

THE IMPORTANCE OF TEACHING LISTENING USING INFORMATION AND COMMUNICATION TECHNOLOGIES

В данной статье рассматриваются проблемы обучения аудированию и использование информационных и коммуникативных технологий на уроке иностранного языка.

This article deals with the problems of teaching listening and using information and communication technologies in classes of foreign language.

Creating an artificial environment in a process of learning foreign language is one of the most important problematic issues of modern methodology. Exercises and tests on listening initially involve the use of teaching aids - a tape recorder and computer which play texts. It is considered logical and appropriate to automate the whole procedure by using e-learning tools.

The term "listening" was introduced in the 1950s to refer to the process of perception and understanding audible signals. In the Soviet methodology term was introduced by Z.A.Kochkina "understanding speech" [1]. In the scientific literature there is also the definition of listening as a semantic speech perception, or perception of high semantic level (I.A.Zimnyaya) [2], listening with understanding or listening comprehension (AA Leontiev) [3]. Generally speaking, listening comprehension can be defined as analytical-synthetic process for processing the acoustic signal, the result of which is a reflection of perceived information. The mechanism of listening as a process of recognition of auditory patterns is very complex and is a multi-stage reflection of speech influence:

- 1) the perception of the sounding text;
- 2) transformation of the original signal in the spectral-temporal representation;
- 3) processing of the speech signal in accordance with the levels of the hierarchy of language;
- 4) probabilistic forecasting: contextual or situational-conditioned;
- 5) extracting the required information [4].

To achieve the goal of learning in higher education it is required that students understand foreign speech and thus to be able to participate in acts of oral communication. But the practice shows that in learning students face greatest difficulties in the perception and listening comprehension in foreign language communication, id est in "Listening Comprehension". The reason here is the essence of listening as it is only one kind of speech activity, in which from the person who performs it depends nothing. Since the subject of a

communication and language means determined by the speaker, the recipient has to perceive the message in the form in which it is passed to him. The listener is powerless to change anything in undertaking activities to facilitate it, adapt to their abilities and thus create favorable conditions for the reception of information. Another factor which complicates the process of mastering this type of speech activity is that listening requires intense mental activity, causing rapid fatigue and listener's attention. [5] Perception of coherent speech is accompanied by a complex mental activity and takes place in special circumstances determined by a number of acoustic factors. Hence the need to exercises directing attention to the comprehension of the content of perceived speech. These exercises are called speech exercises. Speech is the main component of thinking.

Listening as a kind of verbal activity plays an important role in achieving practical, developmental, educational and training purposes and serves as an effective means of learning a second language, and it is involved in the flow of other kinds of speech activity. So, while reading aloud as well as silent reading a person uses speech, and in the latter case – inside speech. It allows him to control himself and correct his statements. Based on this, we can conclude that without language acquisition in all its forms it is not possible to learn how to read, and listening is one of the methods for training pronunciation. It plays an important role in the implementation of listening and writing, which as well as memory of a person the inner speech - not realizing the fact he pronounces what he writes.

Perceiving the phrase, the student must divide it into separate elements, id est, signs on informative phrases pronounced physically relevant speech qualities. There are three physical expressions of speech parameters, intonation, pause and logical stress. Hence, for a successful understanding of foreign language text one should pay attention to the development of students' skills adequate perception of intonation, pause and logical stress.

The main difficulty in the perception of foreign speech is that linguistic form is unreliable support for semantic prediction, because it is on that which concentrated student's attention, although he cannot change her. Therefore it is necessary to develop his ability to take information and the presence of unfamiliar phenomena by its filtering, selection and approximate understanding. Students need to specifically train the ability to understand speech containing unfamiliar vocabulary by listening.

One of the difficulties in forming listening skills is the lack of the necessary background knowledge (mentality, peculiarities in terms of native speakers), so in order to overcome this difficulty, language, being a phenomenon of a particular civilization, should be learned in the context of this civilization. It is reflected in socio-linguistic and socio-cultural components of communicative competence. To overcome this difficulty student should receive the necessary information about the target language and its nation. In this sense as a source can serve educational films and feature films, including serials, if the action is happening in their country in the target language, video presentations, online travels, etc. Undoubtedly, the best results can be achieved by using audiovisual sources and information and communication technologies.

To understand the specific behavior of native speakers, you need to see them, as well as the environment in which the act of communication takes place (store, subway, airport, a classroom, theater, etc.), act scenes of communication is widely covered in the Internet. Virtual participation in such situations creates real conditions for the flow of communication and accurately conveys the essential meanings of unfamiliar vocabulary, have a significant impact on the behavior of communicating. Watching the fragment or whole movie lets students get acquainted with the characteristic features of the country and the lives of the people in it. Therefore, teachers should make fuller use of audiovisual sources. This helps to better understand the nature of the proposed circumstances, forms of foreign speech perception skills on a variety of background noise.

A special role in the training is given to the use of authentic listening materials which

are very functional. As functionality is meant their focus on real usage because they create the illusion of initiation to the natural language environment, according to many of the leading experts in the field of methodology, is a major factor in successful language acquisition. Authentic materials - are materials taken from the original sources, which characterize naturalness of lexical and grammatical forms, situational adequacy and linguistic resources.

Work on the functional authentic material gives the student the reality of language use, introduces him to a variety of linguistic means and ready to use authentic means in speech. It should be noted that in teaching listening to authentic materials it is necessary to develop a voice hearing. Individual manner of speech can be very diverse and present difficulties for its perception and understanding. In native language, this difficulty is compensated by the huge listening practice; however, students' hearing experience of a foreign speech is very limited. Naturally, any individual feature of pronunciation, tone of voice, quite fast pace and definite speech defects will hinder its understanding [6].

In order to overcome the difficulties associated with understanding native speakers' speech it is necessary to learn how to listen, gradually reducing the number of educational texts. It should be remembered that the more native speakers (men, women, and children) will listen to the student, the easier it is adapted to the individual manner of speech. Therefore it is necessary to use authentic records. It is in this aspect, the most important application of information and communication tools, such as the Internet, mobile phones, interactive whiteboard, etc.

The need for the widespread information communication tools (ICT) implementation in learning a foreign language in high school due to the fact that their application opens great opportunities for the realization of didactic principles - principles of clarity, the individualization of learning and continuity. Modern methods of teaching languages require implementation sound and video recordings, films, educational programs, computer and electronic learning tools into the learning process. In the methods of teaching foreign language nowadays actively studied educational opportunities of technical means. As a result of lessons learned and results of the research, it was found that by the rational use of the technical means, you can:

- 1) fulfill the gap of foreign language natural environment at all stages of education;
- 2) fully implement the important didactic principle of visibility;
- 3) to realize teaching taking into account individual typological features of each student;
- 4) to create the best conditions for programming and monitoring;
- 5) ensure the rapid creation and development of auditory skills of self-control;
- 6) maximize the use of analytical and simulation abilities of students, mobilize inner resources;
- 7) more or less accurately determine the quality indicators of students' foreign speech in recording;
- 8) perform many types of active exercises with all students, including speaking.

Modern teaching means, including ICT, are more capable and can realize the following functions:

- presentation of educational material or individual fragments using hyperlinks; POWER POINT, animations, etc .;
- multimedia textbooks and distance learning;
- individualized instruction;
- Demonstration of films in a foreign language;
- be a source of new knowledge and a tool of getting new information, knowledge, etc .;
- reproduction of materials for listening, synchronous of pronunciation;
- The role of control and self-control (e-tests), etc.

References:

НАРОДНОЕ ОБРАЗОВАНИЕ. ПЕДАГОГИКА. МЕТОДИКА ПРЕПОДАВАНИЯ

- 1 Кочкина З.А. Некоторые особенности деятельности синхронного переводчика. //Тез. докл. на II съезде психологов. - Вып. 1. - М.: Педагогика, 1963
- 2 Зимняя И.А. Психология обучения неродному языку. - М.: Просвещение, 1989.
- 3 Леонтьев А.А. Деятельность, сознание, язык. //Вопросы философии. – 1977, № 12.
- 4 Митрофанова О.Д., Костомаров В.Г. Методика преподавания русского языка как иностранного. - М.: Рус. яз., 2000.
- 5 Использование современных информационных и коммуникационных технологий в учебном процессе: Учеб.-метод. Пособие. /Авторы-сост.: Д.П.Тевс, В.Н.Подковырова, Е.И.Апольских, М.В.Афоница. - Барнаул: Изд-во БГПУ, 2006.
- 6 Сергеева М.Э. Новые информационные технологии в обучении английскому языку. //Педагог. – 2005, № 2.
- 7 Синегубова Н.М. Информационные технологии на уроках английского языка. //Школа. - 2006, № 2.