
Formation of auditory competence in junior courses of language specialties at a university on the basis of English- language videos

Abstract. The article is devoted to the issue of using Internet resources in teaching English, contributing to the development of listening skills. The expediency of using video materials in a foreign language lesson as a means of intensifying the educational process and giving it a maximum communicative orientation is considered. The article considers the concept of listening as a receptive type of speech activity that exists in the methodology of teaching a foreign language. Video auditing is a lightweight version of listening, because the video sequence helps students guess what is happening on the screen and better understand the situation. A pilot experiment to identify the attitude of students to video auditing showed a clear preference for this type of educational activity. The author gives examples of active teaching methods and techniques that stimulate the creative aspect of applying knowledge and skills by students in the process of forming communicative competence. The article presents a method of working with video materials, and it lists the types of Internet sites that can be used by teacher in a foreign language lesson.

Keywords: authentic audio / video materials; creative tasks; methodical work; productive types of tasks.

DOI: <https://doi.org/10.32523/2616-678X-2021-134-1-76-83>

Received: 19.12.20 / **Final version:** 20.01.20 / **Approved for publication:** 18.03.21

Introduction. In the modern world, the goal of teaching a foreign language cannot be only the transfer of linguistic knowledge and the development of speech skills of students. In the context of globalization and integration languages and cultures, the socio-cultural component began to occupy a central place in foreign language lessons, which plays a significant role in the development of the students' personality and expanding their general outlook.

Listening is a receptive type of speech activity and provides an opportunity to communicate in a foreign language. Listening is considered to be the most difficult aspect in mastering the English language. This complexity is explained by overcoming such factors as the nature of

the language material, presentation conditions, semantic content, information sources, as well as the individual characteristics of both the speaker (manner of speech, pace, presence of an accent) and the listener, his audible experience and many others. On the other hand, listening is a powerful tool for teaching a foreign language because it promotes mastering the lexical composition of the language and its grammatical structure, makes it possible to master the sound side of the studied language, its phonemic composition and intonation: rhythm, stress, melody. In one of his latest publications.

M. Rost described listening as "a necessary type of speech activity, because it provides the listener with information. Without understanding

information, no study can be started...». Through listening, the lexical composition of the language and its grammatical structures are learned, while listening makes it easier to master speaking, reading, and writing. If the listener feels the need to listen, this leads to the maximum mobilization of his mental potential: speech hearing and even the sensitivity of the sensory organs become more acute, attention becomes more focused, and the intensity of thought processes increases. Since speech communication is a two-way process, the underestimation of listening, i.e. perception and understanding of speech by ear can have a very negative impact on the language training of students [1].

Methodology. The importance of listening. Listening, according to researchers, is considered to be the most popular skill of a person in everyday life. Research results showed that «an adult using four communication skills in their daily life most often uses the ability to perceive and understand speech by ear (42 %), then speaking (32%), reading (15%) and writing (11%)» [2, p.72]. It is agreed that listening really prevails in our life practice, since we have to talk a lot on the phone, talk to various people about personal and official matters, and perhaps listen to instructions and explanations.

Until recently, not enough attention was paid to listening. Beisembayeva S. P defines the first reason: «listening has so far been considered as a by-product of speaking, respectively, work on it is episodic and is carried out on speech messages presented by the teacher in a form that is most acceptable for a particular class» [3, p.32].

It is currently impossible to study the features of listening without taking into account using a video sequence. Video is one of the most common sources of authentic media education information. Under the video materials, following e. Ilchenko, we understand «TV production (news, interviews, talk shows, advertising blocks, etc.), as well as feature films, documentaries, animated films recorded on film or digital media and used as didactic material with the possibility of multiple viewing» [4, p. 7].

Let's consider next, traditional listening as a type of speech activity and listening using a video

sequence as a modern type of listening, which arose due to the large multimedia capabilities when learning using electronic resources.

The concept of listening as a receptive type of speech activity.

Psychologist I. A. Zimnaya believes that listening is characterized by three levels: motivational, analytical and synthetic, and Executive. The motivational side of listening determines the recipient's readiness to comprehend the speech message, thereby ensuring that communication, therefore, the motivational part follows from the universal need for verbal communication. The main form of listening is the internal form. The basis of the internal mechanism of listening is such mental processes as perception by ear, attention, recognition and comparison of language means, their anticipation, identification, grouping, retention in memory, inference – that is, the reconstruction of someone else's thought, and an adequate response to it. Therefore, the subject of listening is someone else's thought, encoded in the text and subject to recognition. The product of listening is a conclusion, and the result is an understanding of the perceived semantic content and their own response behavior – speech or non-speech. You can verbally respond to what you hear, take note of the perceived information and store it in memory until it is needed, but the listener can also respond to the received information with adequate objective behavior [5].

I. N. Maksimova notes that speaking and listening are interrelated processes of oral speech activity, because the task of students is not only to receive a message, but also to «prepare a response to what they hear in internal speech» [6, p.4], which contributes to creating favorable conditions for communication among students. As a component of communication, listening teaches the culture of speech, as students learn to listen carefully to the interlocutor and not to interrupt him, as well as to listen to the other person's utterance to the end. Knowledge of the rules of good manners is valued not only when communicating in a foreign language, but also in the native language.

I.N. Maksimova also believes that phrases of speech etiquette are usually presented in the form of clichés. They are remembered easily and involuntarily when the video fragment is repeated many times. According to this author, listening is not only a goal, but also a means of learning.

Through listening, students learn about the sound side of the language being studied, its phonemic composition and intonation: they get acquainted with the rhythm, stress, and melody. In addition, during listening, students improve their vocabulary and repeat grammatical constructions. In the process of listening as an act of communication, the speaker seeks to realize his communicative intention, i.e. to convince the listener of something, to influence him in a certain way, to encourage him to perform or not to perform this or that action.

In General, there is a research interest in teaching listening in higher education. Thus, I.V. Shchukina raises the question of developing a methodology for building a multi-level model of teaching listening in the system of professional training of a foreign language teacher [7]. The most interesting aspect of her approach is the problem tasks as the basis for developing communicative and cognitive listening skills, as well as the use of a differentiated approach in teaching listening. Researcher T.V. Gromova, studying the strategies of communicative partnership in teaching listening to students in small groups, believes that it is a factor in increasing their professional competence [8]. It seems obvious that part of listening in a life context is actually listening based on a video sequence, i.e. «video auditing», since we are participants in live communication. That is why it seems to us that listening training in the modern context can and should be carried out using the available multimedia resources, which provide a foreign language teacher with great opportunities to choose video materials for teaching a foreign language. We assume that video audition is a more interesting aspect of the lesson for students than regular listening, since the video series always brings more variety to foreign language learning.

Learning to listen based on a video sequence (video audition). Given the development of information and communication technologies and the availability of multimedia resources (for example, the electronic resource YouTube), modern foreign language teachers are increasingly using video fragments for listening, which allows them to enrich the content of their discipline and thus increase the motivation of students. Learning to listen based on video materials is becoming an increasingly common type of educational activity, about which numerous articles have been written. Since video-based listening is gradually becoming a common practice of teaching a foreign language (S) in higher education, we consider it possible to introduce the term «video-based listening», which fully reflects the practice of video-based listening.

V.I. Pisarenko considers the classification of video materials as a means of teaching AI [9]. The author pays special attention to the criteria for selecting video materials, since it is precisely clearly established criteria that determine the features of working with a particular type of video material, organizing the educational process, preparing video material for use and preliminary work with this material. S. p. Semaeva considers listening training using technical means and the Internet as an additional opportunity to increase students' interest in a foreign language [10].

Of particular potential interests are those sources whose authors link training in video auditing with increasing students' motivation. Let's look at some of them in our review. So, a number of researchers, in particular, N.V. Kareva, claims that the ability to access Internet resources for students is not the main motivating factor in learning listening, so she pays great attention in her article to the methodological aspects of working with video material. Of course, we fully agree that correctly constructed explanations contribute to more successful development of listening skills, but we want to refute the first statement of the author [11].

The possibility of a wide choice of Internet resources for listening, when almost every modern student has their own smartphone, is

a significant advantage in teaching, and it can become a stimulating factor for further self-improvement of listening skills. If a student uses a smartphone all the time, then the probability that they will go to the site and start listening to an audio file is much greater than that of a student who studied thirty years ago and did not have such opportunity. It would seem that not so far back in the past, students studying English had to make a lot of effort to rewrite the audio recording from the tape in the textbook to their personal tape for further listening, unless, of course, students bought an expensive set that included this tape.

It should be emphasized that, at this stage, it does not matter what percentage of understanding of the audio text the student has. If he is really interested in the topic, and he regularly listens to audio texts, as recommended by S. p. Semaeva, then a positive result will soon be observed [10]. Indeed, in order to acquire a good listening skill, and so that someone else's foreign language speech does not seem completely incomprehensible, you need to spend at least twenty minutes daily on completing tasks, which is easy to do with a smartphone, even if students are very busy. For example, you can listen to audio programs on your way to University.

It is also believed that having a wide selection of different podcasts that meet the level of language proficiency of students, as well as a large selection of audio text topics, helps to increase motivation in the development of listening skills. Students, mostly young people aged 19-22 years, are willing to perform only those tasks that they are interested in due to the specifics of their age.

Accordingly, it can be concluded that if online podcasts are interesting for students and are free of charge, this factor contributes to increasing students' interest in such a difficult type of speech activity as listening.

N. V. Kareva rightly pays considerable attention to such podcasts as the British Council, Voice America, ESL, where in addition to text versions (transcripts), tasks are attached to check speech comprehension [11]. Listening to English Learn resource includes tasks on the use of words and expressions, as well as podcasts

on country-specific topics. The site contains the articles themselves, which provide support for listeners. In addition, the researcher believes that the Better at English website will be interesting for students, as it presents many interesting, live authentic audio texts, including idioms and slang. It is known that young people have a tendency, first of all, to learn idioms and slang, which is so characteristic of communication. For those students who want to improve their academic vocabulary, N. V. Kareva suggests turning to the CNN Student News website, which is intended for students, while the Business Update program is designed for businessmen. Thus, the choice of audio and video material on the Internet is really huge. However, having access to Internet resources is not an absolute guarantee of the success of high-quality foreign language teaching, since it is also necessary to have well-chosen listening exercises that correspond to the level of students. However, the availability of access to Internet resources can be a determining factor for improving the motivation of performing tasks on listening comprehension. Students' acquisition of foreign language communicative competence using the above-mentioned sources is possible only if the teacher's work is methodically well-constructed.

Discussion. The use of video increases the motivation of study: the movies (the movie) they have a high degree of motivation in themselves. The language and themes of the videos are taken directly from the culture of the target language, thus expanding cross-cultural knowledge about the target language country, the cultural appreciation of the people – carrier language, cross-cultural study of speech phenomena. The use of video materials of a country-specific nature also makes it possible to implement an intercultural approach, i.e. to create conditions for the perception of someone else's culture and its comparison with one's own culture.

It seems to us that video auditing is an important aspect for maintaining the «success motivation» that E. N. Solov'ova speaks about. Although the researcher considers mainly ordinary listening, without relying on a video sequence, her opinion seems to us quite

reasonable. E. N. Solov'ova emphasizes the importance of creating an atmosphere of success in the classroom on AI. Although achieving a positive result in the activity that a person is engaged in is important for any adult, it is especially important for teenagers aged 17-19 years. In this transition age, young people are very sensitive to criticism from others, and the opinion of their fellow students is important for them, who can be critical of those who «do not hear the text at all». Accordingly, if ordinary listening or video auditing is successful, then students are engaged in IA with great interest.

E. N. Solov'ova notes the advantages of using a video fragment when listening. In her opinion, this advantage lies in the country-specific component, i.e., in the possibility of immersion in the environment of the language being studied. This is important because not every student has the financial opportunity to visit the country of the language being studied. The researcher notes that moving everyday actions and events to the country of the language being studied increases the interest of students, as it gives them the opportunity to see with their own eyes the differences between their own and foreign cultures. Students see how to greet other people, what to give to hosts when they are invited to visit, how to behave in the theater. This Videophone helps to understand the foreign culture and customs of the country of the language being studied [12].

G. A. Gunyashova believes that showing videos in a foreign LANGUAGE class can significantly increase the interest of students, since the subjects of video materials are directly taken from the life of the culture of the country of the language being studied. Thus, in addition to learning new vocabulary, students are introduced to the culture of the language being studied [13]. The author pays special attention to the time of watching videos, considering that in order to increase the effect of watching videos, you need to choose not only an interesting video fragment, but also the time of its display in the classroom. For example, if a teacher wants to introduce a new topic for discussion, then showing a video is the best way to achieve this goal.

Most likely, students will have questions during this task, or they will offer their own solution to the problem raised. Thus, we can say that showing a video fragment helps students to start communicating, even among weak students who would otherwise have kept silent. G. A. Gunyashova also notes that in addition to video materials from the textbook, teachers of FL should also use as video materials, news reports that can significantly complement the topic of the textbook. i.e., Cherches and other researchers complement our understanding of the use of video materials, considering that the content of the word series is absorbed with a much lower degree of intensity, and in the end, with a lower degree of completeness and adequacy than the video series [14, p.59-64].

Results. The practical significance of using video in English lessons as a means of developing communicative competence

Unfortunately, with two or three academic hours of English per week, the teacher fails to pay due attention to the development of students' listening skills. All more emphasis is placed on independent work, which became possible thanks to the emergence of Internet resources. As an example, consider some of them in more detail:

1. TED (Technology, Entertainment, Design) is a universal online platform with many conferences leading experts in the field of science, art, design, politics, culture, business, global problems, technology and entertainment. The mission of the conference is to spread unique ideas ("ideas worth spreading") [15]. Entries from the most prominent speakers can be found at the official website TED.com. Currently over 1,500 selected lectures with translations in different languages available on the website. All videos are released under Creative Commons license, which allows their free distribution [16].

2. BBC Podcasts [17]. BBC radio stations have a wide range of topics, which in the absence of subtitles will be useful to listen to as a background, which will turn the listener into a state of «flow» and create the illusion of «complete immersion» in an authentic environment. Due to the sensation of the «streaming» state, forgotten knowledge of grammar and vocabulary begins to activate by

itself, and the melody of the language itself is caught, which is also important when teaching speaking.

3. Ororo.tv [18] - a site that provides access to the latest TV series and some films with subtitles in different languages which can be turned on and off at the request of the viewer. Watching movies and TV series in the original has a huge importance in the process of teaching foreign languages, since it is based on one of the basic methodological principles - clarity. While watching a video, all types of speech activity are involved. As the information seen and heard is remembered five times better.

Conclusion. Summing up, it can be said that listening is one of the most difficult types of speech activity. Video auditing is a simplified version of listening thanks to the use of a video sequence that helps students guess what is

happening on the screen and better understand the speech being spoken. Listening based on video allows students to get used to someone else's foreign language speech and overcome the fear of not understanding this speech. Video auditing is a more interesting aspect of the lesson for students than regular listening, since watching a video fragment increases their cognitive interest. They are more likely to participate in discussions and discussions of the fragment being viewed. Authentic educational audio material is interesting, informative, meaningful, understandable, corresponds to the modern reality of a foreign language society and creates favorable conditions for students to master the new regional information, speech behavior of native speakers, contributes to their acquaintance with the living language, the way of life of the people, their culture, modern realities.

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Ағылшын тіліндегі бейнероликтер негізінде университеттегі тіл мамандықтарының кіші курстарында есту құзыреттілігін қалыптастыру

Аңдатпа. Мақала тыңдау дағдыларын дамытуға ықпал ету және ағылшын тілін оқытуда Интернет ресурстарды пайдалану мәселесіне арналған. Мақалада ағылшын тілін оқыту әдістемесінде кездесетін сөйлеу әрекетінің рецептивті түрі ретінде тыңдау тұжырымдамасы талқыланады. Ағылшын тілі сабағында бейнематериалдарды оқу үдерісін күшейту және оған максималды коммуникативті бағыт беру құралы ретінде қолданудың орындылығы қарастырылған. Мақалада тыңдау ұғымы шет тілін оқыту әдістемесінде кездесетін сөйлеу әрекетінің рецептивті түрі қарастырылады. Бейне аудит – бұл тыңдаудың жеңіл нұсқасы, студенттерге экранда не болып жатқанын болжап, жағдайды жақсырақ түсінуге көмектеседі. Студенттердің бейнеаудиторлыққа деген көзқарасын анықтауға арналған эксперименттік білім берудің осы түріне айқын басымдық бергендігін көрсетіледі. Автор видео қолданудың шығармашылық жағын ынталандыратын оқытудың белсенді әдістері мен тәсілдерінің мысалдарын келтіреді. Мақалада бейнематериалдармен жұмыс жасау әдісі ұсынылған және мұғалімнің ағылшын тілі сабағында қолдануға болатын интернет сайттарының түрлері келтірілген.

Түйін сөздер: түпнұсқалық аудио/бейнематериалдар, креативті тапсырмалар, әдістемелік жұмыс, тапсырмалардың өнімді түрлері.

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Формирование слуховой компетентности на младших курсах языковых специальностей в университете на основе англоязычных видеороликов

Аннотация. Статья посвящена вопросу об использовании Интернет-ресурсов в обучении английскому языку, способствующих развитию навыка аудирования. В статье рассматривается понятие аудирования как рецептивного вида речевой деятельности, существующее в методике обучения иностранному языку. Рассмотрена целесообразность использования видеоматериалов на уроке иностранного языка как средства интенсификации учебного процесса и придания ему максимальной коммуникативной направленности. В статье рассматривается понятие аудирования как рецептивного вида речевой деятельности, существующее в методике обучения иностранному языку. Видеоаудит - это облегченная версия прослушивания, потому что видеопоследовательность помогает ученикам угадывать, что происходит на экране, и лучше понимать ситуацию. Автор приводит примеры активных методов и приемов обучения, стимулирующих творческий аспект применения знаний и умений студентами в процессе формирования коммуникативной компетентности. В статье представлена методика работы с видеоматериалами, а также перечислены типы интернет-сайтов, которые могут быть использованы преподавателем на уроке иностранного языка.

Ключевые слова: аутентичные аудио/видеоматериалы, креативные задания; методическая работа, продуктивные виды заданий.

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