



TECHNOLOGIES FOR TEACHING STUDENTS LISTENING COMPREHENSION IN ENGLISH CLASSES AT A NON-PHILOLOGICAL UNIVERSITY

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ANNOTATION

The purpose of this article is to consider some methodological aspects of teaching listening and their practical application at the stages of selecting audio material, preparing exercises and conducting classes.

KEYWORDS: *foreign language, text, listening, methodology, skills and abilities, tasks, exercises.*

ТЕХНОЛОГИИ ОБУЧЕНИЯ АУДИРОВАНИЮ НА ЗАНЯТИЯХ АНГЛИЙСКОГО ЯЗЫКА В НЕФИЛОЛОГИЧЕСКОМ ВУЗЕ

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Аннотация

Целью настоящей статьи является рассмотрение некоторых методических аспектов обучения аудированию и их практического применения на этапах отбора аудиоматериала, подготовки упражнений и проведения занятий.

Ключевые слова: *иностраный язык, текст, аудирование, методика, навыки и умения, задания, упражнения.*

The domestic method of teaching a foreign language considers listening as a goal and as a means of learning, and these functions are combined and complement one another. As a learning tool, this type of speech activity enables students to get acquainted with new speech and language material, forms the skills and abilities of reading, speaking, writing, and actually auditive skills and abilities. When working with audio texts, phonetic, lexical, grammatical skills are simultaneously worked out.

When selecting and preparing audio material, it should be borne in mind that the purpose of the audition may be:

- listening to the main content, when you need to understand the most important information, ignoring the details;

- listening with full understanding, in which both the main content and the details are important;

- listening with selective understanding, aimed at isolating and understanding only the information of interest or the one indicated in the task;

- listening followed by critical reflection.

The following criteria for selecting material for audition should also be taken into account:

- The level of language proficiency of students;

- Volume of audio text;

- Subject matter of the audio text;

- The interests of students.

When organizing the auditing process, it is important to remember some of its features:

- The speaker's speech must be authentic;

- The pace of speech should be natural for the given language;

- The connection of the visual and auditory channels creates a better opportunity to extract the required information;

- If the speech source is visible, the percentage of speech understanding from hearing will be much higher than in its visual absence;



- The speech presented by a man is perceived more easily than the speech of a woman or a child;

- the main information expressed at the beginning of the message is understood by 100%, at the end - by 70%, in the middle of the message - by 40%;

- The level of redundancy of information should be natural, and key information is represented by vocabulary known to students;

- The more complex the audio text, the greater the importance of visual supports and exercises to remove language difficulties, preparing students for listening to the text.

There are several types of exercises performed when working with a connected audio text: pre-text, text and post-text tasks. The exercises performed before the start of listening most intensively control the process of perception of foreign language speech. They contribute to the creation of motivation among students, the mood to listen to a text of a certain content, the removal of linguistic (lexical, grammatical and phonetic) difficulties, relieve psychological stress, and improve the level of understanding of speech. Prelistening exercises can perform the following tasks:

- predict the content of the audio text;
- give a general idea of the content;
- arouse interest and activate students' knowledge on a given topic (for example, group or pair discussion);
- provide basic information on the material if students encounter it for the first time;
- activate already studied vocabulary;
- introduce new vocabulary (for example, by doing an exercise to match words and definitions or fill in gaps in sentences);
- give students the opportunity to get acquainted with the tasks in detail (in some cases it is possible to try to predict the answers).

The choice of pre-text exercises depends on the level of knowledge of students and the time available. If the level is low, the amount and time of exercise should be increased; in groups with a sufficiently high level of knowledge, it is possible to focus only on the contextual aspect. Thus, the same audio text can be used in groups with different levels of training.

As for text (while-listening) exercises, they should be aimed at facilitating the understanding of the audio text as much as possible and should be designed in such a way as to give the student the opportunity to get a general idea of the content already at the stage of the first presentation, while the second presentation requires more detailed study. Examples of these types of exercises can be:

1. Listen and label a diagram/picture/map/ graph/chart;
2. Listen and fill in a table;
3. Listen and make notes on specific information (dates, figures, times);
4. Listen and reorder information;
5. Listen and identify location/speakers/places;
6. Listen and label the stages of a process/instructions/sequences of a text;
7. Listen and fill in the gaps in a text;

8. Listen and decide whether the statement is true or false.

Post-listening tasks perform a controlling function. As a rule, they perform a dual task: checking the understanding of the content and analyzing the language material. The latter can be done by working out lexical units, for example, phrases or grammatical material. In any case, the main task of this kind of exercise is to activate the studied material, to use it in independent statements.

Considering the practical side of teaching listening, it should be noted that the use of multimedia technologies provides qualitatively new opportunities for this task. The use of such technologies leads to an improvement in the quality of education, improves the system of organization of education in the classroom, increases the information culture of students, reduces fatigue and increases student motivation, making the learning process more efficient.

All of the above theoretical provisions were implemented by the author of the article in the preparation of the practical lesson of the optional course "Financial English", the plan of which was drawn up as follows:

Topic of the lesson: Loans and Credits. Lending decisions. Sources of bank's money.

The place of the lesson in the study of the topic: the lesson completes the topic.

Used in class:

- Didactic material for oral test and role play;
- Technical teaching aids for presenting material on slides and video demonstrations;

Purpose and objectives of the lesson:

- Development of listening skills;
- Repetition of grammatical constructions Gerund / Infinitive;
- Control of assimilation by students of the material on the studied topic;
- Control of students' monologue speech skills on the topic;
- Control of students' ability to use an active vocabulary on the topic in dialogical speech.

The order of the lesson

1. Checking readiness for the lesson, announcement by the teacher of the topic of the lesson.

2. Preparatory stage:

a) Performing a test task on the vocabulary of the lesson, checking it;

b) conversation-discussion on the subject of the lesson;

3. Listening to audio text 1:

a) fulfillment of the pre-text task, its verification;

b) Fulfillment of the text task, its verification.

4. Listening to audio text 2, performing a text task.

5. Practicing grammatical constructions;

6. Role play (pair work of students on the topic of the lesson).

7. Viewing (listening to the audio sequence) video clip:

a) conversation-discussion on the subject of the video;

b) Listening to extract general information, discussion;

c) Execution of a test task (finding definitions), its verification.



8. Summing up the lesson by the teacher: evaluation of students' work and explanation of homework.

The level of language proficiency of the students of the group in which the lesson was held corresponds to the Intermediate level, and their motivation for learning, taking into account the optional nature of the course, is really high.

For the preparatory stage, the students were offered the following tasks:

a) Oral performance of a test task to activate the studied vocabulary;

b) Discussion of the Loans and Credits topic in a question-answer form.

The task performed the function of pre-text exercises. They were carried out in a free form and were not mandatory: students optionally gave answers to the questions of the test, making comments, participated in the discussion; errors were corrected by the students themselves. This helped to create a comfortable working atmosphere, remove possible psychological barriers, since the lectures of the department were present at the lesson, which inevitably leads to some stiffness of the students. At the same time, this type of task successfully performed the function of warming up, that is, "warming up" students, allowing them to tune in to the topic of the lesson and activate vocabulary.

The recording for the English for Financial Sector course was chosen as the audio material for the behavior of the lesson. For the first audio text, a pre-text exercise was proposed in the form of matching words and their definitions (matching). As a text exercise, a task was given to extract specific information from the listened text in the form of sentence recovery (close procedure).

The same function for the second audio text was performed by the task in the form of answers to questions, which students had the opportunity to get acquainted with before listening, that is, at the stage of performing the pre-text task. Audio recordings were presented twice.

Before performing a post-text task in the form of a role-playing game on the topic "Loan Decision", based on slides, grammatical constructions (Infinitive / Gerund) used to express advice, recommendations or suggestions were worked out. This allowed students to successfully complete the communicative task.

To discuss the final topic of the lesson, Sources of Banks' money, students were offered a four-minute episode from the animated film Money as Debt to watch. As a pre-text exercise, the topic was discussed: "Where does the money that banks provide their customers in the form of loans come from?". The video has been submitted twice. The text task for the first presentation as a text exercise was the question: "What is the main idea of the episode?" with the control of comprehension that followed after viewing. For the second viewing, the task was to replace words and phrases with synonyms used in the video (Replace the word combinations in italics with their synonyms used in the video). The test showed that this type of exercise did not cause difficulties for students to complete the task. The post-text exercise was writing a 1000-word essay on the topic of the video, which was used as homework.

As a result, about 70 minutes were used to complete the task of developing listening skills and all types of exercises presented for three audio texts during the lesson. The tasks for the role-playing game were given to the students in advance, otherwise the time frame of one lesson would not have allowed the use of this type of exercise.

Taking into account the criteria for selecting material, taking into account the variety of exercises for developing listening skills and the peculiarities of the organization of the process, the teacher can choose the form of the lesson that will correspond to the content of the educational material, take into account the level of preparation of the group of students. The practice of conducting the lesson showed that the volume and subject of the audio material, as well as the choice of exercises performed at different stages of working with audio texts, made it possible to increase the effectiveness of the lesson, achieve the goal set by the teacher and complete the tasks.

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