception of the text and its stylistic colouring is also affected by intonation changes, for example, by the emphasis on keywords and pauses.

Soundscape in literature. A special phono stylistic technique, soundscape employs sound repetition to create an artistic effect. In prose or poetry, it imitates natural sounds or cats to create a certain mood. For instance, words of onomatopoeia create the sound effects of nature or urban environments; hence, the text is more lively and realistic.

Phonostylistics plays a key role in the formation of artistic speech and affects readers' impressions. Phonostylistic devices help authors build phono-stylistic images, convey emotions, and make the text dynamic and expressive. Therefore, phonetic and stylistic means are an efficient method of influencing the audience, creating an added plenitude in the artistic language and its imagery.

Phonostylistic devices are a means for authors to characterise a text's sound image, describe their emotions, and make the text more dynamic and expressive. Knowledge and application of these means will undoubtedly help future language and literature teachers improve their professional competence in using language. One of the possible purposes of phonostylistics in teaching teachers' education is to educate expressive speech skills, which are necessary for conveying speech in interaction with students and for the development of speech aesthetic sensitivity.

Discussion

The study's findings verify the significance of phonostylistics in shaping future teachers' communicative competence in the language and literature. The data found in the analysis shows that phonostylistic means such as alliteration, assonance, gradation, and anaphora help the quality of speech and audience perception. The findings are consistent with the findings of Gusak and Smalko (2023) on the communicative component in preparing future teachers. The results of the analysis provide evidence of the necessity of using digital technologies for phonostylistic skills development and the delivery of multimedia methods to make teaching communication more effective. A similar approach is used by Halian et al. (2020), who emphasise the role of multimedia methods in teaching communication.

However, the study's results partially contradict the findings of Tan (2023) and Pan et al. (2022), who focus on acoustic models and automatic speech recognition, relegating the role of phonostylistic techniques to the background. At the same time, their research emphasises the importance of analysing the phonetic characteristics of speech in the context of developing communicative competence. The key finding of our study is the confirmation that the effective use of phonostylistic means contributes to the development of future teachers' communicative culture, which aligns with Foolen's (2023) findings on the link between language perception and the speaker's emotional state. Despite the results, the study has certain limitations. In particular, it is worth conducting an empirical study that would include an analysis of the practical application of phonostylistic techniques in the educational process. Further research could focus on the relationship between the phonetic characteristics of speech and cognitive processes in learning and on adapting modern digital technologies to the specifics of teaching phonostylistics in a multilingual environment. Thus, the study's results confirm the importance of phonostylistics in the development of future teachers' professional skills, but further research is needed to better understand the mechanisms of its impact on communicative competence.

Conclusion

Phonostylistics plays an important role in developing future teachers' communicative competence in the language and literature education field, ensuring the effectiveness of speech, its emotional expressiveness and structural clarity. The study has confirmed that using phonostylistic means improves the quality of teachers' speech, enhances their interaction with students and influences the perception of educational material. The study's novelty lies in determining the relationship between phonetic characteristics of speech and the communicative effectiveness of future teachers, which opens up new opportunities for improving their training methods. At the same time, certain limitations of the study are related to the lack of empirical data on the practical application of phonostylistics in

different educational contexts, which requires further analysis. Further research could be aimed at a deeper analysis of the role of intonational expressiveness in the learning process, the development of adaptive programmes for personalised speech development and the study of the impact of a multilingual environment on the formation of phonostylistic skills.

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