

МІНІСТЕРСТВО ВНУТРІШНІХ СПРАВ УКРАЇНИ
НАЦІОНАЛЬНА АКАДЕМІЯ НАЦІОНАЛЬНОЇ ГВАРДІЇ УКРАЇНИ
МОВНИЙ ВІДДІЛ



ТЕЗИ ДОПОВІДЕЙ
ВСЕУКРАЇНСЬКОЇ НАУКОВО-МЕТОДИЧНОЇ КОНФЕРЕНЦІЇ
«МЕТОДИКА ТА СПЕЦИФІКА ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ
У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ»

7 грудня 2020 року

Харків 2020

ДИСТАНЦІЙНІ ЗАНЯТТЯ З ІНОЗЕМНОЇ МОВИ ЧИ ОНЛАЙН КУРСИ ІНОЗЕМНИХ МОВ: ВИКЛИКИ ТОТАЛЬНОГО КАРАНТИНУ 125-127

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деякий час, стикається з тим, що, незважаючи на зусилля, що докладаються, не досягає такого успіху, який вона очікує. Лінгвісти, що працюють над проблемами у вивченні мови, в своїй більшості схиляються до єдиної думки, що вивчення мови таки є копіткою працею. Щоб досягти бажаного результату в оволодінні іноземної мови треба працювати кожен день. Більшість людей, які вивчають або хотіли б вивчати мову вважають, що для того, щоб вчити іноземну мову потрібно вкладати чималі кошти. Але, реалії доводять інше [2].

З появою Інтернет технологій в нашому столітті, у нас з'явилася можливість не тільки економити свій час і гроші, а й отримувати необхідні матеріали і послуги просто сидячи біля комп'ютера. Вибираючи безкоштовний інтернет-контекста для вивчення мови, треба брати до уваги, що деякі ресурси не є доцільними для використання на тому чи іншому етапі навчання. Якщо говорити про самостійну роботу студентів над підтриманням належного рівня володіння мовою треба відзначити, що це пошуково-аналітичний і особистісно-орієнтований процес. Є необхідність випробувати на собі запропоновані методи вивчення мови для того, щоб зрозуміти вони прогресивними і доцільними у використанні.

Література

1. Quizlet. URL: [www. https://quizlet.com](http://www.quizlet.com).
2. Живо. URL: <http://www.zhyvo.in.ua/najkrashhi-servisi-dlya-vivchennya-inozemnihmov.html>

UDC 372.881.111.1

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LISTENING SKILLS DEVELOPMENT THROUGH INTERNET RESOURCES

There is no doubt that technology offers teachers and learners a vast amount of materials and communication possibilities to enhance their language teaching and learning. For successful integration of multimedia technology in language courses, both teachers and learners need to be prepared to adopt new roles and use the available technology in appropriate ways.

Listening acts not only as an independent type of speech activity, but also as a means of teaching speaking, writing, and language skills. The share of listening is the shortest time in a foreign language lesson, although listening

occupies a position no less significant, than speaking. In addition to real or educational communication, the process of mastering a foreign language and the development of speech skills is embodied mainly through listening. Therefore, teachers should know in what ways and for what didactic purposes they can use modern technical innovations in their pedagogical practical activities [1].

Listening is a receptive type of speech activity (TSA), which is the simultaneous perception and understanding of speech by ear and as an independent TSA has its goals, objectives, subject and result [1]. This is a complex skill, which can't be automated but only partially at the level of recognition of phonemes, words and grammatical constructions. Listening is the only TSA, when almost nothing depends on the listeners, since the linguistic form and content are set from outside the speaker, the throughput of the auditory canal is lower than, for example, the visual, respectively, auditory memory is less developed than visual, therefore, with prolonged listening time fatigue occurs and faster forgetting what we hear. In addition, in a real communication situation it is impossible to repeat what we hear or listen to [2, p. 41].

One of the most popular online resources for developing listening is podcasts. A podcast is a type of social service that allows you to listen to, browse, create and distribute audio and video broadcasts on a worldwide network. Unlike regular television or radio, the podcast allows you to listen to audio files and watch video broadcasts not live, but at any time convenient for the user [3, p. 129]. Solomatina A.G. in one of her works on teaching methods gives the following definition: "A podcast is an audio or video clip created by students in a foreign language in accordance with the language and thematic content of the curriculum and placed on the podcast server for further use in the educational process" [4, p. 235].

In contradiction to television or radio, podcast allows you to listen to audio files and watch video broadcasts not live, but at any time convenient for the user. All that is needed is to download the selected file to your computer. Students can either listen to or view podcasts, or create their own podcasts on any topic. The duration of the podcasts can be from several minutes to several hours. On the Internet, you can find both authentic podcasts created for native speakers (for example, BBC news) and educational podcasts created for educational purposes. The most effective way to find the necessary podcast is to go to the podcast directory, select the category of interest and view the list of podcasts available for download.

A learning model through a podcast helps develop listening skills. To overcome the objective difficulties of students when listening to podcast, to improve the quality of listening in a foreign language, as well as to develop the auditory skills, the three-stage model of teaching types of speech activity was

first developed. Taken together, all three stages represent a full range of methodological techniques aimed at developing listening skills and processing the information received.

A podcast includes three stages: a stage before listening, a stage while listening, a stage after listening. Each of the stages has its own goal and a set of special techniques for its achievement. At each stage, students form a certain series of skills necessary for effective listening in a foreign language [5, pp. 34-57].

Working with podcasts is considered when students need to prepare the text of the presentation according to the chosen topic. Depending on the purpose, students create descriptive, argumentative, contrastive texts that will later be recorded and posted on the podcast service for the discussion. Using the network software available on the service, students can record their performance. Network software allows you to record a performance as many times as necessary until the student is satisfied with the quality of the performance. Only after that, the podcast will be saved on the network and will be available to all project participants. In extracurricular time listening or of students podcasts is carried out. After listening to each student's podcast, all students are invited to participate in a network discussion of podcasts, commenting or leaving feedback in the microblog on the content or structure of the podcast. After a network discussion, students are invited to participate in a general discussion and analyze their favorite podcasts [3, p. 133].

Video casts are used as a listening tool, tcan significantly improve listening comprehension skills. Everything that students can observe in the video clip (the scene, emotions, gestures, etc.) creates important visual stimuli for the production of speech and its practical use. In addition, practice shows that using multimedia helps students to be constantly involved in the communication process. In the process of studying English, students of high school can watch the video. These are small videos, but they supplement the material under yand increase the effectiveness of the educational process. The most popular platform for video casts is YouTube. On YouTube there are educational programs which can develop listening skills. Tmost popular video casts of such platforms are British council, BBC Learning English, Skyeng, TEDx talks, Learn English With TV Series [6, p. 92-94].

There are also interesting and popular sites which are used todevelop listening skills. Materials can be used during lessons and in extracurricular activities. Having studied various sites containing various language materials, we can distinguish several popular sites among teachers of foreign languages. These sites offer exercises for developing listening skills, which can even be done online if there is Internet access. These sites present a huge selection of

different materials for the formation all types of activities: podcasts on various topics, audio books, video materials on studies. British council Website has many interesting and useful materials and is used developing listening skills. Othe site there are videos suitable for different levels. Evideo is accompanied by a transcript of the text and has two types of different tasks and a PDF document to be printed and distributed among students [1].

In conclusion, it should be noted that the use of computer technologies and the Internet plays an important role in teaching foreign languages at the present stage, since thanks to them you can constantly receive new, authentic, modern information on a topic of interest, create an authentic language environment by working with authentic literature, listening to original texts. In this regard, the value of podcasts of all genres and categories that allow the teacher to solve complex learning problems should be emphasized. Teachers should be prepared with professional skills which include pedagogical and technical skills because the more enthusiastic and more knowledgeable language teachers are, the more successfully they can implement Internet in the language classroom. Learners can only benefit from technology-based activities provided that these activities are relevant to their needs and interest. Thereby, the level of motivation of students can be increased.

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УДК: 371

Мартакова Анна Валеріївна

НАУКОВЕ ВИДАННЯ

ПРОГРАМА
ВСЕУКРАЇНСЬКОЇ НАУКОВО-МЕТОДИЧНОЇ ЗАОЧНОЇ
КОНФЕРЕНЦІЇ
«МЕТОДИКА ТА СПЕЦИФІКА ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ У
ЗАКЛАДАХ ВИЩОЇ ОСВІТИ»

Відповідальний за випуск: Володимир ГОНЧАР
Комп'ютерна верстка: Майя СЕРГІЄНКО

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