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METHODOLOGY OF FORMING OF INFO-VERBAL AUDITIVE COMPETENCE

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МЕТОДОЛОГІЯ ФОРМУВАННЯ ІНФОРМАЦІЙНО-ВЕРБАЛЬНОЇ АУДИТИВНОЇ КОМПЕТЕНЦІЇ

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The article aims at defining the auding difficulties in the process of forming info-verbal auditive competence. These abilities are developed in the process of learning of different subjects such as foreign language that have been defined in the article. The article studies auding and speaking as two sides of oral speech.

Difficulties which are connected with individual and age peculiarities of listeners have been classified.

It has been proved that especially difficult for perceiving on hearing is dialogic speech because of necessity to differentiate speech partners and additionally perform analytical and syntactic actions.

Keywords: *auding, perception, audio text, dialogic speech, monologic speech*

Стаття присвячена вивченню труднощів аудіювання у процесі формування інфомовної аудитивної компетенції. Такі індивідуальні особливості студента як кмітливості, вміння слухати і швидко реагувати на сигнали усної мовленнєвої комунікації є дуже важливими. Це паузи, логічні наголоси, риторичні запитання, фрази зв'язку тощо. У статті виділено особливості які розвиваються у процесі вивчення різних дисциплін, таких як іноземна мова. Автором досліджено аудіювання та говоріння як дві сторони усного мовлення.

Запропоновано класифікацію труднощів, які пов'язані з індивідуальними та віковими особливостями слухачів. Індивідуальні та психологічні особливості слухача, умови сприйняття та ознаки мовного повідомлення знаходяться у процесі вивчення. Успішне аудіювання залежить від: слухача (його індивідуальні та психологічні якості, рівень його мовленнєвого сприйняття, пам'яті, уваги та зацікавленості, знання рідної мови, іноземної мови та мотивації); мовних характеристик аудіотексту і його відповідностей до мовного досвіду та знань студентів; умов сприйняття аудіотексту.

Виявлено, що особливо складним для сприйняття на слух є діалогічне мовлення (у порівнянні з монологічним), тому що необхідним є розпізнавання мовленнєвих партнерів. Також необхідним є навчити студентів сприймати обидві сторони говоріння.

Ключові слова: *аудіювання, сприйняття, аудіотекст, діалогічне мовлення, монологічне мовлення.*

Auding is an understanding of perceived by hearing oral speech. Auding and speaking are two sides of oral speech.

According to the levels of understanding there are two of them. The first level is understanding of literal and superficial meaning of audio- text on the basis of the part of language facts and separate language units. The second is understanding of deep situational significance of audio-text. This makes the relevance of the research.

The problem of auding has been studied by the following authors as S. Brown, J. Harmer, A. Rogers, A. V. Konyshcheva, R. A. Valeeva and others. But the problem of difficulties of forming info-verbal auditive competence has not been sufficiently described. This caused the topicality of the research.

The aim of the research is to study the auding difficulties in the process of forming info-verbal auditive competence. To reach the following aim the following tasks are to be solved:

- to define individual and psychological peculiarities of listener;
- to analyze the conditions of perception;
- to study language features of speech message.

Auding success depends on:

1) the listener (his individual and psychological features: level of his speech hearing, memory, attention and interest, general intellectual preconditions, actual knowledge, knowledge and skills of native language, foreign knowledge, motivation);

2) language features of audio-text and its conformity to speech experience and knowledge of students;

3) conditions of perception of an audio text [1].

Difficulties which are connected with individual and age peculiarities of listeners are as follows:

- level of development of auditory differentiated sensitivity;
- auditory memory;
- mechanism of probable forecasting;
- level of concentration of attention.

Such individual peculiarities of a student as savvy, ability to listen and react as quickly as possible to signals of oral speech are the most important. They are pauses, logical stresses, rhetorical questions, communication phrases. These abilities are developed in the process of learning of different subjects such as foreign language [2].

In the process of learning auding of foreign messages the main attention is focused on language difficulties of auding and they are defined by such objective parameters:

- the level of understanding of information in audio text (full understanding, understanding of main ideas, purposeful choice of information);
- the type of audio text (description, story, message, monologue, dialogue);
- subject/theme;
- audio text size (the amount of words in it);
- method of control/evaluation (native language/foreign language, answers to questions, selective questions – multiple choice tests, general messages, story etc.)

Phonetic difficulties of spoken speech are the most important during auding. In particular, it concerns the primary level of study. Undeveloped speech hearing, absence of adequate pronunciation skills, insufficient formation of acoustic and articulatory images distract listener's attention to the language form of message. As a result meanings of words are not identified and syntagmas as units of perception. At the next stages of studying the abilities to define phonetic variants of words are developed by their main features, even at the deviation from the norm.

The main phonetic difficulties of auding are difficulties connected with the intonation, logic stress and tempo of speech. Logical intonation is difficult for perception. It divides phrases to finished semantic sections and serves for defining the main idea and determine communicative type of the phrase. The great value for adequate understanding belongs to logical stress: as it has the main semantic load.

Lexical difficulties are appeared not only at quantitative increase of vocabulary but also its diversity (which is peculiar for higher degree), while using the words in figurative sense, the presence of words which do not carry great information load, the use of amorphous, unmotivated words and phraseological expressions.

Grammatical difficulties are connected with syntax and morphology. Difficulties of analytical and syntactic activity which is the base for information perception are being increased in proportion to the length of speech message and complexity of syntactic structures in it. Some grammatical difficulties are caused by the presence of analytical forms which are not peculiar for native language. Difficulties are caused by grammar homonymy, especially in content words.

To understand and perceive on hearing is of great importance for:

- compositional-semantic structure of audio texts;
- way of expressing opinions;
- interphrasal ties.

Especially difficult for perceiving on hearing is dialogic speech (in comparison with monologic) because of necessity to differentiate speech partners and additionally perform analytical and syntactic actions. But to give preference auding to one of the forms of speech is inappropriate. It is necessary to teach students to perceive both forms of speaking [3].

Facilitating factors of auding: rhythm, pausation, melody – components of intonation; possibility of contact with the interlocutor; the use of extra-language means and rely on the situation.

Factors that complicate perceiving on hearing: the absence of clear signals among lexical units, their fusion in the speech stream, phenomenon of assimilation in words; phonetic reduction; transience of the process which is determined by the tempo of oral speech; irreversibility of auditory reaction; interfering mutual influence of lexical units.

Within auding difficulties caused by conditions of perception are:

- a)the tempo of speech messages;
- б)the number of audio texts presentations depending on its size.

Objectively set tempo of speech message determines not only the speed and precision of understanding on hearing, but also the memory efficiency.

General tempo of speech consists of two quantities – number of words per minute and the amount of speech pauses. Measurement of these parameters shows that the difference between minimum and maximum tempos is great. It depends on many factors: type and kind of the text (monologue, dialogue, description, story, message); the importance of information (more important information is given slower, less important – faster); specifics of lexical and grammatical system of concrete language. In the process of teaching auding the tempo of speech which is perceived must not exceed the tempo of internal speech of listener. Thus the first can be increased to speed the last.

Rhythm, pausation, melody and logical stress are the components of intonation of audio text. They have to not only to coincide with the content but also to perform expressive speech function, to express emotional attitude of the author of message to facts and phenomena in the audio text. Thus outspoken means are used with the reliance on the situation. Besides the ability of visual contact of listener and speaker is also significant for understanding.

Perception of speech on hearing begins with the defining of semantic landmarks. Not only factors are used for that which make up text information, but also parenthetical words, repetitions, rhetorical questions etc. Speech stamps are also useful to understand spoken language. Such means integrate quickly and improve the guess probable forecast.

The nature of landmarks and supports changes depending upon speech experience of listeners and methods of presenting audio texts, that to change and combine difficulties of subjective and objective characters while perceiving contact and distant speech [4].

Contact speech (dialogic and monologic) takes place in concrete situation, which promote probable forecast and increase the possibilities of associative connections at the expense of outspoken elements of speech.

Perspectives of further research involves studying the stages of teaching auding.

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РОЗВИТОК ІДЕЙ ЗДОРОВ'ЯЗБЕРЕЖЕННЯ В ІСТОРИКО-ПЕДАГОГІЧНОМУ КОНТЕКСТІ

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THE DEVELOPMENT OF THE IDEA OF HEALTH CARE IN THE HISTORICAL AND PEDAGOGICAL CONTEXT

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У статті здійснено ретроспективний аналіз розвитку ідей здоров'язбереження в історичному становленні людства та науковій спадщині провідних педагогів. Встановлено, що над розв'язанням проблеми збереження здоров'я працювали китайські, давньогрецькі, давньоримські, візантійські філософи і лікарі. Проаналізовано наукову спадщину Я. Коменського, І. Песталоцці, К. Ушинського, А. Макаренка, В. Сухомлинського щодо деталізації авторського бачення створення здоров'язбережувального середовища у навчальних закладах.

Ключові слова: здоров'язбереження, ідеї, студенти, здоров'я, майбутні фахівці, освіта.

A retrospective analysis of the development of health care ideas in the historical development of mankind and the scientific heritage of leading teachers has been presented in the article. It is concluded that the systematization of knowledge about the preservation of human health was initiated even in the era of the slave system (IV millennium BC - V century AD). It has been established that Chinese, ancient Greek, Roman, Byzantine philosophers and doctors worked on solving the problem of preserving health.

The effective system of physical improvement of youth and training of a healthy generation of Kievan Rus, the economic and military problems of which resulted in high requirements to the health and physical abilities of the person, and therefore, demanded observance of the appropriate way of life has been investigated. The system of physical improvement and maintenance of health that existed in Zaporizhzhya Sich has been analyzed. The scientific heritage of Y. Komensky, I. Pestalozzi, K. Ushinsky, A. Makarenko, V. Sukhomlynskyi concerning the author's vision of creating a health-preserving environment in educational institutions has been summarized in details. The innovativeness and specificity of the educational system of A. Makarenko, which is celebrated with a scientific character and has a unique character: the unity of education and the life of the child, has been established. The scientific-pedagogical heritage of Y. Komensky has been studied. A huge layer of knowledge about the person: anatomy and physiology, psychology, the influence of social factors and the environment on the health of children and adolescents, the importance of rational organization of the educational process, the basis of nutrition, sanitary requirements for clothing and housing, school equipment, prevention diseases and so on has been learned and creatively grounded by the researcher. The peculiarity of K. Ushinsky's views on health and formation of a healthy lifestyle of children and adolescents has been found out.

Keywords: healthcare, ideas, students, health, future specialists, education.