МЕТОДИКА ВИКЛАДАННЯ ЛІНГВІСТИЧНИХ ДИСЦИПЛІН

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LISTENING SKILL DEVELOPMENT IN THE FRAME OF E-LEARNING COURSE

Гальченко В. М., Лисенкова Т. М. Розвиток навичок аудіювання в межах Е-курсу. *У дослідженні підкреслено значення комунікативних методик в оволодінні іноземною мовою, а також роль у цьому самого студента як учасника інтерактивного процесу. У процесі створення навчального курсу Smart English Online розроблено принципи організації навчально-пізнавальної діяльності студентів, спрямованої на розвиток компетентності в області аудіювання, визначено структуру курсу аудіювання для рівня B2; типів завдань; стратегії, методики та інструментів навчання. Усебічно розглянуто труднощі, що виникають у студентів при опануванні такої комунікативної навички, як навичка слухання, та шляхи їх подолання.*

Курс було побудовано на інтерактивній платформі Moodle. Він призначений для підготовки наших студентів до складання іспиту на рівні FCE B2. Така підготовка дозволила заощадити час і зусилля студентів, оскільки вони контролюють процес отримання зворотного зв'язку онлайн або зустрічі з викладачами, коли це необхідно.

Також у межах курсу підготовки до іспиту з англійської мови Cambridge English: First на рівень B2 був розроблений навчальний курс аудіювання — Listening Training Course — LTC. Були досліджені та відпрацьовані типи вправ та режими оцінювання кожного завдання з цього виду мовленнєвої діяльності.

Для реалізації завдань дослідження використовувались емпіричні методи (спостереження, індивідуальні бесіди, опитування, тестування). Було проведено теоретичний аналіз, спрямований на осмислення й узагальнення результатів, представлених у науковій літературі. Окрім цього, підсумкова кількісна оцінка ефективності аудіювання розраховувалася за спеціальною «формулою ефективності» виконання завдань, у яку включені показники швидкості, повноти й точності рішення з урахуванням їх ваги. Ці показники відображаються в зоні евалюації індивідуальної програми навчання аудіюванню, представленої в електронному форматі Progress Bar LTC.

Ключові слова: навичка аудіювання; е-навчання; граматика; лексика; рівень B2; екзамен First Cambridge English, компетенція, саморозвиток.

Galchenko V. M. , Lysenkova T. M. Listening Skill Development in the Frame of E-learning Course. *The study concerns creating a training course, Smart English Online; principles of organization of educational and cognitive activities of students, aimed at developing competence in the field of listening. The structure of the listening course for level B2 have been defined; types of tasks; strategies, methods and teaching tools have been developed. The difficulties encountered by students in coping with listening skill as well as ways to overcome them have been described in various ways. The course have been built on the interactive Moodle platform and intended on the preparation of our students for taking FCE level B2 exam. The final quantitative assessment of the listening effectiveness on the basis of speed, completeness and accuracy of the solution is displayed in the evaluation zone of an individual training program presented in the electronic format Progress Bar LTC.*

Key words: listening skill; e-learning; lexis; grammar; B2 First Cambridge English exam, competence, self-development.

Introduction

The development of the communicative paradigm of linguistics is the characteristic of the end of the XX century. The purpose of learning became communicative. It is evident that mastering of English grammar, vocabulary and syntax does not necessarily mean good English proficiency. In other words, the new approach is to study the language of communication, which is focused on language learning in real situations, rather than knowledge of the language system. Consequently, the learning process is oriented towards the student; as a participant in an interactive process.

Communicative needs of students are a common aspect of language learning. In recent years, the actual task of applied linguistics is a description of how the language is used for communication, and a demonstration of how the curriculum and teaching methods reflect the communicative nature of the language. Therefore, it is very important to develop a clear overall plan of actions for the study and assessment of students' abilities.

There are different ways to test students' abilities, but no matter what type you use, there is one important thing to keep in mind: the assessment must meet pre-agreed criteria. The first step in developing an assessment of performance is the choice of criteria. Students need to know in advance the assessment criteria so that they understand what they are asking for and why. For example, the testing listening skills can be evaluated according to the following criteria:

Grammar and vocabulary reflect the degree of control of simple and complex grammatical forms and the use of adequate vocabulary to perceive thoughts in a wide range of familiar topics.

Communication control is used to perceive a number of connectives and language markers.

The pronunciation reflects the perception of language, the correspondence of the content intonation.

Interactive communication reflects the ability to respond adequately and to support the development of dialogue and discussion aimed at achieving the result.

The overall achievement reflects the ability of communication in the range of familiar topics without hesitation, i.e. the use of correct and adequate linguistic resources for the perception and expression of thoughts and detailed statements, understood in general.

This work deals with development of the principles of organization of educational and cognitive activities of students, aimed at developing the competence in the field of listening. The objectives are determining the structure of the course for listening to level B2, types of tasks, strategies, methods, and teaching tools.

Empirical methods (observation, individual interviews, surveys, testing) were used to carry out research tasks. The theoretical analysis aimed at comprehension and synthesis of the results presented in the scientific literature was conducted. In addition, the final quantitative assessment of the effectiveness of listening was calculated on the basis of a special formula of efficiency of the tasks, which includes indicators of speed, completeness and accuracy of the solution, taking into account their weight. These indicators are displayed in the evaluation zone of an individual training program presented in the electronic format "Progress Bar" LTC.

Discussion and Results

The difficulties associated with listening aspects can be classified according to three groups.

1. Phonetics. This implies the absence of a clear boundary between the sounds in a word and between words in a stream of speech. Two aspects of hearing are distinguished: phonemic (perception of separate linguistic phenomena at the level of words and structures) and speech, which includes the process of recognizing the whole in context. It should be noted that when learning to listen to authentic materials, it is necessary to develop speech hearing. An individual manner of speech can be very diverse and present difficulties for its perception and understanding. In the native language, this difficulty is compensated by the vast practice of listening, but the experience of listening to foreign language speech among students is very limited. Naturally, any individual peculiarity of pronunciation, voice, a rather fast tempo, and certain speech defects will impede its understanding. Therefore, extensive use of authentic teaching records is necessary.

2. Grammar. A number of grammatical difficulties are primarily associated with the presence of grammatical forms that are not characteristic of the native language. Perceiving a phrase, the student should divide it into separate elements, that is, informative features of the sounding phrase, which are physically expressed by the corresponding speech qualities. There are three physically expressed speech parameters: intonation, presence of pauses and logical stress.

This means that for a successful understanding of a foreign language text one should pay attention to the development of students' skills of adequate perception of intonation, pauses and logical stress.

3. Lexis. It is the presence of many unfamiliar words that the students point to as the reason for the misunderstanding of the text.

The main difficulty in the perception of foreign language speech lies in the fact that the linguistic form for a long time is an unreliable support for semantic prediction, because the students' attention is concentrated on it, although they cannot change it. Therefore, it is necessary to develop their ability to receive information even in the presence of unfamiliar linguistic phenomena, by filtering, selecting and approximate understanding.

Students need to be specially trained in listening skills that contain unfamiliar vocabulary. Unperceived or misunderstood parts of a speech message (word, expression, phrase) are restored by students due to the action of probabilistic forecasting, that is, the ability to predict the new in support of the already known. Consequently, it is necessary to strive to predict the meaning of the statement, when the form and content integrate a complete unity.

The difficulties of the second group are as follows. While studying language in his/her homeland and not having sufficient contacts with native speakers, the students usually do not have the necessary knowledge about the world of the country whose language they study; so they interpret the speech and non-verbal behavior of the speaker from the perspective of their culture and the norms of behavior in certain situations of communication. This can lead to misunderstanding of the perceived information and disruption of the contact. All this is reflected in the socio-linguistic and socio-cultural components of communicative competence.

Socio-linguistic competence means knowledge of the norms of language use in various situations and possession of situational variants of expressing the same communicative intention. Respectively, the listener must know these options and understand the reasons for using one of them in the context of a certain communication situation.

Socio-cultural competence implies knowledge of the rules and social norms of behaviour of native speakers, traditions, history, culture and social system of the country of the language being studied. The student must have the ability to perceive and understand the oral text from the perspective of intercultural communication, for which he/she needs background knowledge. Only having this knowledge, the listener can correctly interpret the speech and non-speech behaviour of a native speaker.

Thus, it is obvious that for successful learning, listening requires a methodological system that takes into account these difficulties and provides for their overcoming.

Such a system has been developed at the Department of foreign languages of Kharkiv National University of Civil Engineering and Architecture under the leadership of the Head of Department, Professor Tetiana Serheieva. This is an e-course on listening to prepare for level B2 on the basis of English Cambridge First. In the framework of scientific research of the Department of foreign languages, innovative teaching technologies and mnemo techniques have been developed, which have been tested and found to be widely used in the online practice of foreign language e-learning (Serheieva, 2018). The difficulties of understanding which may appear in the process of listening have been considered. The speaker, the situation and the listener can all be the cause of these difficulties. Contributing factors include the speaker talking quickly, background noise, a lack of visual clues, the listener's limited vocabulary, a lack of knowledge of the topic, and an inability to distinguish individual sounds. To help learners, there are some 'strategies'.

1. Predicting content. Depending on the contest — a news report, an exchange in a supermarket — you can often predict the kind of words and style of language the speaker will use. Our knowledge of the world helps us anticipate the kind of information we are likely to hear. Moreover, when we predict the topic of a talk or a conversation, all the related vocabulary stored in our brains is 'activated' to help us better understand what we are listening to. Try to predict what is going to happen or what the speaker might say next.

2. Listening for gist. When listening, it is also possible to get the 'whole picture' but with one crucial difference: information comes in a sequence. In that sequence of information, there are content words (nouns, adjectives and verbs) that can help you form that picture. When you learn new words, try to group them with other words used in a similar context. Mind maps are good for this (Kushchenko, 2018).

3. Listening for details. When listening for details, you are interested in a specific kind of information — perhaps a number, name or object. You can ignore anything that does not sound relevant. In this way, you are able to narrow down your search and get the detail you need. In a listening test, if you asked to write down the age of a person, listen for the words related to age *(old, young, years, date of birth,*

etc.) or a number that could represent that person's age. If it is a conversation, you might wait to hear someone beginning a question with "How old ....?" When you are taking a test, as soon as you get the question paper, skim through your questions, underline the important words and decide what kind of detail you need to identify in the listening text.

For online exams at the level of B2 it is necessary to conduct listening training. The listening course consists of four parts: Part 1, Part 2, Part 3, and Part 4. Part 1 and Part 4 use the Multiple Choice technique. What is Multiple Choice? You will be given different answers to your choice, and it is necessary choose the right one.

Part 1 consists of 8 short dialogues, each containing 1 multiple choice question. Part 4 is a long text, perhaps in the form of an interview, with multiple choice questions.

When performing tasks for listening the student must demonstrate the following abilities: 1. Prediction of what people will say. 2. Guessing of unfamiliar words and phrases. 3. Use of the previous knowledge as a basis for understanding. 4. Understanding the attitude of the speaker to the subject of conversation. 5. Being able to take notes while listening. 6. Understanding intonation and emphasis.

Part 1 focuses on understanding the essence, detail, function, purpose, attitude, etc. Part 4 focuses on the attitude, thought, essence, basic ideas and specific information. To help those who learn, there are dictionaries that contain a difficult word, an example from the script, where it is used, and a contextual translation.

Thus, receiving hints, the student carries out conscious, focused actions, which are being automated and transformed into speech skills.

Part P2 (Sentence Completion) is a monologue or text that involves the interlocutor in the interaction. It is necessary to complete 10 sentences based on the information heard in the record.

Part P3 (Multiple Matching) consists of 5 short extracts connected by the same topic. There are 5 questions that require choosing the correct option from the list of 6 tips.

Proper modeling of the e-learning environment is a significant factor in the qualitative teaching of the subject and its mastering by the student. In this process, the key component can be self-knowledge, which helps to better disclose the motives and resources of the individual. The introduction of self-knowledge into the learning process allows for the individualization of training at a qualitative level, that is, the more subtle adjustment of the training program to the realization of the student's needs. Individualization of the learning process is a major need for E-learning. Thus, the purposeful development of the ability to self-knowledge and its use in learning can be a basic need in society as a condition for optimizing learning activities in a situation of rapid social transformations.

To implement the individualization of E-learning, we have developed an innovative technology, which identified the object of developmental influence and represented the techniques of its exteriorization for the purposeful development of the ability to self-knowledge in the student within the framework of e-learning activities. In the model we created, which we applied when teaching a foreign language to students of technical specialties, psychological mechanisms were used to implement developmental influence through self-knowledge.

Conclusions

The technology of e-learning for foreign languages, which includes various methods of work, is a new form of education that provides the possibility of prompt transmission of information of any size and type; interactivity with the help of multimedia information specially created for these purposes. The specially developed course Smart Listening Online presents innovative technology for teaching listening online; it has been created as a result of the study of patterns of lexical and grammar learning and presents an effective and comfortable way of listening competence acquisition.

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