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TECHNOLOGY OF TEACHING LISTENING COMPREHENSION IN RUSSIAN LANGUAGE

Abstract: Teaching Russian requires a lot of practice. While listening the thought of what the interlocutor is saying, at times is arduous to repeat. Thus, in the process of learning a language, forming and improving listening skills, a number of problems arise: common to the process of listening, and personal, associated with an attempt to understand foreign speech. This article will elucidate overwhelming majority of employing methods to teach listening comprehension in Russian language.

Key words: listening, communicative approach, speech, individual characteristics, foreign language, rhyming words, text, audio text, listening skill, verbal action.

Language: English

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Introduction

Listening includes the oral perception of textual material of various types and genres: from descriptions of events, stories, radio and television news, lectures, conversations to pragmatic texts (instructions). In the Foreign Language Program, in addition to those mentioned, such types of texts as interviews, announcements, advertising are also recorded.

The communicative approach prevails in the methodology of teaching foreign languages, which reflects to the greatest degree both the main goals of teaching and the psychological and pedagogical ideas of the present, which underlie the methodological provisions as the Russian linguist notes.

The analysis of the phenomena that impede the perception of speech by ear, allows one to correctly select and graduate the material used to teach listening comprehension, and serves as the basis for developing a system of exercises aimed at teaching students how to overcome the difficulties considered. To achieve the desired results in teaching listening, you should apply both special and non-special speech exercises, as well as, of course, linguistic ones.

The main means of teaching listening as a goal is audio text and the skillful organization of working with it is designed to solve a number of the most important tasks of teaching listening comprehension of foreign language. Here are the difficulties that can be faced learning a listening skill and ways to combat it.

There are a number of objective difficulties that impede the understanding of speech the first time:

-difficulties due to listening conditions (external noise, interference, poor acoustics);

-difficulties caused by the individual characteristics of the speech source (especially diction, timbre, pause, articulation disturbance (burr, lisping, stuttering, age-related features, various accents and dialects);

-difficulties caused by the linguistic features of the perceived material (the use of a large number of unfamiliar vocabulary, idiomatic expressions, colloquial formulas, special terms, abbreviations).

Ways to overcome the difficulties of the first group:

-when presenting the text, use facial expressions, gestures, lip movements, eye contact, as well as maintaining the average pace of natural foreign

language speech, but provided that to facilitate understanding at the initial stage there will be pauses between phrases, proper use of audio tapes in the lesson.

Ways to overcome the difficulties of the second group:

-it is very important that the trainees have the opportunity to listen to both male and female voices in a foreign language, to listen to people of different ages.

Ways to overcome the difficulties of the third group:

-knowledge of speech models serving specific communication situations, the most frequent phraseological units and clichés can greatly facilitate the understanding of speech by ear;

-the number of unfamiliar words can be 3% of all words in the text;

-unfamiliar words should not be keywords;

-the formation of the ability to guess the meaning of new words, as well as the ability to understand the meaning of the phrase and the text as a whole, despite the presence of unfamiliar elements in it.

All the considered difficulties of listening can be overcome with the help of the correct selection of texts and methodologically appropriate organization of students' activities on their basis.

II.Literature review.

When working on listening, such techniques can be used as: teaching the perception of individual sounds, syllables, words, phrases; learning to perceive individual sentences; learning to perceive small texts (4-5 phrases); learning to read texts in parts; text comprehension training; training in the perception of texts on the basis of various supports (filmstrip, video film, film fragment).

Listening exercises can be of two types according to I.L.Bim:

a) non-specialized;

b) special.

Special exercises, in turn, can be:

a) conditionally speech;

b) speech and

c) controlling.

Some methodologists distinguish 4 types of exercises for learning to listen: preparatory and speech.

1) Exercises for the perception and recognition of sounds, sound combinations, intonation drawing of a phrase, grammatical forms of the word:

a) listen to the words and raise your hand if you hear a sound in the word;

b) listen to a few sentences and raise your hand when you hear an interrogative sentence;

c) listen to the words and select those that correspond to the picture;

d) listen to the verbs and name the ones used in Past Simple.

2) Exercises in the repetition of words, phrases, phrases, texts. R.K.Minyar - Beloruchev calls this type of exercise basic, as it helps to develop such important listening mechanisms as speech hearing, memory, articulation, probabilistic forecasting.

A special place is occupied by the exercise in repeating the expanding snowball syntagmas, for example: a cat - a black cat - a big black cat - a big black cat in the room - there is a big black cat in the room.

3) Exercises for the development of a probabilistic forecasting mechanism:

a) listen to the words to the audio text and name its subject;

b) listen to the headline and say what will be discussed in the audio text; c) complete sentences based on the meanings of connectors (unions, union words).

4) The exercises in teaching comparison (identification) orientate students to compare familiar lexical units, phrases corresponding to or inappropriate speech passages, to identify words, phrases, that were not present at the first presentation.

a) listen to 2 sentences and tell how they differ from each other, what clarifying information appeared in the second sentence;

b) listen to the sentences and mark those that do not correspond to the content of the text you have listened to.

III.Analysis.

In the process of learning at school, listening comprehension consists in listening and understanding speech: in a lesson, messages of classmates, teachers. Outside of school, listening and understanding of native speakers, listening to lectures in a foreign language is not excluded.

Listening is closely related to other types of speech activity (speaking, reading). It can enter into dialogue dialog as its receptive component, while the listener and the speaker can periodically change roles.

Teacher actions when learning listening:

1. Definition of a specific task of teaching listening (the most important thing for a teacher is to find out whether listening in this particular case is the goal of learning or a means of teaching another type of speech activity, that is, communicative or educational listening).

2. Selection and compilation of a text for listening, taking into account the requirements of the program, specific learning conditions (the most important condition is the level of language proficiency of students) and the interests of students. Sometimes it is necessary to partially adapt the text from the Book for the teacher or manuals to help the teacher. The text can be small, consisting of several sentences, and be intended for the development of certain mechanisms of listening (auditory memory, anticipation, conjecture, reflection, etc.).

3. Analysis of possible difficulties (linguistic / linguistic, substantive) of this text.

4. Determination of the conditions for the presentation of the text (using audio recording or directly the voice of the teacher or an unfamiliar voice, with or without deployed supports).

5. The definition of preparatory work at the pretext stage, taking into account the identified difficulties.

6. The wording of the installation before listening and determining the number of listening or presenting the text (one or two times), which depends on the goal set by the teacher: listening is the goal or learning tool. At the senior stage of training, the installation should aim students to understand the content, not the facts from the text), therefore, based on the foregoing, it is necessary to pay attention to the formulation of the installation, since the success of students' understanding of the text largely depends on it.

7. Definition of ways to control understanding of the text: the use of linguistic or non-linguistic methods of control.

The requirements for mastering listening in different classes are distinguished by the volume of texts intended for listening (sound duration) and by the degree of complexity of the language material (the presence of an allowable number of unfamiliar words). In the listening process, two goals are achieved: to teach students to understand the general meaning of the text and to teach to implement a (full) detailed understanding of the content of the text. Pupils master a certain amount of vocabulary receptively, which is mandatory in the learning process. According to the linguist, the main means of teaching a foreign language is the language environment, and all other means are auxiliary, their purpose is to create a pronounced illusion of introducing students to the natural language environment. A lesson in a foreign language using audiovisual and adaptive means creates a prototype of a foreign language environment, brings the learning process closer to the conditions of real communication in this language. In the learning process, according to Russian linguists and, the installation of a slander can be associated with an understanding of basic and personally significant information, obtaining data of value for practical activities and for communication in a peer team.

For the formation of listening skills, teachers should use certain communication exercises that can be used to acquire students the skills of other types of speech activity: speaking and writing. Performing these exercises can be used for monitoring and control.

Tasks for checking the understanding of the text can be of three levels:

- tasks for understanding the contents of the listened;

- tasks for creative processing of perceived information;

- assignments for the use of the information received in communication and other activities.

Without competent and timely control, the process of learning to listen is not complete. In learning to listen, two stages can be distinguished:

1) the stage of formation of the basics of the ability to listen;

2) the stage of improvement of listening skills.

There are 2 programs for mastering listening:

1) the general program (listening and speaking function simultaneously);

2) a special program (listening is considered as an independent type of communicative activity to extract information from sounding speech).

Learning to listen to texts can be built on a specific pattern. Such work involves:

1) introductory conversation of the teacher, setting goals in the process of work;

2) the removal of linguistic difficulties in the text;

3) the formulation of the preliminary task;

4) initial listening to the text;

5) control of the preliminary task;

6) the formulation of a new communicative task;

7) secondary listening to the text;

8) monitoring the implementation of a communicative task;

9) speaking exercises based on the listened text;

10) summarizing the work on the text.

IV. Discussion.

When working on listening, such techniques can be used as: teaching the perception of individual sounds, syllables, words, phrases; learning to perceive individual sentences; learning to perceive small texts (4-5 phrases); learning to read texts in parts; text comprehension training; training in the perception of texts on the basis of various supports (filmstrip, video film, film fragment).

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Speech exercises control the speech activity, imply the semantic perception of a speech product in conditions approaching natural communication and the implementation of the communicative function of audio activity, aimed at improving the process of semantic perception and at achieving a certain level of understanding.

Preparatory exercises are often called exercises in the actual listening, which are performed at the level of the completed speech whole, that is, expanded text:

a) listen and understand who and what is meant;

b) headline;

c) break the plot text into semantic pieces;

d) write down the main content in the form of keywords;

e) transmit the content in the native language.

The choice of a particular speech exercise depends on the type of listening (global, selective, detailed). Speech exercises with audio text are performed interrogations, in the process of listening and after listening. Stages of working with text: pre-text, text and post-text.

The tasks of the pre-text stage:

1) Creation of motivation;

2) Removing difficulties (we give unfamiliar words: names, geographical names, dates);

3) "Turning on" the mechanism of expectation and probabilistic forecasting (we give keywords, visual impulses in the form of clarity, we discuss the topic of text in our native or foreign languages, reading and discussing text that is similar in theme to audio text);

4) Updating existing knowledge and experience;

5) Instruction.

Text Stage Exercises:

1) Students answer questions, correlate illustrations, points of the plan with the content; outline dates, names, geographical names;

2) Recognize types of texts, actors in the context, arrange text fragments or replicas of the dialogue in the desired order;

Exercises of the post-text stage involve students in active creative activity, serve to control the understanding and success of the communication act. These are exercises of a textual nature (right-wrong, yes-no), answers to questions, drawing up a plan, retelling, completing a text, conversation, discussion, evaluating the characters, their actions and the text itself, etc.

V.Conclusion.

Audit control can be carried out in verbal and non-verbal, traditional and non-traditional ways. Traditional forms of listening control - answers to questions on the text content, a complete or short retelling of the heard text in the native or foreign languages, determination of the main thoughts of the text, drawing up a plan of the text, proof of theses, conversation, discussion, evaluation of the characters, their actions and the text itself.

Unconventional forms of listening control - digital coding, the use of signal cards, test tasks. Thus, in this paper, we considered the main theoretical issues related to learning to listen. Having studied all the possible materials, we can draw the following conclusions: Currently, the methodology of teaching listening includes teaching this type of speech activity as a learning goal, and as a means of mastering other types of speech activity. Listening is closely connected with other types of speech activity, therefore, on the basis of its expanded application, it is possible to make teaching a foreign language much more effective. (True - False, Yes - No).

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