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Мукушева Гульсум Рамазановна. Номенклатура умений для слушания и понимания профессионально-ориентированных текстов на слух.

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**Nomenclature of Skills for Listening and Understanding  
Professionally-Oriented Texts Aurally.**

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***Annotation:** The article is devoted to the actual problem of searching for optimal methods of professional-oriented teaching of foreign languages and the formation of communication skills in all types of speech activity. The major attention is focused on the task of learning to listen and understand professional texts in the specialty, which are based on the basic skills that students of non-linguistic universities should have. To reach the goal of the implementing of these tasks the researches suggests minimizing and concretizing educational material on learning to listen and understand an economic text based on a leading principle called the principle of “context-pragmatic significance”. That’s why it’s obvious to prepare our students to listen to lectures, reports and speeches, tape recordings of speech, radio and television news, to participate in discussions and conversations, watch movies and using internet.*

***Key words:** the context-centered foreign language teaching, non-linguistic universities, listening skills, compensatory skills; sounding text.*

Nowadays, the method of teaching foreign languages has acquired the urgency of the problem of combined teaching of various types of speech activity to listening and understanding, speaking, reading and writing.

Teaching students of economics a foreign language, we set the task of acquiring communicative (intercultural) competence, which provides not only

knowledge of a foreign language, which is a means of communication, a means of obtaining information in a particular branch of knowledge, in our case in economics, information exchange in the sphere of their professional activity, but also the ability to see and perceive a different culture and interact with native speakers.

According to the theory of contextual learning, which is the development of an active approach and the assimilation of social experience (L. S. Vygotsky, A. N. Leontiev, P. Ya. Halperin, N.F. Talyzina, etc.), the learning process is considered as the formation of cognitive activity students, gradually transformed into a professional activity. Verbitsky A.A. (1991) defines contextual learning as “learning, in which the whole system of didactic forms, methods and means simulates the subject and social content of the future professional activity of a specialist and the assimilation of abstract knowledge and systems by the specialist is imposed on the framework of this activity”. The means of learning are the means of mental reflection of reality, while the context provides an adequate or, on the contrary, an illusory reflection of objects and phenomena of objective reality, their personal meaning.[1]

Kunanbaeva S.S and Stamgalieva NK. (2000) state that the conditions of context-centered foreign language teaching in a non-linguistic university allow the student to be brought closer to the state of using knowledge as a means of achieving practical goals in model conditions of professional activity; to form an adequate idea of the diversity and problem of professional-subject and social relations in situations of a future job , to ensure in the process of these situations that students receive relevant emotional value experience. Mentioned above allows us to consider that context-centered learning, its forms and methods should most accurately meet the tasks of shaping students' motivation for communication. By teaching methods are usually understood the methods and techniques in which students are directly involved in active learning activities. “Activity is most often defined as a way of interaction of a person with an environment in which his desire for its effective development is expressed” [2].

Consequently, the object of the formation of activity in the field of professional communication is communicative skills in all types of speech activity. Stamgalieva

N.K. defines specific tasks in the light of the theory of contextual learning to communicate economists in a foreign language [6]. We highlight the task of learning to listen and understand professional texts in the specialty, which are based on the basic skills that students of non-linguistic universities should have, that is to say:

Understanding the main content of the sounding professionally-oriented text:

- defining the topic of sounding professionally-oriented text
- identifying and highlighting the main information of the sounding text, separating the information of paramount importance from the secondary;
- establishing a connection (logical, chronological) events, facts;
- anticipating the possible development (completion) of actions and events;
- the integration of the facts stated in the text;
- making conclusions on the text listened.

Extracting complete information from a given text:

- a complete and accurate understanding of the facts / details, the allocation information to confirm, clarify anything;
- the establishment of the relationship of events, the disclosure of cause-effect relationships between them; determination of the main ideas comparison (mapping) information and others.

Understanding the necessary (interesting) relevant information:

- definition of the text genre;
- Identification of information related to an issue;
- determining the importance / value of information, etc .;

The implementation of these tasks requires the selection and organization of educational material for contextual learning and the formation of skills for understanding professional-oriented speech (that is, listening to different types of professionally-oriented texts) and professional communication in various professionally relevant areas of communication. This requires minimizing and concretizing educational material on learning to listen and understand an economic text based on a leading principle called the principle of “context-pragmatic significance”.

The demand of a foreign language in society increases, in turn, the status of a foreign language also raises as an academic subject in the system of training specialists in the economic sphere. So, in many higher educational institutions of economic profile, a foreign language is among the major subjects nowadays. In modern foreign language programs for non-linguistic universities, the proportion and importance of listening in the educational process has increased, and the main goal of the students is to develop the skills of “listening comprehension messages of a domestic, informational and professional nature, based on the topic studied” It is known that the ability to understand speech aurally does not come by itself, we need special exercises and the organization of the auditory perception of speech while developing other skills of speech activity.

Under natural conditions of communication in a foreign language, we prepare our students to listen to lectures, reports and speeches, tape recordings of speech, radio and television news, to participate in discussions and conversations and watch movies, etc.

The starting point in determining the strategic goal of learning to listen and understand is the social order of society in relation to specialists in the economic sphere. Defining the strategic goal of education, it is necessary to answer the question: What qualities, knowledge and skills should be formed by a student of the Faculty of Economics so that he can “live comfortably” in a rapidly changing economic world today and tomorrow? To answer the questions asked and to fulfill the order of the society, we revised and discussed the “Foreign Language” course program at methodological meetings and defined goals and objectives in training. Teaching a foreign language at an economics university, in particular, at the Karaganda Economic University of Kazpotrebsoyuz takes place in three stages. The first stage includes the first and second semesters. The second stage is the third and fourth semesters. The third stage is the fifth and sixth, respectively. The total amount of hours for learning a foreign language in different specialties varies from 520 hours to 462. [3]

First stage: The objective of the perception of foreign speech in the first year is listening and understanding of a teacher's speech, and global understanding of a listened educational text. (the first year students learn "Basic English").

Learning listening is carried out on the basis of authentic educational audio texts in recording. These are texts of a monological and dialogical nature, based only on the studied topics and connected mainly with the curriculum of the course. The text sounds 2-3 minutes, listening once.

Students should be able to:

- understand by ear the general content of the training audio text, recorded at a tempo of 200 words / min, containing 2% of unfamiliar words, the meaning of which can be guessed from the context;
- determine the theme of the text;
- list the basic facts;
- transfer the general content of the text in the target language.

Criteria for assessing the development of auditory skills:

- Adequate reaction to the teacher's speech.
- identification and recognition of the studied phonetic, lexical and grammatical phenomena aurally.
- Understanding the general content of the audio text, with its one-time presentation. Answers to questions what, where, when?
- Quantitative and qualitative understanding of the facts.

Second stage. The purpose: a global and detailed understanding of the text listened, as well as the use of textual information for communicative purposes.

In the second stage, we are used authentic audio texts reflecting colloquial, publicistic and scientific styles. The playing time is 3 minutes with a one-time presentation with 3% of unfamiliar words.

The student should be able to:

- put questions on all the facts of the text and answer them;
- identify the semantic milestones of the audio text for the preparation of a detailed plan (schemes, diagrams);

- choose the details corresponding to the content of the text (test items) from the options proposed by the teacher;
- make a detailed and short retelling of the text in the target language.

Criteria for assessing skill formation:

- the full understanding of the audio text, (the percentage ratio of the understood and misunderstood factual material).
- the accuracy of the audio text understanding (identification of semantic milestones, the definition of the communicative intention of the author, the possibility and situation).

The third stage: The purpose is to improve the auditing skills, the development of critical thinking skills in comprehension of an audio text and the use of the information obtained for communication purposes. [5]

The training uses authentic economic texts of a publicistic and scientific nature, dialogues and monologues, recordings of television and radio information, etc. Materials for listening should reflect different functional styles of speech.

Audio text can contain 3-4% unfamiliar words, which you can guess. The sound time 4-5 minutes, recording audio text is to be performed by a native speaker.

The student should be able to:

- understand audio text in detail, recording tempo 230–240 sl./min;
- differentiate the information received by listening (to determine the main and secondary facts);
- predict the beginning or ending of the text (with the appropriate task of the teacher);
- give a critical assessment of the information listened at the elementary level.

Criteria for assessing the formulation:

- the comprehensiveness and depth of the audio text (the quantitative ratio of understood and misunderstood, the main and minor facts).
- listening speed corresponds to the speech tempo.

In connection with the emphases of a pragmatic orientation in the teaching of foreign languages, the question arises as to which of the students, where and when will actually use the language being studied to communicate with native speakers. Certainly, it will be in their professional activities. Of course, not all students will have real direct contacts with native speakers in the country of the language being studied, however, an analysis of the situation in our country shows that such opportunities exist primarily in the following areas: personal contacts in business, access to high-quality economic education at home and abroad, access to world experience and knowledge, international communication and cooperation.

Outside the country of the language being studied, the most real is indirect contact with authentic information, which makes receptive types of speech activity most important. They are listening and reading. This demonstrates the need to put forward the processes of listening comprehension in the theory and practice of teaching a foreign language, and with the modern system of telecommunications and the media (radio, television and internet) the listening comprehension of sounding text. Most likely, we should talk about the method of teaching the subject, which should be based on the work on the text, most precisely the work on the language should come with the "text". The text is an incentive for the development of all other types of speech activity, including oral.

Mastering the ability to understand audio and video information has a completely natural motivation and can be available to absolutely anyone who wants to learn a foreign language without leaving Kazakhstan. However, such a statement does not infringe upon the rights of productive types of speech activity, especially since any learning process in an artificially created language environment is a process aimed at the future, i.e. on situations that a student may encounter in the future, coming into contact with a native speaker of the language being studied, both in his own country and abroad. [4]

Due to the fact that today the task is set to teach students to understand an authentic text, it is important to learn different types of listening strategies. Under the

strategies of listening to texts of different types is understood a complex of knowledge and skills, the possession of which allows students to:

- understand the type, specificity and purpose of the texts;
- to be guided in this text in view of its specificity and in accordance with the communicative task (to understand the text completely or selectively);
- extract information at different levels.

General education knowledge and skills include the following:

- highlighting the necessary relevant information;
- comparison (mapping), classification of information in accordance with a specific educational task;
- anticipation of information;
- synthesis / evaluation of the information received; written fixation of listening information, etc.

One of the subjects of consideration of this article is also the nomenclature of skills of compensatory competence. We define it as the ability and willingness of students to use prior life experience, linguistic and non-linguistic strategies and techniques that they need to possess in order to ensure successful communication when life circumstances require greater speech skills than those that students have in this particular situation of foreign language communication. When teaching compensatory skills, an important place is given to paraphrase. The selection of the texts with compensatory characteristics is also significant.[5]

The compensatory skills include skills that allow the student to successfully understand the sounding text, subject to limited language and speech experience: - language and contextual guess about the meaning of unfamiliar language means;

- reliance on information representing audiotext,
- reliance on various paralinguistic means (gestures, facial expressions, clarity, etc.),
- reliance on a plan;
- reliance on the text keywords,
- on its structure and storyline,



- on your speech and life experience in your native language,
- on knowledge of the subject communication,
- on professional experience, etc.

On the basis of research and experimental testing, work experience and sharing the opinions of methodologists, we believe that the specific skills necessary for the perception of professional speech by listening are:

- the ability to select the most informative parts of professional communication;
- the ability to make a judgment about the message heard based on past experience and professional erudition of students;
- ability to understand the professional speech of various people who possess a number of flaws in pronunciation;
- the ability to understand professional speech with one-time listening with visual non-verbal support;
- the ability to understand professional speech in contact and distant presentation of a professional-oriented text.
- the ability to associate sounding verbal information with a visual support in the form of diagrams, graphs, drawings, formulas, abbreviations, letter and numeric designations;
- the ability to compensate for the loss of verbal information using non-verbal visual supports (diagrams, graphs, etc.);
- the ability to anticipate the meaning of the message, based on past experience, professional erudition;
- ability to create a projection of the text close to the author's title, keywords, based on professional experience;
- the ability to highlight new information, based on their professional experience and knowledge;
- the ability to recode received signals into larger units, including in the form of symbols adopted in the economic text.

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