

**Moskalyov Victor**, senior teacher, Department of physical training and sport, Kharkiv State University of Food Technology and Trade. Address: 3, Motorna str., t. 3, Kharkiv, Ukraine, 61105. Tel.: (057)349-45-70.

**Русанов Микола Владиславович**, ст. викл., кафедра фізичного виховання та спорту, Харківський державний університет харчування та торгівлі. Адреса: пр. Перемоги, 62б, кв. 304, м. Харків, Україна, 61204. Тел.: (057)349-45-70.

**Русанов Николай Владиславович**, ст. преп., кафедра физического воспитания и спорта, Харьковский государственный университет питания и торговли. Адрес: пр. Победы, 62б, кв. 304, г. Харьков, Украина, 61204. Тел.: (057)349-45-70.

**Rusanov Mykola**, senior teacher, Department of physical training and sport, Kharkiv State University of Food Technology and Trade. Address: 62, Peremohy Ave., t. 304, Kharkiv, Ukraine, 61204. Tel.: (057)349-45-70.

*Рекомендовано до публікації канд. техн. наук, доц. А.О. Паком, канд. іст. наук, проф. А.С. Міносяном.*

*Отримано 30.09.2017. ХДУХТ, Харків.*

DOI: 10.5281/zenodo.1109716

УДК 371.68:81'243

## **РОЛЬ АУДІЮВАННЯ ПІД ЧАС ВИКЛАДАННЯ ІНОЗЕМНОЇ МОВИ В УМОВАХ НЕМОВНОГО ВНЗ**

**А.О. Борисова, В.О. Архипова, А.О. Колесник, О.О. Мануєнкова**

*Досліджено систему вправ для навчання аудіюванню на прикладі однієї з європейських мов, а саме французької. Аудіювання – це процес розуміння мовлення. Основними механізмами аудіювання є мовний слух, пам'ять, вірогідне прогнозування та артикулювання. Їх розвитку і необхідно приділити головну увагу під час аудіювання.*

**Ключові слова:** аудіювання, мова, вислів, словосполучення, механізм, пам'ять, прогнозування, артикулювання, навколишня дійсність.

## РОЛЬ АУДИРОВАНИЯ В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ В УСЛОВИЯХ НЕЯЗЫКОВОГО ВУЗА

А.А. Борисова, В.А. Архипова, А.А. Колесник, Е.О. Мануенкова

*Исследованы системы упражнений для обучения аудированию на примере одного из европейских языков, а именно, французского. Аудирование – это процесс понимания устной речи. Основными механизмами аудирования являются речевой слух, память, вероятное прогнозирование и артикулирование. Их развитию и необходимо уделить главное внимание при аудировании.*

**Ключевые слова:** аудирование, речь, высказывание, словосочетание, язык, механизм, память, прогнозирование, артикулирование, окружающая действительность.

## THE ROLE OF LISTENING COMPREHENSION IN TEACHING FOREIGN LANGUAGES IN A NON-LANGUAGE HIGHER EDUCATIONAL ESTABLISHMENT

A. Borysova, V. Arkhytova, A. Kolesnyk, O. Manuyenkova

*There are two basic forms of language expression in speech respectively – spoken and written. Spoken and written language cannot be considered as two entirely different phenomena, but at the same time they are not completely identical. The main characteristics of spoken language, namely, its spontaneity, singularity, the presence of paralinguistic means of communication and feedback, give it not only the extra-linguistic but also linguistic peculiarity. It was already mentioned that spoken language is filled with clichéd constructions, set phrases, words-parasites, as well as deviances from the language norms.*

*Aural perception is called listening comprehension provided that perceived speech is understood. Therefore, listening comprehension is a process of understanding spoken language. The essence of listening comprehension as any perception in general is, firstly, to select the perceived object, to be able to distinguish it from the others, and, secondly, to identify it having compared to the reference stored in the long memory. The first act is called distinction in psychology, and the second one is recognition. The basic mechanisms of listening comprehension are speech hearing, memory, probable forecasting and articulating. It is their development that should be given much consideration in the process of listening comprehension.*

**Keywords:** listening comprehension, speech, utterance, phrase, language, mechanism, memory, forecasting, articulating, surrounding reality.

**Statement of the problem.** The methods of listening comprehension teaching are neither linguistic nor methodological miracle of our time: they are reflection of the achievements of modern linguistics and foreign

languages teaching methods, which are supported by the special possibilities of modern technical means and technologies of foreign language teaching. Even at the end of the last century, many varieties of the direct method of foreign languages teaching appeared the method of studying foreign languages through the perception of foreign language by ear was also on the arsenal of which.

**Review of the latest research and publications.** The works which describe the modern possibilities of listening comprehension use as one of the most important methods of foreign languages teaching at different stages quite often appear in the methodical literature. Such well-known methodologists as Hromova O., Butenko N., Butsykina N., Riepyna T. and others pay considerable attention to this issue. But, unfortunately, the presentation of the actual situation regarding the ways of solving the problem does not always fully reflect all the possibilities of such method of working during foreign languages teaching, and especially it concerns of spontaneous speech training for active communication with a foreign partner. That is why sometimes the wrong picture becomes clearer and hasty conclusions about the possibilities and approaches to the use of listening as the method of foreign languages teaching are drawn [1–4].

**The purpose of the research paper is** the expanding of the essence of listening comprehension as integral part of the general methodology of foreign languages teaching, highlighting of its benefits, without neglecting the shortcomings. Authors consider the exercises for listening comprehension as the system which involves the use of basic exercises for the development and improvement of the listening comprehension mechanisms and for the formation of appropriate skills and integrated practical exercises.

**Presentation of the research material.** Listening comprehension teaching, with taking into account its mechanisms and difficulties which students encounter in their hearing perception as well as the factors on which the awareness of the content of the verbal expression depends must include:

- formation of mechanisms of speech hearing, memory, probabilistic prediction and articulation;
- presentation to students of the authentic foreign language of different sources with tempo of 200–240 compositions per minute and level of complexity in the limits of 60–70%;
- use of oral speech situations which are situationally determined;
- study of spoken cliché and everyday phrases;
- formation of skills and abilities to allocate key information from the text which is presented to the hearing perception of the and keeping in the memory of precision words;

– linguistic country study commentary for the texts which are intended for listening comprehension;

– wide use of visual and other types of support during the practice [5].

If the second requirement relates to the selection of teaching materials and to the conditions for their presentation, then all others should be taken into account during developing of the training system for listening comprehension teaching.

Before exercises' discussing, the mandatory conditions for listening comprehension teaching will be recalled:

– should avoid of artificial slacken speech's pace if there is need to increase pauses between rhythmic groups and sentences;

– should avoid of simplified training texts presentation;

– the most part of exercises should be done with use of audio active type equipment and it provides the constant activity of all students.

The system of exercises for listening comprehension training involves basic exercise, exercises for the formation and improvement of listening comprehension mechanisms and integrated practical exercises at advanced stage of training.

The basic exercise "Repetition (in foreign language)" works out all four mechanisms of listening comprehension in the complex, but it includes a number of training actions and techniques which are not encountered in the practice of listening comprehension. Therefore, basic exercise is not practical, but it is preparatory and anticipated at the beginning stage.

Repetition is the main training activity which students must do. At the beginning, students repeat the individual phrases. It is, firstly, the phrases which are necessary for communication between teacher and students, such as *Bonjour, mes etudiants!*, *Ouvrez vos livres!* etc. Secondly, these are phrases of informal speech: *Il fait beau aujourd'hui!*, *Comment ça va?*, *A qui est ce stylo?*, *Excusez-moi, je suis en retard!*, *Je le ferai sans fautes*, etc. The speaker gives translation of new for students' phrases into native language during the speaking process. In this case, literal translation is not allowed; the speaker should find the correspondences from the native language. After the translation, it is important to repeat the sentence in French so that students can repeat it correctly. For example: *Je le ferai sans faute*. – I will definitely do it. – and then repeating the phrase by students: *Je le ferai sans faute* [6].

Later, the basic exercise is practiced as synchronous repetition of the text for listening comprehension. The repetition is not in pause, but during the speech of the speaker. If it causes difficulties, then firstly the text is repeated in mother language. The ability of synchronous listening and speaking is quickly formed; it allows repeating the texts in foreign language. Repetition of the same text can be repeated several times. At the

first repetition it is allowed to increase the pause between phrases and semantic segments of speech. The repetition can occur in different ways with lagging from speaker on 2–3 words (it is easier to repeat) or on 5–6 words, but in each case it is necessary to start repetition, without waiting for the end of the phrase or without great pause. If the repetition of the new text causes considerable difficulties, it can be allowed its pre-reading and even its being in front of the eyes during the first repetition of foreign language text.

The speaker's pace of speech, the degree of backwardness of those who are learning foreign language, can be varied depending on the speaker's text after students' learning to repeat French texts without difficulties.

The exercise "Repetition (in foreign language)" is basic not only because it is used at the beginning of the listening comprehension training, but also because it helps to work simultaneously all four mechanisms of listening comprehension: linguistic hearing, since there is repeated hearing of foreign language; memory, because of another's speech repetition, even in the conditions of its sound, requires the maintenance of sound complexes in the head; articulation connects with the necessity to repeat foreign words; probabilistic prediction that is why the repeated listening to the same text can not but fix logical and verbal connections in the students' memory.

Exercises which should be worked out differ in the mechanisms of listening comprehension. Following exercises are necessary for development of linguistic hearing:

*Listening comprehension with visual pillar.* Foreign language text is proposed to students in the process of listening comprehension and they should listen to it. The foreign language text is shown the phrase by the phrase on the monitor screen of the auditor. Printed text can be used in the extreme case. Later, instead of the foreign language text demonstrating the listening comprehension of each phrase (two phrases) is outstripped by the translation of the segment of the text which is being listened to.

*Aimed listening comprehension.* It is the listening comprehension of phrases or short texts in French with the task of highlighting one or another language phenomenon. For example: "Listen to the text and raise your hand when it comes to the past action", "Note in the listening comprehension process at words *apercevoir* and *guetter* and say how they are translated", "Listen to the phrase twice and say what word is missed during re-reading", "Listen to the text and fill the gaps in the same written text".

*Interpretation of a foreign language made aurally.* Students interpret small phrases they listen to at certain intervals. Intervals should be gradually reduced. It is important to add difficult for understanding phrases as well as such grammatical phenomena as homonyms, conditionals, nominative absolute participle construction should to foreign language phrases [7].

For development of operative memory the following exercises are recommended:

*Prepared listening comprehension.* It means listening comprehension on the basis of the text investigated by the students individually. The written text is pre-read at home, and the sentences in French on the content of the text are offered in class. The sentences can correctly reflect its contents, and then students confirm it with the appropriate replicas: (*c'est juste, d'accord, c'est ça*, etc.). The sentences may distort the content, and in this case, there should be replies of negation (*vous avez tort, ce n'est pas ça, pas du tout*, etc.).

*Microannotation.* This type of exercise teaches to identify key information in the text, thus increasing the capacity of memory. It starts with working on written text in the native language. The task requires students to express the basic idea of the text as shortly as possible. So, for example, a newspaper report: "The media reports that in a small town near New York workers of the four factories producing aircraft for the US military department are on strike. According to the statement of the trade union representatives, 1200 people take part in the conflict" – can be formulated as follows: "Strike: 1200 workers at four aviation factories near New York". The options offered by the students are discussed at the lesson, and the best of them is offered as an example [3; 4].

Later on a similar work is done with a foreign language text, initially with visual perception, and then in the process of listening comprehension.

*The exercise on precision words.* Note that precision words include numerals, days of the week, names of months and proper names. Numerals are separated in a special exercise. Precision words, in most cases, do not elicit specific associations, so they are poorly remembered. The exercise is aimed at creating students' specific associations as to the most commonly used precision words. Depending on the nature of precision words and the organization of work with them, two groups of words are classified (except numerals). First, they are the days of the week and the names of the months, and the second group is the proper names. Specific associations with the names of the days of the week and months are created if they are placed in a sequence from the beginning of the week or year to their end. Therefore, students listen to the names of the days of the week or months in a foreign language, and they should respond to them with a numerical order of the precision word in French. Practically it looks like this: *mardi – deux, vendredi – cinq* or *novembre – onze, mars – trois*.

First, one group of words is investigated (for example, the names of months), and then another one (the days of the week), and at the end, both groups are offered at the same time in a random order: *septembre – août*,

*mercredi – juin - jeudi - samedi - mai ...* The rate of presenting the names of months and the days of the week gradually increases.

The names of the well-known people (such as *de Gaulle, Romain Roland, Joliot Curie*), well-known geographic names difficult to comprehend (*Pays-Bas, Terre Neuve, Aix-la-Chapelle*) or national realia (*Quartier Latin, les Invalides*) etc. are selected for proper names. Students receive the task to prepare reports about the Latin Quarter in Paris, about the physicist Jolico-Curie, about Newfoundland Island; they are given instructions where to find relevant material if it is not in the textbook. Hereafter, in order to consolidate the information received, it is worth periodically conducting a survey on the studied national realia, geographical names and the most famous figures of culture, science, etc.

*The exercise on numerals.* It does not only develop operative memory but also elaborates the flexibility of thinking, helping to find the best ways to understand the material that should be perceived. The task is to write down the numerals which the teacher says in French. On the average, 8–10 numerals are presented and then one of the students reads in French what he wrote down. Mistakes are corrected by the groupmates; the teacher helps with solving doubtful cases. Then the following group of numerals is presented and so on (4–10 groups altogether). The recording of numerals is a visual support and it contributes to the creation of their visual percept.

In the case of presenting numerals, it is important to take into account the difficulties in the auditory perception of numbers. It is necessary to start with the simplest numerals – from 1 to 20. These numbers usually do not cause difficulties; therefore the transition to the next stage is carried out quickly. The next step is the numbers from 20 to 69. The rate of dictating varies depending on the ability of an average student. Next there are numbers from 70 to 99, which already cause significant difficulties, because their French notations are interpreted in the native language as arithmetic operations (for example, 72 – sixty and twelve, 97 – four times twenty, ten and seven). Numbers from 100 (200, 300, etc.) to 169 (269, 369, etc.) are easier to perceive than ranging from 70 to 99, so they should be repeated as long as possible. Numerals 100–69 are better to present together with numbers 70–99, for example: 631, 109, 87, 242, 73, 333, 70, 518. The last stage of complexity is three-digit numbers ending with 70–99 [7].

For the development of the mechanism of probabilistic prediction the following exercises are recommended:

*Work on word-combinations.* Unlike a word, a word combination is the bearer of meaning. Knowledge of the content of word-combinations allows perceiving them entirely and basing on them. Thus, they become semantic support for understanding the entire text. The work on word-combinations is conducted in two stages. At the first stage there is an active

familiarization with the word-combinations. To do this students receive such tasks as: “Match the word-combination used with the verb *prendre* (*faire, mettre, etc.*)”; “Find as many definitions as possible for the words *homme, personnalité, savant, honneur, succès*”; “Name the word-combinations with the words *temps, tête, mal*”. On completing the tasks, the results of the students' work are checked at the lesson. If it is necessary, the teacher completes word-combinations chosen by the students [3].

At the second stage, the use of word-combinations is drilled the in exercises for translation. For this purpose, students are offered a series of word-combinations in Ukrainian for translation into a foreign language, which are presented at a constantly increasing rate. For example, it can be the following exercise: «Забезпечувати сировиною – поїхати за кордон – підписати контракт – видатний економіст – рекламувати – займатися бізнесом – брати участь у переговорах – стрімко – великий політичний діяч – велика кількість – товарообіг компанії – робити презентацію – вражати – готувати річний звіт – досліджувати ринок – гарні показники – збільшити обсяг виробництва – мати успіх...»

*The exercise based on the material of situational clichés.* Note that situational clichés are the stereotypic expressions, which are reproduced mechanically in the corresponding speech situation. Understanding such clichés is associated with a standard situation. Therefore, the exercise is aimed at fixing relations: situation - cliché. For this, the students are presented with a situation, and they are required to respond to it with a relevant situational cliché. The situation can be presented as descriptions: the blackboard in the classroom is dirty, and the teacher needs to write something on it. The teacher says: “*Effacez le tableau*”. The situation can be created through a dialogue, which is presented by using technical means of learning:

- Il ne nous reste que deux jours à Pans!
- C'est le Sacré-Cœur qui m'intéresse aujourd'hui.
- C'est la butte Montmartre qui porte la basilique du Saeré-CuMir!
- Alors il faut gagner Montmartre!
- Et comment? Je l'ignore complètement.
- Voilà un agent, adresse-toi à lui!

*The exercise on the logical development planning.* It means, firstly, the completion of phrases started by the speaker. For example: “*Je n'ai pas vécu moi-même la suite des événements et il ne m'est pas possible...*” and secondly, it means the completion of short texts. For example: “*René Laennec, médecin français a inventé le stéthoscope, appareil pour ausculter les malades. Un jour il regardait les gamins jouant au milieu de la cour avec une poutre. “Qu'est-ce que vous faites là? – demanda-t-il. – C'est un*

*jeu, monsieur, on communique. – Comment? – Vous n'avez qu'à écouter". Laennec colla son oreille contre la pouter..."*

*The exercise on determining the content of the text by headings.* In this exercise, the preference should be given to those headings that carry more information, for example: "Les frères Lumière", "Semaine française à la télévision", etc. On receiving the next heading, the students analyze it, and then offer their own version of the text with such a heading in a foreign language.

And the remaining mechanism of listening comprehension is the articulation. This mechanism is elaborated during the basic exercise – repetition of words and phrases in a foreign language, as well as special phonetic exercises designed to form the skills of correct pronunciation [6].

As it was already mentioned, the formation and improvement of the mechanisms of listening comprehension is accomplished with the complex practical exercises. They are called complex because they are aimed at drilling all the mechanisms of listening comprehension simultaneously. At the same time, these are practical exercises since they represent all the operations characteristic of listening comprehension in the context of everyday life.

A complex exercise in listening comprehension is to systematically listen to the texts specially selected and recorded by various speakers with the subsequent control of understanding their content. Texts of the exercise are selected and recorded taking into account the gradation of the complexity of the texts by the following parameters: the volume of the text, the presenter of the text, and the language difficulties of the text.

The work with a complex exercise in listening comprehension begins after completing the work with the basic exercise "repetition in a foreign language" and is conducted for some time in parallel with particular exercises that relate to the mechanisms of listening comprehension. The text volume varies between 1,000 and 1,200 words during the first years of study in a higher education institution, and at the end of the course it increases up to 2,500 words. The presenter of a text or the speaker is first the teacher, then other persons with a good foreign pronunciation. The last cycle of texts is expedient to pick from the recorded speeches of foreigners.

The degree of complexity of the text for listening comprehension is more often determined intuitively. But this is an unreliable way. It is better to determine it by calculating the coefficient of the text complexity that is setting the average number of difficulties in the sentence. The linguistic difficulties in listening comprehension of a French text comprise: the length of the sentence (sentences exceeding the average length of a French sentence, that is 42.8 syllables, are considered to be difficult); the number of unknown words, the number of precision words, the presence of the

complex grammatical phenomena, and the abstract nature of the sentence. To determine the complexity of the text, they should be counted and divide the total number of complex points by the number of sentences. Texts with a complexity factor of less than 1 are easy, and those with a complexity factor of more than 1 are difficult.

Tasks on controlling the understanding of the content of the listened texts are of particular importance in the complex exercise in listening comprehension. It is these tasks that allow varying exercises and direct students' attention. We provide several options for this task:

- make a short oral (written) summary of the listened text in French;
- listen to the short summary of the text and say what does not correspond to the content;
- make up a plan of the listened text;
- based on the listened text to confirm the following statements;
- listen to the text and answer the following questions;
- formulate the basic idea of the listened text.

The complex exercise in listening comprehension is periodically practiced until the end of the training. It is expedient to use it as homework with the subsequent control at the lesson.

**Conclusions.** All above-mentioned allows concluding that consecutive use of the exercise system for listening comprehension teaching plays very significant role in the foreign languages teaching method.

Basic exercise at the first stage and complex exercise at other stages allow training all mechanisms of listening comprehension. Some exercises are intended to train certain listening comprehension mechanisms. They can be varied by teacher, depending on the level of students' learning and abilities, in order to provide their general language training and formulate all the most essential for understanding the foreign language in the hearing perception.

Oral speech differs from its written form with truncation, deviations from the rules of normative grammar, expletives, presence of paralinguistic means of communication. Oral speech includes speaking and listening comprehension as types of speech activity. The main linguistic mechanisms which provide oral speech understanding are linguistic hearing, memory, probabilistic prediction and articulation.

Numerous obstacles complicate the listening comprehension process. Therefore, communication isn't carried out at the level of word's meaning, but it is at the level of expression, the content of which is defined as the content of the linguistic creation in particular situation.

#### **Список джерел інформації / References**

1. Harmer, J. (1991), *The Practice of English Language Teaching*, Longman, 249 p.

2. Бутенко Н. Ю. Комунікативна майстерність викладача / Н. Ю. Бутенко. – К. : КНЕУ, 2001. – 138 с.  
Butenko, N.Yu. (2001), *Communicative skills of the teacher [Komunikatyvna maysternist' vykladacha]*, KNEU, Kyiv, 138 p.
3. Бутенко Н. Ю. Комунікативні процеси у навчанні / Н. Ю. Бутенко. – К. : КНЕУ, 2003. – 253 с.  
Butenko, N.Yu. (2003), *Communicative processes in learning [Komunikatyvni protsesy u navchanni]*, KNEU, Kyiv, 253 p.
4. Буцикина Н. С. Французька мова як друга іноземна : навч. посібник / Н.С Буцикина. – К. : КНТЕУ, 2006. – 162 с.  
Butsykyna, N.Ye. (2006), *French as a second foreign language [Frantsuz'ka mova yak druha inozemna]*, KNTEU, Kyiv, 162 p.
5. Васильчик О. К. Французька мова для усіх / О. К. Васильчик. – К. : НМЦВО, 2003. – 201 с.  
Vasyl'chuk, O.K. (2003), *French language for everyone [Frantsuz'ka mova dlya usikh]*, NMTsVO, Kyiv, 201 p.
6. Репина Т. А. Французский язык в свете теории речевого общения / Т. А. Репина. – СПб. : С.-Петербургский ун-т, 2007. – 354 с.  
Repina, T.A. (2007), *French in the light of the theory of verbal communication [Frantsuzskiy yazyk v svete teorii rechevogo obscheniya]*, S.-Petersburg University, Saint-Petersburg, 354 p.
7. Суслова Ю. И. Говорите по-французски : пособие для развития навыков устной речи / Ю. И. Суслова, Н. Н. Абрамова. – М. : МГУ, 2008. – 341 с.  
Suslova, Yu.I., Abramova, N.N. (2008), *Speak French: A Handbook for Speaking Skills Developing [Govorite po-frantsuzski: Posobie dlya razvitiya navyikov ustnoy rechi]*, MSU, Moscow, 341 p.

**Борисова Аліна Олексіївна**, канд. психол. наук, проф., зав. кафедри іноземних мов, Харківський державний університет харчування та торгівлі. Адреса: вул. Клочківська, 333, м. Харків, Україна, 61051. Тел.: (057) 349-45-69; e-mail: interhduht@gmail.com.

**Борисова Алина Алексеевна**, канд. психол. наук, проф., зав. кафедрой иностранных языков, Харьковский государственный университет питания и торговли. Адрес: ул. Клочковская 333, г. Харьков, Украина, 61051. Тел.: (057)349-45-69; e-mail: interhduht@gmail.com.

**Borysova Alina**, Cand. of Psychological Sc., professor, head of foreign languages department, Kharkiv State University of Food Technology and Trade. Address: Klochkivska str., 333, Kharkiv, Ukraine, 61051. Tel.: (057)349-45-69; e-mail: interhduht@gmail.com.

**Архипова Вікторія Олександрівна**, доц., кафедра іноземних мов, Харківський державний університет харчування та торгівлі. Адреса: вул. Клочківська, 333, м. Харків, Україна, 61051. Тел.: (057)349-45-69; e-mail: inmov.hduht@gmail.com.

**Архипова Виктория Александровна**, доц., кафедра іноземних мов, Харківський державний університет харчування та торгівлі. Адреса: ул. Клочковская 333, г. Харьков, Украина, 61051. Тел.: (057)349-45-69; e-mail: inmov.hduht@gmail.com.

**Arkhyrova Victoria**, associate professor, department of foreign languages, Kharkiv State University of Food Technology and Trade. Address: Klochkivska str., 333, Kharkiv, Ukraine, 61051. Tel.: (057)349-45-69; e-mail: inmov.hduht@gmail.com.

**Колесник Аліна Олексіївна**, канд. техн. наук, доц., кафедра іноземних мов, Харківський державний університет харчування та торгівлі. Адреса: вул. Клочківська, 333, м. Харків, Україна, 61051. Тел.: (057)349-45-69; e-mail: inmov.hduht@gmail.com.

**Колесник Алина Алексеевна**, канд. техн. наук, доц., кафедра іноземних мов, Харківський державний університет харчування та торгівлі. Адреса: ул. Клочковская 333, г. Харьков, Украина, 61051. Тел.: (057) 349-45-69; e-mail: inmov.hduht@gmail.com.

**Kolesnyk Alina**, Cand. of Techn. Sc., associate professor of department of Foreign Languages of Kharkiv State University of Food Technology and Trade. Address: Klochkivska str., 333, Kharkiv, Ukraine, 61051. Tel.: (057)349-45-69; e-mail: inmov.hduht@gmail.com.

**Мануєнкова Олена Олегівна**, доц., кафедра іноземних мов, Харківський державний університет харчування та торгівлі. Адреса: вул. Клочківська, 333, м. Харків, Україна, 61051. Тел.: (057)349-45-69; e-mail: inmov.hduht@gmail.com.

**Мануєнкова Елена Олеговна**, доц., кафедра іноземних мов, Харківський державний університет харчування та торгівлі. Адреса: ул. Клочковская 333, г. Харьков, Украина, 61051. Тел.: (057)349-45-69; e-mail: inmov.hduht@gmail.com.

**Manuyenkova Olena**, associate professor of department of Foreign Languages of Kharkiv State University of Food Technology and Trade. Address: Klochkivska str., 333, Kharkiv, Ukraine, 61051. Tel.: (057)349-45-69; e-mail: inmov.hduht@gmail.com.

*Рекомендовано до публікації канд. філол. наук, доц. І.В. Удовенко, канд. філол. наук, доц. М.М. Матліною.*

*Отримано 30.09.2017. ХДУХТ, Харків.*

DOI: 10.5281/zenodo.1109718