

THE USE OF LISTENING COMPREHENSION IN THE PROCESS OF LEARNING FOREIGN LANGUAGE IN INDIVIDUAL WORK OF STUDENTS OF LINGUISTIC SPECIALTIES

Shevchenko M.Y., Godunova N.B.

Donbas State Pedagogical University

In the article the questions concerning the problem of auditive (comprehension) skills development are being considered. Independent students' work with listening comprehension is a complex dynamic process requiring good skills. It is mentioned that the inclusion of listening comprehension in the students of language specialties' independent work should be based on familiarizing them with the types and strategies of the listening comprehension. The difficulties related to the conditions of perception are the tempo of speaking, which depends on the type of text, the importance of information, the individual characteristics of the speaker and the language. When using the Internet for the development of listening comprehension skills the fear of listening to foreign speech is reduced through the use of videos, which serve as a support for the understanding of the basic content of the statement. Training exercises, sites for training auditive skills are offered in the article.

Keywords: speech activity, listening comprehension, perception, auditive skill, speech flow, phonemic hearing.

The listening comprehension takes an important place in the system of teaching of foreign languages, as the process of perception of foreign speech aurally, relating to the mechanisms of concentration the student's attention and requiring the development of skills in this type of speech activity.

The problem. Listening comprehension is the receptive type of speech activity, which is the simultaneous perception and comprehension of the speech aurally, and is an independent type of speech activity that has its own goals, tasks, the subject and the result. During listening comprehension the complex perceptual and mnemonic activity and mental operations of analysis, synthesis, deduction, induction, comparison, opposition, abstraction, specification etc. are being performed. The process of listening comprehension begins with the perception. The correctness and the preciseness of the perception are based on the work of the formation of hearing and pronunciation skills. The perception should be fast, it should be equal to the tempo of the speaker's speech.

The analysis of research work and publications. The perception is accompanied by the process of recognition or identification of words, idioms, constructions. V. A. Artemov emphasizes that «due to the sensual and visual presenting of the material the mobilization of student's mental activity takes place exciting the interest to the study of a foreign language...reducing fatigue, developing the creative imagination» [1, p. 12].

M. Ya. Demyanenko distinguishes two types of visibility: the external, that is, visual, auditory, audiovisual, and internal or linguistic visibility [2, p. 5]. The visual visibility is represented by the display of the objects, actions, pictures, tables, graphs, charts. Auditory clarity, being provided by sound recording and reproducing equipment, provides a sound standards, the development of understanding and speaking skills.

K. A. Lazarenko says about the literal translation of phrases and sentences which helps to understand their components being a peculiar form of linguistic clarity stressing that this technique should be used cautiously, as it often distorts the

rules of the native language [4, p. 8]. The idea that foreign language teaching should be started with listening comprehension is expressed by the English researcher Harold Palmer [5, p. 3].

Independent students' work with listening comprehension is a complex dynamic process requiring good skills of: perception, division of the flow of speech and differentiation of perceptible sounds and their complexes. A person who does not know the language thinks that he hears a continuous stream of strange sounds. For understanding it is necessary to isolate the words, syntagms. The mechanism of speech segmentation is responsible for that. Auditory perception keeps the perceived words and phrases, until the comprehension of the heard extract will not happen. The better developed this memory is, the greater the amount of the unit of perception is.

The relevance of the auditive skills research is to create self-learning techniques of work to improve listening comprehension skills of the students of philological faculties. **The object** of present study is a process of learning students of philological faculties in order to improve listening comprehension skills. **The subject** of the research is skills and methods of the improvement of the auditory aspects of foreign language speech. **The aim** of the research consists of theoretical justification, the development of the set of exercises for teaching students of philological departments to achieve self-improvement of the skills of foreign listening comprehension and learning model.

According to the aim scientists distinguish explanatory, familiarizing, detailed and critical listening comprehension; according to the character of understanding the information: fragmentary, global, analytical, critical listening comprehension.

Explanatory listening comprehension aims to provide important information in different situations of communication. Familiarizing listening comprehension is the kind of listening comprehension that is the most suitable for independent students' work. This process occurs without intense concentration with the help of involuntary memorization. Detailed listening comprehension

aims to memorize information in details for later reproduction, which is, as a rule, immediate. The material for the listening and comprehension is monologue and dialogue speech. During the process of learning a foreign language the efficiency of detailed listening comprehension is associated with the understanding of the content and factual.

The main difficulties in the initial stage of independent work with listening comprehension are phonetic difficulties. The perception of sounds and their reproduction is at the stage of the primary skills, phonemic listening is not developed. As for the lexical and grammatical difficulties, they are less important than at the advanced stages. Lexical and grammatical material is used in the same limited combinations, which are firmly memorized as a result of repetitions and are easily recognized by students during the process of listening. In advanced stages of language learning through listening comprehension students can meet one-syllable words, poorly distinguishable in speech, homonyms, homophones and paronyms, polysemic words, the importance of which can be guessed only by context.

The main material. The grammatical difficulties majority is associated with the conversion, the analytical structure of the English language, in which relations between words are expressed by changes in the forms of words, word order and the use of auxiliary words. The student does not often have enough time to form his thought grammatically, working with listening comprehension in group, hence there are frequent ellipses, the repetitions, the cases of separation (dislocation) of the sentence and introductory words.

The Internet provides an excellent organization, planning of the process of training in listening comprehension, facilitates the search of the necessary and interesting information to listen, participates in the selection of texts for listening comprehension of different levels of language skills that allows not only to intensify the educational process, but to use personality-oriented approach. In general, it will provide the level of language skills, relevant to the demands of modern society.

In the modern methodology the leading role is given to the communicative approach and these principles are formulated on its basis accordingly. The principle of interactive learning is the need to form an interactive personality. The principle of immanence says about the development that is implemented by sequential conduction of training in foreign language.

There is a necessity of selecting the material, taking into account the studied lexicon, the degree of difficulty of texts in connection with the expected actions of the students, the principle of communicative approach to the learning, the principle of the use of simulation training, the principle of authenticity, the principle of individuality, the principle of cultural characteristics of the country.

Nowadays the Internet presents a lot of different sites for those who want to increase the level of knowledge in foreign language. In the Internet everybody can find exercises to develop listening comprehension skills for different levels of knowledge of the language. To create such exercises the Internet versions of the national central channels

can be used, where there always are topical videos and amateur sites and projects with audio. When working with non-professional audio recordings everybody should, of course, take into account the quality of the speech sounding. Examples of such sites can be a project «Memory» and «Linguistic», where everybody can find the audio and video recordings on relevant topics. It should be noted that work on the development of listening comprehension skills with the use of videos permits to reduce the fear of students' listening a foreign language due to the relevant and interesting information and visibility.

Thus, when using the Internet for the development of listening comprehension skills the fear of listening to foreign speech is reduced through the use of videos, which serve as a support for the understanding of the basic content of the statement; the interest in the subject increased because the information is actual and constantly updated. The teachers have an opportunity to create their own exercises for different levels of language knowledge. Students can independently make up exercises and plan the time for execution of the exercises and the number of listening/viewing of the material. Phonemic hearing and the ability to understand not adapted statements of different character and style, and the ability to imagine and understand the content of the text are developed.

Site of the company Lucent Technologies, its division Bell Labs allows you to hear the sounding of any phrase in a foreign language. On the site <http://www.bell-labs.com/project/tts/index.html> you can choose one of the seven languages (English, German, French, Italian, and Spanish). Then you have to inscribe something in the chosen language in the window. After a few seconds the written will be pronounced, so you can copy pieces of text, not bothering yourself with re-printing. All spoken things can be not only listened, but also kept at the disk in order to go back to listening, without going to the Internet, if it is necessary. Preparatory exercises can not provide the acquisition of such complex verbal skills like listening comprehension, but they help to build the skills of recognition and understanding of linguistic phenomena, create auditory images of linguistic signs, train to predict the shape and keep in mind the perceived signals to their understanding, promote the ability to extract the information from the speech, perceived by the ear.

N. V. Eluhina distinguishes the next operations of the processing of the information in the formation of listening comprehension skills: transcoding the received signals into larger units and the separation of essential from non-essential; restoration of the semantic content of all messages using retained in memory semantic milestones; the creation of orientation of thought due to the title and exposition; correlation the part and the whole, highlighting the main ideas, the scope of the total content, despite the non-understanding of certain aspects of the message; selection of the most informative sections of the message; the logical interpretation of the received information, the penetration in the implication and identification of the emotional tones of speech; department of the new from the unknown; preparation

of judgment on the received information through forecasting [3, p. 16].

The aim of the preparatory exercises is the need for prior removal of language or psychological difficulties that will permit the auditor to focus on the perception of the content. Exercises aimed at the removal of linguistic difficulties include definition of the meaning of words (using derivational guesses), the definition of the contextual meaning of different lexical units and grammatical structures, recognition and understanding of synonymous and antonymous phenomena. Exercises aimed at the removal of psychological difficulties promote the development of: forecasting abilities; the capacity of short-term and verbal-logical memory; the mechanism of equivalent replacements; speech hearing; skills of rolling (reduction) the inner speech and others.

A special role in the independent usage of listening comprehension takes the following exercises to predict the content of the text: to define the content of all the story due to the first phrase, the first paragraph, and later to restore the content of the story due to its final part; to complete the unfinished narration; to suggest a reason for committing a particular action; to break up the text into the parts which are completed from the point of view of the content; to make up a detailed plan of the story

and to amend the proposed plan; to write down the key words; to put the events in chronological order; to allocate the titles, proposed to the paragraphs, in a sequence that would reflect the development of the event; to find irrationality that has been assumed in the story; to list the facts of the message that has been listened; to characterize the characters of the narration; to guess about which famous face/object/event it was told in the narration; to find the data that demonstrates the author's attitude to the events/characters in the text that has been listened; to determine the difference between the actions of the characters and their words; to express the attitude to the events and characters of the narration that have been listened.

Conclusions. The exercises of this kind develop the students' creativity, improve memory, and increase the motivation in learning a foreign language. It should not be forgotten that the independent work with the usage of listening comprehension in learning a foreign language should be used dosed. There is a need in constant observation for the improvement of the quality of remembering the content of the text in the dynamics, because the mechanism of the development of listening comprehension skills is complex, which entails an individual approach in teaching the listening comprehension as one of the most difficult types of speech activity.

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Шевченко М.Ю., Годунова Н.Б.

Донбасский державний педагогічний університет

ВИКОРИСТАННЯ АУДІЮВАННЯ У ПРОЦЕСІ ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ У ІНДИВІДУАЛЬНІЙ РОБОТІ СТУДЕНТІВ МОВНИХ СПЕЦІАЛЬНОСТЕЙ

Анотація

У статті розглядаються питання, пов'язані з проблемою розвитку аудитивних навичок у студентів мовних спеціальностей. Самостійна робота студентів з аудіюванням – складний динамічний процес, який вимагає відпрацьованих вмінь. Вказано, що включення аудіювання в самостійну роботу студентів мовних спеціальностей повинно базуватися на ознайомленні їх з видами і стратегіями аудіювання. Складнощами, пов'язаними з умовами сприйняття тексту при аудіюванні, є темп говоріння, який залежить від типу тексту, важливості інформації, індивідуальних особливостей мовця і від мови. При використанні Інтернету для розвитку навички аудіювання знижується страх перед прослуховуванням іншомовного тексту за рахунок використання відео сюжетів, які слугують опорою для розуміння основного змісту висловлювання. В статті пропонуються тренувальні вправи, вказуються сайти для допомоги в розвитку навички аудіювання.

Ключові слова: мовленнєва діяльність, аудіювання, сприйняття, аудитивна навичка, мовленнєвий потік, фонематичний слух.

Шевченко М.Ю., Годунова Н.Б.

Донбасский государственный педагогический университет

ИСПОЛЬЗОВАНИЕ АУДИРОВАНИЯ В ПРОЦЕССЕ ИЗУЧЕНИЯ ИНОСТРАННОГО ЯЗЫКА В ИНДИВИДУАЛЬНОЙ РАБОТЕ СТУДЕНТОВ ЯЗЫКОВЫХ СПЕЦИАЛЬНОСТЕЙ

Аннотация

В статье рассматриваются вопросы, связанные с проблемой развития аудитивных навыков у студентов языковых специальностей. Самостоятельная работа студентов с аудированием является сложным динамичным процессом, требующим отработанных умений. Указано, что включение аудирования в самостоятельную работу студентов языковых специальностей должно основываться на ознакомлении их с видами и стратегиями аудирования. Трудностями, связанными с условиями восприятия текста при аудировании являются темп говорения, который зависит от типа текста, важности информации, от индивидуальных особенностей говорящего и от языка. При использовании Интернета для развития навыка аудирования снижается страх перед прослушиванием иноязычной речи за счёт использования видеосюжетов, которые служат опорой для понимания основного содержания высказывания. В статье предлагаются тренировочные упражнения, указываются сайты для помощи в развитии навыка аудирования.

Ключевые слова: речевая деятельность, аудирование, восприятие, аудитивное умение, поток речи, фонематический слух.