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STAGES OF FORMATION OF LISTENING COMPREHENSION COMPETENCE

The author investigates the stages of listening competence formation to the students specialized in Philology; highlights the main peculiarities of audition as a conscious process.

Keywords: *listening skills, stages of listening activity, listening competence.*

There are two forms of a language as a means of communication: oral (listening and speaking) and written (reading and writing). We would like to focus on listening as an integral part in foreign language training. The problems of listening in teaching foreign languages were studied by J.S. Noblitt, Morley, G.V. Kolshansky, N.V. Eluhina, I.A. Winter, A.S. Lurie.

The **aim** of our article is to characterize the stages of formation of foreign language listening competence of the students specialized in Philology.

In the methodical plan, the formation of listening competence is a specially organized program of actions with audio text which needs to be taught. These actions are targets of purposeful training and are considered as intermediate goals for the formation of listening competence. Achievement of these goals is carried out in stages and at each stage, speech units of different levels are processed [1, p. 67].

There are two stages of listening competence formation:

- 1) formation of listening competence at the level of the phrase that involves training actions aimed at understanding audio messages built on a familiar material; understanding of audio messages with unfamiliar language material; recognizing the beginning and the end of an audio message.
- 2) formation of listening competence at the level of the text which provides for educational actions aimed at understanding:
 - a monologue built on a familiar material, by dividing the text into semantic parts or highlighting information milestones;
 - a dialogue built on a familiar material, with the task of determining the number of participants in the conversation and their characteristics;

– text built on a familiar material, with prediction of its content by title, inventions of another title or choice of the proposed headings of the most acceptable, choice of suggested sentences that are (not) in line with the content of the text, etc .;

– text, which contains unfamiliar lexical units, the meanings of which can be guessed by consonance with the native language (reliance on guess, speech experience); in context, in reliance on semantic ties;

– text, constructed mainly on unfamiliar material, but with the allocation of special barriers for listening [4, p. 95].

In order to develop listening comprehension competence students are supposed to go through definite stages. Commonly, this procedure encompasses three coherent stages [2, p. 76–82; 4, p. 125–131] (Table 1).

Table 1

Stage	Name of stage	Possible activities
1 (pre-listening)	Enter the context of the message	familiarization with the topic; brainstorm; consideration of new vocabulary and grammatical structures;
2 (listening)	First listening	note the main points; oral referencing material;
	Second listening	recording of individual parts; comparison of information recorded by students;
3 (post-listening)	Checking the understanding of information	1) emphasis on the linguistic features of the text fragment: definition of speech rate, characteristic features of the speaker's emphasis; definition of intonational models, phrasal accents, etc.;; consideration of rules for recording material (for example, punctuation); 2) emphasis on the content of the message: discussion of the content; critical understanding of information; expressing one's own vision; writing an essay; other kinds of exercises on the choice of teacher and students.

In the first stage, all kinds of tasks should be directed to the preparation for further listening to the material. The main teacher's tasks include the assessment of the background knowledge of students on the subject of listening and linguistics of the text; providing students with the information necessary for a better understanding of the fragment, or activating their background knowledge; coverage of the cultural aspects reflected in the text; acquaintance with stylistic features of the text, their role in the process of listening and the purpose of this activity; organization of group and collective discussion of the problems, obtaining the necessary information in the process of reading.

At this stage, students can view and describe drawings, maps, charts and diagrams; repeat assimilated earlier lexical units and grammatical structures; read relevant texts; depict semantic fields; predict the content of the fragment for listening; choose strategies for listening; plan activities for the listening stage, which would allow them to reach their goal [1, p. 71].

There is the experience of using special spreadsheets that contain three columns (KWL charts, from English know-know, want to know – want to learn, learn – study). Before the beginning of the listening, students write in the first column what they know about the subject

for listening, in the second – they want to know, and at the end of the audition indicate what they learned in the process of listening to audio materials [3]. This approach allows students to focus on the process of obtaining the necessary information.

Listening is not only a passive process. The listening stage involves an active guess, prediction, approximation, idealization. During the first listening of auditory information, students carry out its initial processing, store images in short-term memory, realize the purpose of the message, reproduce the background information received earlier in memory, establish the direct or figurative value of the words and phrases. The first listening is extensive [4, p. 32]. Students need to understand the overall message content. Inspection of understanding is carried out by asking special questions starting with the words «Who», «What», «Where», «When», «How», etc.

British researcher T. Lynch emphasizes the importance of forming students' ability to record material while listening. The researcher identifies three most important rules for recording information during listening: to select only basic information; write down briefly using commonly used abbreviations, initials and symbols; to clearly indicate the relationship between events, their participants, objects in the form of abstract or schematic records, correlation cards [2, p. 53].

Tasks for performing during or immediately after listening should be directly related to the audio text. If students have to do a written exercise, they need to look at its contents before listening, so as not to distract yourself later. Before the listening phase, students can ask questions, what answers they should receive from the audio material. This will help to focus on the main pieces of information.

At this stage, students can use visual materials, follow the route on the map, build schemes, fill tables, delete individual items from the lists, define the main idea of the message, set a chronology of events, search for words and phrases, fill in missing text in the text, and so on.

In the third stage, teacher checks the comprehension of heard information, generalization and systematization of the received factual knowledge, assessment of the level of formation of auditory skills. The task can be linked to the first stage of listening, namely the prediction of the content of the fragment. Students can compare how and why their information differs from the projected. Effective is the discussion of content, stylistic, lexical, grammatical and other features of the text of the message, discussion on the violated topics in the audio material. It is important to focus students not only on the content of the message, but also on the functional vocabulary used in certain communicative situations (for example, expressing gratitude, compassion, greetings, refusals, objections, etc.), to teach them to understand the meaning of new lexical units from the context.

Thus, the formation of foreign language listening competence of students is a conscious interactive process for all participants, in which attention is focused not only on the final result, but also on the mechanism of its achievement. The process of developing listening comprehension competence incorporates three main stages: pre-listening, listening and post-listening.

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