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FORMATION OF STUDENTS' LISTENING-COMPREHENSION SKILLS IN TEACHING ENGLISH FROM A LINGUODIDACTIC PERSPECTIVE

Abstract. Listening-comprehension is the most difficult type of speech activity that occurs in an artificial language environment. The primary condition here is the intuitive perception of the content and meaning of the spoken text simultaneously, as well as the recognition of lexical and grammatical material within the speech. The role of the productive performer (the speaker) is to select and adapt the lexical and grammatical elements stored in long-term memory during the expression of ideas, while the receptive performer's (the listener's) attention is focused on receiving the speech flow, correlating the grammatical features and lexical meanings of words within the same timeframe, and understanding the speech. In this process, the speech analyzer plays a significant role. It should not be forgotten that the perception of form and content in the native language occurs at the same time, while the attention of the listener is focused solely on the content. In a foreign language, this causes some difficulties if the form is not automated enough. However, the main goal in the formation of listening-comprehension skills should be to ensure the understanding of form and content at the same time. The relevance of a dissertation aimed at improving English language teaching methodology primarily arises from this necessity. To achieve a positive outcome, there is a need to investigate methodical approaches that are scientifically substantiated and tested experimentally. As we know, speech activity is carried out in four types: listening comprehension, speaking, reading, and writing. According to the nature of verbal communication, the types of speech activity are divided into types that form oral and written communication. Speaking and listening-comprehension are speech activities that realize oral communication. In relation to speech, the different types of speech activity mean the formation and expression of thoughts in various ways. If we take speech as a method of formation and

expression of ideas through language, then this classification creates different forms of speech. Here, we would particularly like to emphasize that the types and forms of speech are completely separate concepts. There are three forms of speech: external oral, external written, and internal speech. Speech is the formation and expression of ideas in the oral form of communication by an external oral method. Types of speech activity differ from each other in the nature of the interrelation controlling this process. In speaking, a kinesthetic interrelation is created from the executive organ, that is, the articulation apparatus, to the program of the brain that creates this process. This muscle-related interrelation acts as an internal control. In addition to internal interrelation, there is external interrelation based on listening. Therefore, listening-comprehension is not a type of speech activity, but a form, and it combines speaking and listening-comprehension as a type of speech activity. To learn speaking in a foreign language, it is necessary to establish a continuous articulatory-auditory connection, which conditions the success of internal speech. There is only one way to create such relationships. The intensive use of auditory expression with a proactive character in practice. By doing all this, you should be able to adjust the pace of your inner speech to the announcer's pace through repeated listening. The principle of the development tempo of internal speech has been actively used by us in the first and second stages of teaching. Thus, it can be said that in the initial stage of listening comprehension, repeated listening tunes the student's voice apparatus to understanding the speech heard in a foreign language. Additionally, repeated practice generates auditory patterns of words, which not only plays an invaluable role in perceiving speech but also in improving subsequent speech production. In addition to using methodical tools and properly organizing the teaching process in order to facilitate the issues posed by listening-comprehension teaching, careful selection of audio materials that match the levels of language learners plays a big role.

Keywords: foreign language; training; English language teaching; listening-comprehension; speech mechanisms.

INTRODUCTION / ВСТУП

Statement of the problem / Постановка проблеми. Despite the great attention paid to the issue of linguodidactic foundations for the formation of listening skills in both linguistic and methodological literature, their unified explanation and generally accepted classification have not been found. This is

due to the fact that the linguodidactic basis for the formation of listening skills is not clearly defined. Many scientists, approaching the issue only from a purely linguodidactic point of view, define linguodidactic foundations for the formation of listening skills within the framework of language, the language system and its internal patterns.

As is known, the linguistic basis of listening-understanding is language. However, we are not interested in listening, but in the linguodidactic foundations of developing listening skills. With this approach to the issue, it becomes clear that developing listening and listening-understanding skills are not the same thing. From this point of view, language and its internal patterns are only the linguistic basis of listening perception. When teaching, it is not enough to rely only on the language system. If the problem were solved in this way, there would be no need for methodological science and teachers, and in this case, everyone could learn any language and speak it easily by reading books on grammar and vocabulary of the language. In defining the status of listening-understanding, our main motto was the issue of the importance of distinguishing language and speech.

Authors who narrowly define the linguistic basis for the formation of listening skills only as the basis for speech did not take this nuance into account, that is, the differentiation of language and speech. As before, I would like to emphasize that language and speech are not the same thing, language becomes functional in speech, and at this time a number of nuances appear that are actually alien to the language system, that is, language does not manifest itself in speech speech in the same way as the laws of the system require.

Thus, the differences between the language system and its functional form – speech, as well as the features associated with the frequency of processing of language elements in speech, together create the speech system. Identifying these differences and taking them into account in training should form the basis for the formation of listening-understanding skills. That is, the linguistic basis for the formation of listening skills should be not the language system, but the speech system. However, we should not forget that the functional spheres of listening-understanding are different, language does not always become functional in speech in the same context, in the same style and in the same sphere of communication.

A certain speech event can be characteristic to varying degrees of different competitions, styles and spheres of communication. Therefore, taking into account the differences and frequency of processing of language phenomena in speech in different contexts, styles and spheres of communication of the language system is one of the linguistic foundations of teaching oral speech.

Analysis of (major) recent research and publications / Аналіз (основних) останніх досліджень і публікацій. Among the researchers who, according to our position, define the material for the formation of listening-understanding skills as speech material are N. Shansky [9], N. Bakeeva [7], G. Rozhkova [10], V. Kostomarov [11] and others. However, these researchers use the term "functional language system" to explain that language becomes functional in the semasiological and onomasiological aspects. The semasiological aspect involves examining and explaining the meanings of units of different language levels and their functions in speech activity. At this time, it is necessary to know how various linguistic phenomena are expressed in speech, what changes and limitations they undergo during the transition from the language system to the speech system. Apparently, although these authors use the term functional language system, they actually mean the speech system. However, the formation of listening skills based not on the language but on the speech system does not mean a complete solution to the issue of the linguodidactic basis for teaching listening skills. To teach the speech system in auditory conditions, the material should be selected and systematized in a certain sequence at different levels (low, medium, high). A linguistic analysis of the selected material should be carried out and speech units should be determined. Linguistic analysis of educational material is carried out in the literature in two aspects: 1) based on a simple description of the features of the functional system of language (i.e. the speech system); 2) Clarification of the features of the functional system of language from the point of view of the native language, i.e. by comparison with the native language.

L. Novikov [12] also identifies the following components of the linguodidactic basis for developing listening skills: 1) Linguistic description of educational material; 2) Selection of educational material; 3) Comparison of linguistic characteristics of the native and foreign languages [12].

G. Rozhkova writes: "The types of exercises and teaching methods depend not only on the specific learning objective, but also to a large extent on the linguistic features of the selected material" [10].

N. Bakeeva, approaching the issue from a completely different position, defines the linguodidactic basis for teaching listening as follows: 1) "The effect of developing listening skills of various language trends"; 2) An approach to linguistic phenomena from the point of view of the achievements of modern science, compatibility of educational material with modern linguistic science" [7].

AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

The ***purpose*** of the study is to develop the theoretical and methodological foundations of the methodology that is important for developing students' listening skills when teaching English at the secondary school level, to study its implementation in practice, and to create an experimentally tested methodological model and teaching system.

Based on the purpose of the study, the following ***tasks*** were defined:

- analysis of theoretical and methodological literature from the point of view of the problem;
- study of the situation in the viewer's experience;
- determination of psychological, linguodidactic and methodological foundations for developing students' listening skills when teaching English at the secondary education level;
- analysis of the state of the problem statement in textbooks;
- determination of indicators of the level of development of listening-comprehension skills and assessment criteria;
- study of the difficulties that students encounter during listening and their causes;
- determination of requirements for a methodological model and a system of classes designed to develop students' listening skills when teaching English at the secondary level;
- based on these requirements, creation of a methodological model and a system of research and experimental testing.

THEORETICAL FRAMEWORK / ТЕОРЕТИЧНІ ОСНОВИ

As can be seen, a number of scientists associate the definition of linguodidactic foundations of teaching primarily with the solution of the problem of choosing a theory. Analysis of linguodidactic studies of the above-mentioned scientists shows that there are two ways to solve the problem. The first way is to study existing linguistic concepts and choose a theory that can ensure the solution and implementation of the tasks facing the teaching of a foreign language. The modern approach arises from the relativity of various aspects of language description depending on the goal and various explanations of the same linguistic phenomena and facts. In the process of studying linguistic concepts, one can encounter different theoretical descriptions and explanations of the same object.

If we take the point of view of the purpose of teaching, the problem can be solved by choosing a useful, legitimate and purposeful theory of teaching. The

second method of defining linguodidactic foundations is to clarify the possibilities of using a newly emerged concept. For example, in connection with the widespread use of the lexical-phraseological semantic field in linguistic didactics in a certain period, its possibilities were studied against the background of the selection of educational material, methods of its organization and implementation in the educational process [14].

When studying linguodidactic foundations, the question arises: is it important to base only one selected concept on the methodological system or is a synthesis of theoretical concepts possible? Methodological interpretation of linguistic theories reveals their positive aspects, as well as their limited capabilities in terms of didactic goals. Therefore, when using a synthesis of linguistic theories, it will be more appropriate to choose directions that meet the requirements of higher and secondary schools and correspond to the terminological system. One of the linguistic bases that is considered important to consider when developing listening skills is its correct and error-free formulation from a linguistic point of view. If the linguistic structure of listening-understanding is measured by external criteria, then first of all the minimum consisting of the vocabulary and grammatical material of the language is remembered. However, one should not forget about the phonemic system and sound design of oral speech. One of the grammatical features is the relative variability of syntactic means.

The content of the speech changes quickly and dynamically. It does not burden short-term memory and allows the speaker to focus primarily on the semantic aspect of the statements. Written speech is characterized by the fullness of expressions, the breadth of syntactic means, the quantitative set of designations and combinations of designations that serve to describe the communication situation. Such syntactically complex and extensive construction of sentences in written speech to a certain extent includes intonation techniques, inversion (the displacement of words in a sentence as a grammatical event or stylistic device), parallel constructions, rhythm, etc.

One of the syntactic features characteristic of listening-comprehension is the absence of conjunctions in authentic materials. Instead of subordinating conjunctions, gestures, facial expressions, intonation, etc. are often used. Excessive use of conjunctions in authentic materials makes them somewhat artificial, bookish, and prevents the creation of a natural listening environment.

Understanding the meaning depends on the syntactic function of the word and the distribution of the communicative load between the members of the sentence. From this point of view, information, news and completeness are more informative and communicative elements. A person who understands a text feels

as if the text consists of sentences, the text always points to the subject of thought, and news conveys information about the subject and points to some of its features.

Since listening is of a nominal nature, in materials that develop listening skills, verbs in the second person and command form are more often used in the news position. Such a situation is relatively rare in written speech. The difference (differentiation) between oral and written speech is manifested not only at the level of a particular morphological form and the frequency of its processing, but even at the level of sentence construction. Although sentences in written and oral speech are structurally identical, their lexical basis is different. For example, in written speech, abstract nouns with one or more different definitions are more often used in the role of messenger. For listening-comprehension, this event is considered an exception rather than a pattern.

Deviation from literary norms in written speech is considered rudeness. Therefore, each thought in the article is expressed in accordance with the norms as much as possible. In oral speech, expressions in the form of "unpolished raw material" are encountered. The reasons for such a violation may be different: 1) When the communicative situation is free, when there are informal relations between the communicants; 2) When the speaker has little education and written communication skills; 3) When the subject of conversation is not entirely clear to the speaker; 4) When the listening material is unprepared and spontaneous [15].

This kind of non-normative feature of listening-understanding should be taken into account in teaching; in addition to teaching normative listening, understanding of non-normative listening should also be ensured.

It is clear that the language material selected for the development of listening-understanding skills cannot be the same in terms of communicativeness. Some scientists divide this material into active and passive. It is necessary to clarify a little the division of educational material into two parts – active and passive. First of all, it is necessary to explain the concept of receptive vocabulary. These can be: 1) Lexical units, words and phrases that are not needed in real communication, but are heard only in the speech of other people; 2) Vocabulary that we are not used to using in our speech, but understand well in the speech of others. Some difficulties that arise during listening and understanding are mainly related to homophones (the same pronunciation, different spelling and meaning) and poronims (the simultaneous use of words whose meanings are different, but the pronunciation is partially similar to each other). It is clear that for the speaker, the ononymy of linguistic units (words that are different in meaning, similar in pronunciation) is not considered an obstacle, on the contrary, he agrees with the

requirements of the speech generator. However, such a situation is contrary to the interests of the listener. One of the main problems of transmitting information is related to synonymy. That is, choosing between several linguistic units that have the same meaning.

The presence of a number of unfamiliar lexical units in speech also complicates listening and understanding. In this case, it is necessary to use methods of filtering, identifying unfamiliar lexical units and opening space by evaluating. The meanings of the perceived or misunderstood parts of listening are restored by the recipient using predictive prediction [11].

When dividing language material into active and passive, the general social and communicative position of the learner should be taken into account. In practice, dividing vocabulary into 2 parts, productive-receptive and purely receptive, causes great difficulties, primarily from the point of view of teaching. Therefore, although this vocabulary is considered a receptive minimum in real communication, it must be included in the active language material in the learning process. In general, any word can be easily transferred from the active lexicon to the passive and vice versa at the right moment in the learning process. One of the important features of oral speech is that it has a phonetic structure and melody. The parameters of physical expressiveness of speech also include pauses, rhythm and logical stress, and together they ensure the purity of pronunciation. The above-mentioned acoustic means should not only correspond to the content of speech, but also perform the expressive function of speech, express the attitude, feelings and excitement of the speaker, emotional state, from what point of view he approaches facts, events, and the topic. Since the relationship between the speaker and the listener in the process of communication is reflected in their intonation, its expressive-emotional function is more important than that of other acoustic units. In written speech, there is no intonation.

In doing so, they often equate phonetics and reading a written text aloud. This is only a transition from graphics to the code of listening, and at the same time, the difference between the graphic image and the sound image of any word prevents the formation of this word in oral speech. The main difficulty arises from the lack of clear boundaries between words in the flow of speech and between sounds within words [12].

In this regard, there are two aspects of the auditory sense: the phonemic sense implements the acquisition of individual linguistic phenomena at the verbal and structural level, and the speech sense implements the recognition of units in context. In addition, familiar words can change their traditional sound as a result of assimilation, change in accent and other phonetic phenomena in the

speech flow, which complicates recognition. Vowels and consonants, syllables and syntagmas have different temporal features in different languages, discrepancies in the differential features of phonemes in different languages, accent features, etc. This is one of the important issues that should be taken into account when developing listening-comprehension skills. If listening-comprehension is taught at language faculties, especially in senior classes, recognition of words that have changed in the speech flow, highlighting stressed words, understanding the type of intonation, distinguishing words that sound similar; understanding speech at different tempos and from different people should be one of the main goals.

When we study the psychological nature of listening comprehension, our results allow us to approach the problem in a different way. This approach allows us to see the role of not only external factors existing in real reality, but also internal factors in its creation, as the authors who understand the situation in a narrow sense claim. The situation depends more on the relationships between the communicators participating in this situation than on the place where it is created. The reason for this is that the situation is reflected in the mind of the listener. Of course, a person associates the words spoken during listening with objects of real reality, but at the moment of listening he uses thoughts and images more. So, the situation is reflected in consciousness. The situation is not a local part of reality, it is a part of activity, and therefore has a certain structure, content, heuristic and hierarchical feature inherent in activity. Therefore, the essence of the situation is the relationship of the participants in communication. It is known that the subjects of discussion depend on a number of relationships that exist outside of us. However, at certain moments these relationships are associated with human activity. As a result of certain events, there is a discrepancy in the system of interaction between a person and another person or with the environment, and we call this a problem. The situation creates a problem at the moment, which in turn creates speech. The subject is the potential basis of a person's social experience, not included in the context of personal activity. It reflects individual spheres of extralinguistic reality and our knowledge of them. This knowledge and experience always exist as prerequisites in reality and human consciousness, but have no relation to a person in the current state, that is, they cannot influence a person and create speech. The topic is fixed and descriptive. The problem, on the contrary, is dynamic. That is, the problem is not simply described, it is discussed. Life itself creates problems and any person has to talk about some problem during communication. Therefore, when creating a natural situation during listening, one should not lose sight of the problem, the need and desire for its solution. We

do not consider the principle of taking a topic as the basis for selecting material and dividing it into situations to be methodologically correct. The situation feeds the topic, and in one and the same situation there can be one or more topics. However, the main thing is not the topic, but the content of the speech. The content is created by the situation. In this regard, there must be an objective contradiction in the content of the material selected for training. This contrast must be either intra-textual in nature or aimed at the knowledge and experience of the student. The problem stimulates situational logical and creative thinking and, ultimately, listening comprehension. However, concluding the question of the principles of material selection, it should also be mentioned that the content of the situation is an event, a situation that disrupts the system of relationships. The content of social relations is the value underlying the relationship. In addition, if the speech situation is accompanied by speech, social communication can occur without speech activity. And finally, the situation is not local, that is, the same situation can arise in different extralinguistic conditions, in different places. Social communication is local and requires specific extralinguistic conditions. And finally, according to the requirement of the communicative approach, at the senior stage of teaching oral speech, students should develop sociolinguistic and sociocultural background knowledge and competencies. However, many texts of the textbooks we analyzed are not able to meet this requirement. Material language capable of forming socio-cultural competence must include national and cultural elements of the people being studied, universal, moral and ethical problems and cognitive potential about the country. Constant work on artificial and simplified texts and accustoming students to it complicates their understanding and adequate reaction to texts taken from real life. If we want to prepare a student for real communication, it is necessary to use real, original material taken from real communication. This type of material is used in linguistic and methodological literature as the term authentic material, and the principle that involves the selection of authentic material is accordingly called the principle of authenticity [3].

Authentic texts are diverse in subject matter, style and genre and do not create monotony in the lesson. From this point of view, texts taken from the speakers' communication experience should be divided into 2 types according to different genres: 1) Instructional, explanatory, advertising and warning functional texts used in everyday life – signposts, road signs, shop signs, diagrams, charts, pictures, theater, cinema, etc. programs, etc.; 2) Informative texts – articles, interviews, reviews, letters from readers, current sensational information, announcements, statistical explanations, graphs, advertising, comments, reports, etc. [14].

As can be seen from the above, the formation of communicative competence is one of the most important tasks in teaching a foreign language, and listening comprehension is a very important part of this process.

RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

The work used theoretical analysis and composition, social and pedagogical method, experimental method and mathematical and statistical method.

RESEARCH RESULTS / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

Below are the specific results we obtained as a result of the research work we conducted with the aim of studying the methodology and methodological foundations of using listening-comprehension studies, their application in practice, as well as the creation of an experimentally tested methodological model and teaching system for improving the listening-comprehension skills of high school students when teaching English:

• In this article, devoted to the development of listening-comprehension skills, we turn to the integrated, auditory and naturalistic approaches. In all such approaches, the leading role is given to listening comprehension, that is, learning English begins with listening comprehension.

• The teaching methods became the issue that aroused our interest in conducting our research. Such teaching methods include audiolingual, audiovisual, oral and suggestopedic methods. Each of these methods (apart from the obvious positive aspects) also has its own shortcomings in a certain sense, therefore, a complex method is used in the teaching methods of pedagogy. This method combines elements of theoretical methods.

• Due to the constant expansion of international relations, the English language is of great importance in modern life, which has created great opportunities for improving the methods of teaching foreign languages, especially for improving the aspect of the language "Listening-understanding".

• More attention is paid to the use of video materials, which are considered the latest "innovation" in teaching listening. In our opinion, the video part used in teaching facilitates the assimilation of the corresponding audio material. Listening-understanding is more problematic for us in the process of its implementation without participation. At this time, a student with an average level of language knowledge immediately becomes helpless when listening to language material recorded on tape by a native speaker. It is with this type of teaching listening-understanding that it is impossible to successfully complete the work without activating the concentration mechanism, and this issue clearly

shows its relevance. We believe that it is impossible to adequately teach a foreign language without concentration.

CONCLUSIONS / ВИСНОВКИ

It should also be noted that in scientific literature many problems of teaching listening are simply mentioned and do not find a scientific solution at the corresponding methodological level. Thus, the problem of concentration of attention without visual support in the formation of listening skills remains unsolved, which once again confirms the relevance of the study of listening using the technology we have developed.

The linguodidactic foundations of developing listening skills include differences that arise during the development of a functional language system in speech in different contexts, styles and areas of communication, taking into account the frequency of processing linguistic phenomena in speech, grammatical, lexical and phonemic features, analysis of the structure of content, and principles of selection of speech material. When speaking about the linguistic foundations of listening, it is not enough to analyze it only from the grammatical, lexical and phonemic points of view. When analyzing the context of the listening material, it is necessary to identify its content and the semantics of words, sentences and texts based on them. The semantic structure of both the expressed and perceived thought is its content. The text is a structural unit of internal creativity, external expression, understanding and perception of the content.

Prospects for further research in this direction / Перспективи подальших досліджень у цьому напрямі. The methodological foundations of using a new type of listening in the formation of listening skills should be studied primarily in a comparative manner with the history of its creation and development. These types of research have been used in foreign language lessons with different methodological bases from the day of their creation to the modern period of improvement.

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ФОРМУВАННЯ НАВИЧОК СЛУХАННЯ-РОЗУМІННЯ УЧНІВ ПРИ НАВЧАННІ АНГЛІЙСЬКОЇ МОВИ З ЛІНГВОДИДАКТИЧНОЇ ПОЗИЦІЇ

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Анотація. Аудіювання – слухання-розуміння – це найскладніший вид мовленнєвої діяльності, що відбувається в умовах штучної мови. Основною умовою при цьому є інтуїтивне сприйняття одночасно змісту й значення вимовленого тексту, а також розпізнавання лексичного й граматичного матеріалу мовлення. Роль продуктивного виконавця (мовця) полягає у виборі та адаптації лексичних і граматичних елементів, що зберігаються в довгостроковій пам'яті під час висловлювання ідей, у той час як увага рецептивного виконавця (слухача) зосереджена на сприйнятті мовленнєвого потоку, кореляції граматичні особливості та лексичні значення слів в одному часовому проміжку, розуміння мовлення. У цьому процесі значну роль відіграє мовний аналізатор. Не слід забувати, що сприйняття форми і змісту рідною мовою відбувається одночасно, тоді як увага слухача зосереджена виключно на змісті. В іноземній мові це викликає певні труднощі, якщо форма недостатньо автоматизована. Проте головною метою у формуванні навичок розуміння на слух має бути забезпечення розуміння форми і змісту одночасно. Актуальність дисертації, спрямованої на удосконалення методики навчання англійської мови, передусім виникає з цієї необхідності. Для досягнення позитивного результату необхідно досліджувати науково обґрунтовані та експериментально перевірені методичні підходи. Як відомо, мовленнєва діяльність здійснюється у чотирьох видах: розуміння на слух, говоріння, читання та письмо. За характером мовленнєвого спілкування види мовленнєвої діяльності поділяються на види, що утворюють усне та писемне спілкування. Говоріння та аудіювання – це мовленнєві дії, які реалізують усне спілкування. По відношенню до мови різні види мовленнєвої діяльності означають формування і вираження думок різними способами. Якщо розглядати мовлення як спосіб формування та вираження думок за допомогою мови, то ця класифікація створює різні форми мовлення. Тут особливо хочеться підкреслити, що типи і форми мовлення є абсолютно окремими поняттями. Розрізняють три форми мовлення: зовнішнє усне, зовнішнє письмове та внутрішнє. Мовлення – це формування і вираження думок в усній формі спілкування зовнішнім усним способом. Види мовленнєвої діяльності відрізняються один від одного характером взаємозв'язку, що контролює цей процес. У розмові створюється кінестетичний взаємозв'язок від виконавчого органу, тобто артикуляційного апарату, до програми мозку, яка створює цей процес. Цей

взаємозв'язок між м'язами діє як внутрішній контроль. Крім внутрішнього взаємозв'язку існує зовнішній взаємозв'язок, заснований на слуханні. Тому аудіювання – це не вид мовленнєвої діяльності, а форма, і воно поєднує в собі говоріння та аудіювання як вид мовленнєвої діяльності. Для навчання іноземного мовлення необхідно встановити безперервний артикуляційно-слуховий зв'язок, який зумовлює успішність внутрішнього мовлення. Існує лише один спосіб створити такі відносини. Інтенсивне використання слухової експресії з ініціативним характером на практиці. Роблячи все це, ви зможете пристосувати темп вашої внутрішньої мови до темпу диктора шляхом повторного прослуховування. Принцип темпу розвитку внутрішнього мовлення активно використовувався нами на першому та другому етапах навчання. Таким чином, можна сказати, що на початковому етапі розуміння на слух повторне аудіювання налаштовує голосовий апарат учня на розуміння почутого мовлення іноземною мовою. Крім того, багаторазова практика генерує слухові шаблони слів, які не тільки відіграють неоціненну роль у сприйнятті мовлення, а й у покращенні подальшого мовлення. Крім використання методичного інструментарію та правильної організації освітнього процесу з метою полегшення завдань, пов'язаних із навчанням сприйняття на слух, велику роль відіграє ретельний відбір аудіоматеріалів, які відповідають рівням вивчення мови.

Ключові слова: іноземна мова; навчання; викладання англійської мови; аудіювання-розуміння; механізми мовлення.

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