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LISTENING IS THE MAIN GOAL OF LEARNING FOREIGN LANGUAGE

The perception of coherent speech is accompanied by a complex of mental activity and occurs in special circumstances, which determined by a number of acoustic factors. Hence the need for exercise, directing attention to the comprehension of the content of perceived speech and to overcome the difficulties associated with perception. These exercises are called speech. The subsystem of speech / communication exercise contributes to the development of abilities to perceive the voice announcements in conditions approaching natural speech dialogue (contact and distance), without support, tips and prior knowledge of the situation and theme. Speech exercises recommended that you listened to the lyrics, with considerable potential in terms of solutions of communicative and cognitive tasks. If their perception of language form must be realized at the level of involuntary perception when it comes to the most perfect, the so-called critical level of understanding.

Speech exercises teach:

to solve problems in understanding by anticipating at the text;
to relate the content with the situation of communication;

audio-texts divide into meaningful parts and identify the main idea in each of them;

identify the most informative part of the message;

to adapt to the individual characteristics of the speaker and to a different rate of presentation (in tempo from below average to above-average rate);

to keep in mind the actual material audio-text (digital data, chronological dates, proper names, place names, etc.).

Speaking foreign language at the level of its speakers may relate specifically to the content and form of the language situation of communication that allows the separation of objective information on the subjective.

Depending on the language skills of the student the audiotext attention can be specifically switched from the content on the linguistic form (with instructions, a special kind of formal support, etc.) and vice versa, although it is known that the early and middle stages of a partial way to manage listening is not always justified. It is known that too rapid a shift from linguistic form to content worsens prognosis, resulting in an approximate understanding based on guessing the facts [1, p. 25].

Eluhina (1996) confirms that the effectiveness of exercises depends on the frequency of individual techniques, which is essential for the initial phase, along with a hearing involving other analyzers, especially visual, sustained attention and the presence of creative, predictive mental activity. As for the visual supports, their use should be considered not only as a control, but also as a means of individualization of learning [1, p. 28].

Speech exercises:

listen to the lyrics, different content, at a normal pace with the support of the clarity and then to the recording without the support of the clarity and answer the questions.

listen to the beginning of the story, you try to guess what happened next.

listen to the story of two you tell me what they have in common and different.

listen to text you pick him title.

listen to text you determine its type (message, description, narrative, discourse).

listen to the dialogue and briefly pass it to the content.

listen to a few snippets of text, plan statements.

These exercises provide an opportunity to test the depth of comprehension of content, ie the degree of penetration into the subtext, in a pragmatic aspect of speech.

Thus, Kolker (2009) writes that in the present methodology of teaching listening comprehension involves learning the speech activity as learning goals, and as a means of mastering other kinds of speech activity. Therefore, to achieve the desired results in teaching listening should be applied and special and non-special speech exercises, as well as, of course, and language (preliminary) [2, p. 91].

The proposed method of teaching listening helps make learning a foreign language more interesting for learners, as well as to consolidate their skills in this type of speech activity.

Speech exercises, monologue speech facilitate the training of auditory memory, which creates more favorable conditions for learning a foreign language.

Listening learning tools should be based on the material as close as possible to the oral speaking, based on the life situation and be predominantly dialog or dialog-character monologue.

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