Review Article

Methods of Teaching Listening Comprehension in ESP Classes

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Abstract: This article discusses methods of teaching listening comprehension in ESP classes. At the heart of successful teaching listening in senior years is the use of a bank of tasks, in the preparation of which the place of listening in the educational process, the purpose and type of listening in accordance with the objectives of the educational process are taken into account. Due to the high proportion of students' independent work, including on listening, the task bank should be provided with detailed recommendations and instructions (Listening guide) for performing this type of work.

Keywords: listening comprehension, ESP classes, teaching listening, successful teaching, bank of tasks, place of listening, educational process, type of listening, independent work, recommendations, instructions, integration.

INTRODUCTION

One of the methodological principles of teaching a foreign language is the principle of integration, which implies, among other things, the simultaneous development of communicative, professionally communicative, informational, academic and social skills, as well as the impossibility in the process of teaching a particular type of speech activity or aspect of the language, to exclude other types speech activity and aspects of language. This means that when teaching a foreign language for special purposes, none of the types of speech activity should be excluded from the educational process. In other words, while teaching listening, we simultaneously teach productive types of speech activity, form the cognitive activity of students and develop mental processes such as memory, thinking and, therefore, speech.

We note the high importance of the implementation of the above principle for teaching a foreign language for professional purposes. However, today, the formation by means of a foreign language of the ability to think logically, analyze and highlight the main thing, compare and contrast, i. e. the skills that are fundamental for the future academic and professional activities of today's students are hampered by many factors. Among them, there is an insufficient number of classroom lessons in English, which contradicts the high requirements for graduates of technical universities.

THE MAIN FINDINGS AND RESULTS

It is possible to resolve this contradiction by using e-learning tools in the educational process. The most effective e-learning implementation model is the blended learning model. The use of a model of blended learning of a foreign language for special purposes with a predominance of independent work in an engineering and technical university obliges teachers to develop resources that will improve the mastery of various types of speech activity and aspects of the language.

In the formation of professionally oriented communicative competence of students of a technical university, a clear predominance is traditionally characteristic of reading - a receptive type of speech activity that allows you to get new information most efficiently. However, it should be recognized that listening plays an equally important role in foreign language communication. "Note that in the process of teaching ESP, with the dominant of reading as the most accessible way of obtaining professionally significant information, other types of speech activity should be recognized as equally important, which, undoubtedly, should be reflected in the system of exercises of the course": listening 45% of the time, speaking - 30%, reading - 16%, writing - 9%".

Therefore, we believe that in their future professional activities, when searching for information, graduates of technical universities will have to deal not only with printed materials, but also with audio and video resources. In addition, many issues are clarified in the course of discussion with colleagues and employees,

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which requires the formation of the skills of listening to information, its operational analysis and isolating the main and the secondary.

Consequently, the effective organization of listening training for professional purposes is an important task facing teachers at the present stage. Listening is defined as a receptive type of speech activity (TSA), which is the simultaneous perception and understanding of speech by ear. It should be noted that this is one of the most difficult for mastering the TSA, since it is an active process, during which the intense work of all mental and mental mechanisms occurs, the received information is perceived in the form of a sound form, its processing, recognition and understanding of the meaning.

The goal of teaching listening at a technical university is to form strategies for the perception and understanding of information by ear (extracting information from a sounding text) with the subsequent use of the information received in a foreign language oral or written communication. In other words, the student must learn to extract the information he needs not only from a printed source, but also from audio or video resources in order to use these materials in further work to analyze, systematize, compare, choose the main thing, etc. By listening strategies, we mean a set of actions aimed at achieving a goal, namely, understanding sounding speech in the framework of professionally oriented communication, both direct (communication on professional topics) and indirectly, the use of audio texts as sources of information necessary for further education or professional activities.

When teaching a foreign language for professional purposes using a blended learning model, listening can perform various functions:

- The purpose of the training is to teach students to perceive and understand a foreign language by ear, extract information, and further analyze it.
- Learning tool (self-study) - students can find and use information not only in text form, regardless of the nature of the source, electronic or paper, but also in audio or video format. In the future, the information obtained in this way can be used as a source of linguistic or factual material in the preparation of oral or written creative assignments.
- A blended learning means of control in the classroom. At more advanced stages of learning, listening (as a variant of listening and filling in the gaps in the text) can act as a control of the level of mastery of lexical or factual material.

Considering that the model of blended learning of foreign languages for professional purposes, presented and described in the works of M.G. Bondareva, is a combination of classroom work together with a teacher and extracurricular independent work of students (controlled by LMS - an educational process management system) in proportions optimal for the specific conditions in which the educational process takes place, the organization of listening training should provide students with the need and opportunity to use audio and video materials.

Thus, when working in the classroom, listening can act as a learning goal and as a means of control, and in independent work - as a learning goal (a lot of listening practice is needed to improve in this type of speech activity), and as a means of self-learning, information retrieval, etc. At the same time, in order to achieve this goal, it is necessary to minimize those difficulties of an objective nature that the student encounters when performing work related to listening. Difficulties should not be completely removed, since this will lead to a negative result and listening skills will not be formed. As you know, it is better to learn from difficult material (taking into account feasible difficulty). But at the same time, it is necessary to provide students with detailed instructions on how to work with such material. In joint classroom work with a teacher, difficulties are partially removed by the teacher himself, he explains what needs to be heard, what to pay attention to and how to succeed in completing assignments. However, the number of auditions is limited, as is the class time itself. It is not always possible for students to achieve a complete understanding of what they have listened to. During independent extracurricular work, students have the opportunity to listen to the sounding text an unlimited number of times, but at the same time they cannot consult with the teacher. Therefore, they need a kind of "guide" - Listening guide, which will contain detailed, step-by-step instructions for working with audio or video text, based on the type of text, the purpose of the task and taking into account the psychophysical processes involved in listening to this text.

Note that when organizing listening training for professional purposes within the framework of blended learning of a foreign language, we consider it more appropriate to rely on video materials rather than audio, which is justified by the following factors:

- A large number of video materials freely available on the Internet through YOU TUBE.
- The video sequence provides additional support and, to a certain extent, makes it easier to understand what students are hearing.
- The materials presented in YOU TUBE is authentic, which is one of the most important conditions for training foreign languages for professional purposes.
- The materials presented in YOU TUBE related to technical disciplines are aimed at students studying these disciplines, and are in the nature of lectures, which allows you to form the skills of "Academic Listening" - that is, listening to lectures in a foreign language. On the one hand, such listening is the

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goal of teaching when the topic is familiar to students from theoretical courses. In this case, they can focus on the form of expression, achieve a complete understanding of the content of the text and memorize linguistic forms. On the other hand, such listening can serve as a source of additional theoretical information when preparing essays, reports, etc.

- Besides YOU TUBE resources, there are many other sources of authentic texts. Their advantage is the fact that they are created not for educational purposes (teaching foreign language listening), but for specialists in the professional field.

- The content of listening training depends primarily on the goals and stage of training, within the boundaries of which a certain level of auditory skills and abilities is formed, as well as on the specific learning conditions. First, the selection of training content should meet the principles of necessity and sufficiency to achieve the intended goals in teaching listening. Secondly, when selecting the content of training, the principle of the availability of its assimilation should be implemented, that is, the selection of the content of training should be made taking into account the students' ability to assimilate the selected educational material, taking into account their real level of language proficiency.

When developing a block of tasks for the formation of listening skills and creating recommendations for students to complete these tasks (Listening guide / strategies), the following parameters should be taken into account:

- Psychophysical mechanisms involved in the implementation of a particular type of listening;
- The actual type of listening.

The latter require more detailed consideration due to their importance in organizing work on listening.

- *Guided Listening* - educational listening, acts as a teaching tool, can also act as a way of introducing language material, form a prerequisite for the formation of oral speech skills, the formation and improvement of communicative listening skills. Repeated listening during extracurricular independent work and twice during joint classroom work with the teacher allows you to achieve a more complete understanding of audio or video material, its memorization and further interpretation of its content and linguistic form, especially in the case when the listened text is used to form the skills of oral or written communication.

- *Communicative Listening*, as opposed to educational listening, is aimed at comprehending and comprehending spoken speech by listening to it once.

Depending on the communicative attitude, the following subtypes of listening are distinguished:

- Skim listening - listening with an understanding of the main content or introductory listening, the purpose of which is to process the semantic information of the sounding text, separate the new from the known, highlight and fix the most important information in memory. Study assignments aimed at this type of listening and developing the necessary skills include:
  - Predicting the content of the text by the title before listening, (Read the title of the text you are going to hear. What do you think the text is going to be about; Look at the pictures and say what the people are doing? Why are they doing it? What are they going to do next? Now listen (watch the episode) and see whether you were right);
  - determining the topic and communicative intention of the speaker, (Listen to the introductory part of the episode and tell, what the speakers are going to speak about);
  - Listing the main facts (make the list of the main events presented in the episode; put the pictures in the right orders, etc.);
  - answers to questions about the main content, (listen to the part (watch the episode) and answer the following questions;
  - Summarizing what you have heard (sum up what you have heard).

The basis for performing such a task is visual memory and the ability to correlate sound and visual images.

- Listening for detailed comprehension - listening with a full understanding of the content of the text or detailed listening, the purpose of which is to accurately and quickly understand the sounding speech, which requires a high degree of automation of skills, concentration of attention and intense memory work. Post-text assignments include the following:
  - retelling of the text with a detailed presentation of the content (the task can be formulated in different ways: watch the episode and speak about the ...);
  - multiple choice tasks (Listen and choose the right answer);
  - answers to questions to all facts (watch the episode and answer the questions);
  - making a detailed plan (make up a scheme of what you have watched);
  - complete the text;
  - thinking of the possible development of the situation;

- Listening for partial comprehension - listening with selective information extraction or "clarifying" listening is aimed at isolating the necessary information from the speech stream, ignoring the unnecessary (important arguments, details, keywords, examples or specific data: dates, numbers, proper names or geographical names). As

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tasks to test partial understanding, questions are asked that affect exactly the information that needed to be heard.

An example of the tasks for partial comprehension of the spoken text presented in the Video booklet is "Watch the video again and choose the right answers":

- Critical listening - listening with a critical assessment implies a high level of development of the ability to fully and accurately understand the sounding text, to determine the communicative intention and point of view of the author. Similar to reading with critical assessment, this type of listening includes the ability to distinguish facts from opinions, evaluate the point of view of the author (speaker), make inferences, interpret, understand the subtext.

Listening materials can be:

- *Dialogue,* while the listener can either be an active participant in this conversation (interactional listening as a component of verbal communication) indirectly, when talking on the phone or talking using modern communication means, such as SKYPE, etc. whose participants act alternately, now in the role of a speaker, now in the role of a listener, or as a passive listener, without having the opportunity to influence the course of the conversation by asking or clarifying any details (listening to interaction).
- *Monologue,* (transactional Listening) lectures, audio recordings of literary works, information radio broadcasts, documentary videos and television programs. Listening to lectures in a foreign language (academic listening) can be carried out through the materials of the Internet. This type of listening implies listening comprehension and understanding of oral speech, aimed at the transmission and exchange of educational and scientific information.

Successful listening to lectures depends on background conceptual knowledge of the subject; from the ability to differentiate the essential and the nonessential; on the ability of listeners (students) to focus attention for a long time, to understand large-volume and complex-content segments of speech. This is especially true when listening to YOU TUBE materials.

When teaching a foreign language for special purposes, the implementation of a blended learning system, in which teaching in the classroom is carried out in turn and independent work, monitored and managed through educational social networks, allows us to pay more attention to listening as a goal and as a learning tool. It should be noted that in view of the insufficient number of classroom hours allocated for teaching a foreign language for special purposes, and,

accordingly, the use of blended learning as an organizational model of the educational process, the components of which are combined in proportions optimal for the implementation of specific learning goals, it seems to us advisable to leave listening on independent work. Students are expected to use audio texts as an additional source of information to prepare written and oral assignments. However, for the successful implementation of the goals of teaching listening and independent work, it is necessary to provide students with clear instructions for completing tasks, recommendations that will help them cope with tasks aimed at developing listening skills. Such recommendations are combined into the so-called Listening Guide. Its purpose is to guide students in completing listening assignments, to suggest how to complete the assignment, what to look for when listening to the text, how to respond to the attitudes contained in the assignments. Ideally, having learned how to use the Listening Guide to deal with instructional listening, that is, having formed strategies for working with a sounding source of information, students will be able to apply them in their work on communicative listening.

The following psychophysiological listening mechanisms should be used as a basis for developing a Listening Guide:

- *mechanisms of speech perception* by ear (P.I. Zinchenko speaks of an "operational unit of perception", and the larger the blocks the text is perceived to be, the more successfully the information contained in them will be processed);
- *mechanisms of internal pronunciation*, necessary for speech analysis, understanding and memorization;
- *memory mechanisms* - operative and long-term;
- *mechanisms of comprehension* - highlighting semantic milestones to determine the main and secondary;
- *anticipation mechanisms* - predicting what is to be heard. These mechanisms function at the level of linguistic form and content. According to V.M. Filatov, anticipation is a kind of "pre-tuning" of the speech organs, which contributes to the awakening of certain models in the cerebral cortex;
- *comparison-recognition mechanisms* work continuously, occur on the basis of the listener's past experience. Recognition occurs due to invariant features that are abstracted based on the variability of the material perceived in the past.

Following E.N. Solovova, we trace three stages of listening:

- Motivational and incentive (attitude, motive and goal).
- Analytical and synthetic (perception and processing of the text).
- Executive (understanding).

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The above stages are of great importance in the development of a system of tasks and recommendations for them.

The pre-text assignments correspond to the motivational-incentive stage, which tune students to the type of text they are going to hear and the information they need to extract from what they listened to. Consequently, the Listening Guide at this stage should contain recommendations on how to interpret the wording of the task, what vocabulary to pay attention to, what comparison-recognition mechanisms to activate and how.

CONCLUSION

At the stage of perception and processing of the text, students compare what they have heard with what they knew before. Their background knowledge becomes a pillar for understanding the sounding text. Thus, this stage is inextricably linked with the stage of understanding the text. The degree of understanding affects the performance of post-text tasks.

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