

## Секція 5. НАУКОВІ ОСНОВИ ГУМАНІТАРНОЇ ПІДГОТОВКИ СТУДЕНТІВ

УДК 81'342.3

### ВИКОРИСТАННЯ МЕХАНІЗМІВ АУДІЮВАННЯ ДЛЯ ІНТЕНСИФІКАЦІЇ НАВЧАННЯ ІНОЗЕМНОЇ МОВИ

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*Детально розглянуто механізми аудіювання та їх вплив на інтенсивність навчання іноземної мови. Охарактеризовано усне мовлення, оскільки аудіювання – це процес розуміння мовлення. Основними механізмами аудіювання є мовний слух, пам'ять, вірогідне прогнозування й артикулювання. Їх розвитку необхідно приділити головну увагу під час аудіювання.*

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

### ИСПОЛЬЗОВАНИЕ МЕХАНИЗМОВ АУДИРОВАНИЯ ДЛЯ ИНТЕНСИФИКАЦИИ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

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*Подробно рассмотрены механизмы аудирования и их влияние на интенсивность обучения иностранному языку. Охарактеризована устная речь, так как аудирование – это процесс понимания устной речи. Основными механизмами аудирования являются речевой слух, память, вероятное прогнозирование и артикулирование. Их развитию необходимо уделить главное внимание при аудировании.*

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

### THE USE OF LISTENING COMPREHENSION MECHANISMS FOR INTENSIFICATION FOREIGN LANGUAGE TEACHING

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*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.** It is well known that speech is the most important means of communication. Communication can be realized orally and in writing. 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 form is not only interrelated with the content, but it also endues the latter with additional information. This determines the peculiarity of spoken and written language.

Spoken language is usually spontaneous. It is possible to think over in advance what you want to say, and yet it is formed anew at the moment of speaking. That is why there are a lot of deviances from the norms in the spoken language and set phrases and clichés are often used.

Spoken language is characterized by singularity. Once something has been said, it is impossible to cross out or erase it. Utterance is not often begun with the most appropriate words. This causes sentences difficult for perception (for example, «Now in the subway ...»), frequent use of word-parasites (e.g., so to speak, well, you know, apparently, it's called ...) [1].

**Review of the latest research and publications.** Spoken language is endowed with paralinguistic means of communication. This refers to the intonation, accents, pauses, voice modulation, gestures, etc. These means bear some additional information; they allow judging the speaker's competence, his intentions, mood, attitude to the content of speech and the interlocutor, etc. Calculations made by the German scientist K. Kupfmüller showed that at a normal rate of speech additional information amounts to

75% of the semantic information. The amount of additional information decreases with increasing the rate of speech (with the rapid conversation its share decreases to 30% of the semantic information), and it may be time and a half larger than the semantic information at a very slow rate of speech.

Spoken language is characterized by the presence of feedback. Feedback in dialogical speech is obvious and it is expressed in the remarks of the conversation partners. In monologue speech it is less obvious and it is expressed in the listeners' reaction. Depending on the audience they can be retorts, exclamations, attention decrement to the speech content, facial expressions and gestures. Feedback allows adjusting speech, slowing down or speeding up its pace and introducing additional information.

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. These deviances are expressed primarily in the ellipticity that is in truncated sentences, in the rejection of some of its members. Dialogue remarks are understood only by the interlocutors: «How many» – «Two». – «Expensive!» – «Try to assemble!» Quite a few conjunctions are observed in the spoken language, their role is performed by the intonation, gesture, interjections. Word order is often random.

The above-mentioned deviances from the language norm are observed primarily in the dialogue, as it has another feature: it is always situational. It is situation that fills up all the violations of normativity, making the spoken language comprehensible despite its ellipticity. Spoken language is the main means of the exercising two types of activities – speaking and listening comprehension because the use of spoken language for communication involves both its generating and understanding. Mechanisms of speaking and listening comprehension are closely related, sometimes they coincide. Therefore teaching listening comprehension is impossible without speaking, and teaching speaking is impossible without listening comprehension. There is interrelation between the mechanisms of speaking and listening comprehension and mechanisms of reading and writing: they also contribute to the formation of spoken language mechanisms. Their sequential formation is to a great extent induced – it is impossible to teach everything at once. That is why teaching spoken language in most cases is followed by teaching writing. This sequence is determined not only by the goals but by the logic of teaching. Before reading a word, it is necessary to be able to pronounce it. On the basis of the same logic, it is advisable to consider teaching listening comprehension

before teaching speaking. Before uttering anything, a student must hear how it should be done. Therefore, presenting methods of teaching kinds of speech activities should be started from listening comprehension [2].

**The objective of the research** is study of listening comprehension mechanisms and their impact on the intensity of foreign language learning.

**Presentation of the research material.** 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 distinction during aural perception begins with the fact that our analyzers ascertain the presence of a sound complex different from the familiar sound complexes. That is how unfamiliar word or phrase is perceived. During the repeated perception of the unfamiliar sound complex its features are recorded in the memory. This can occur unconsciously (when the meaning of the given sound complex remains unknown) and conscious (if the meaning of the perceived is known). Gradually, distinctive features of the new perception unit form in the memory its image that begins to play the role of a reference.

Recognition is an action that is possible with the reference already formed in the long memory. In this case, the perceived distinctive features are compared to the reference features; the perception object is recognized and if its meaning is known, it is recognized as a significant value. According to the hypothesis of N.I. Zhinkin human memory stores the distinctive features of letters and phonemes, letters and phonemes themselves, morphemes, words, phrases. The most comprehensive understanding of spoken language is achieved by the ability to recognize the highest level of a set of features i.e. phrases. N.I. Zhinkin calls this level the alphabet of meanings.

Everything mentioned about the recognition does not, however, allow asserting that only a phrase is a unit of perception. Moreover, most languages distinguish words from each other quite clearly, as if offering them as a unit of perception. But words are not a permanent unit of perception. Interference including indistinct articulation does not always allow perceiving features that characterize a word. Besides, most of the words find their meaning in the context. Hence, not every word acts as a unit of perception. This is especially true for French language, where the liaison and enchaînement phenomena make distinguishing a word difficult.

Obviously, the language units are smaller than words; moreover, they cannot be units of perception. The conclusion that is proved by the experiments of psychologists lies in the fact that the unit of perception is not constant. It varies depending on the perceived features and the sentence context. Speech perception is a dynamic process taking course in different ways, depending on the context and the perceived features of the talk spurt.

It should be added that in French language due to the peculiarities of its vocal speech composition rhythmic group more often act as units of perception. It is quite obvious that distinguishing units of perception i.e. distinction, and most important – recognition of their distinctive features is only possible with a well-trained speech hearing. Consequently, speech hearing is one of the most important mechanisms of listening comprehension. Speech hearing provides perception of spoken language. But a good speech hearing is not enough for understanding spoken language. Perceived and distinguished from the talk spurt unit should be kept in mind while the search for a reference for comparison and recognition of the perceived is going on [3].

The psychology of memory classifies two main types of memory – short and long-term. Short-term memory retains perceived as reverberation (echo of the word) for about 10 seconds. During this time there is a selection of what is important for a person at the moment. However, such selection is successful in case of recognition of the perceived objects. Recognition is comparison of the perceived with the reference stored in the long-term memory. Consequently, both short-term and long-term types of memory are equally important for listening comprehension. If short-term memory is included in the voluntary actions of a person it obtains the name of working memory. Working memory functions during the process of random listening comprehension that is carried out as an activity.

However, the role of memory is not only to keep the unit of perception in the working memory and reference – in the long-term memory. Units of perception are kept in the working memory to compare it to the following units of perception and therefore to limit the semantic ambiguity of the first sound complex perceived. The meaning of a word is determined in the context only. Only a few units of perception (words, rhythmic groups, syntagma) can provide the recipient (addressee) with the desired meaning. Thus, recognition of a single word, a phrase is not understanding the meaning of the speech yet. Recognition of the unit of perception narrows the choice, creates conditions for making a decision about the meaning of the incoming utterance, but it is still insufficient (in most cases) for the final realization of its meaning. Thus, memory is another important mechanism for listening comprehension, and especially working

memory. First of all, long-term memory can contain all the studied language tools for realizing all kinds of speech activity. Working memory that stores units of perception under conditions of their one-time presentation, acts as a phenomenon of listening comprehension.

The question arises: how is it possible to understand spoken language under the conditions of daily interference, omissions, lack of attention? Mechanism of probabilistic forecasting could be of some help for listening comprehension.

Probabilistic forecasting is generating hypotheses based on human perception of the ambient reality and its anticipatory reflection. It is «precautionary», according to I.P. Pavlov, activity anticipating the course of events. Generating hypotheses not only about the meaning of the progress statements, but also about its verbal formulation occurs during the process of aural speech perception.

Why is speech forecasting carried out not only at the semantic, but also at the linguistic level? This circumstance is explained by the probabilistic and statistical laws of symbols compatibility. «These laws – R.G. Piotrowsky writes – overlap probabilistic spectra of the compatibility of the following figures selecting from these spectra only such combinations that comply with the rules of symbol compatibility derived from these figures». This means that the compatibility of words in the language is limited and the appearance of every word significantly narrows the range of words with which it is able to interact, that makes it possible to forecast the next word (or words) with considerable proportion of probability. On hearing the first two words in French *Quelle heure ...* we are anticipating, more often with reason, the ending: ... *est-il?*

Linguistic forecasting is supported by semantic one and vice versa. In cold weather, after the words *il fait ...* we are anticipating the word *froid*, and in hot weather – the word *chaud*. On the other hand, semantic forecasting is «perceived» and «fixed» only after appearing of the appropriate words, because after *il fait* both *beau* and *mauvais temps* and some other lexical units may appear. Thus, probabilistic forecasting is most effective when it functions at both levels. And if semantic level of forecasting is determined by the knowledge of the situation, the context, the linguistic level is determined by the knowledge of the laws of lexical compatibility.

Thus, the third important mechanism of listening comprehension is the mechanism of probabilistic forecasting, and its functioning in the process of speech perception depends in many respects on the forecasting at the linguistic level [4].

Psychologists have noted that during listening comprehension there is a kind of uttering the perceived speech. This assumption is likely proved by the fact that speech perception depends on its rate, that is, according to R. Fermann, from 100 to 400 words per minute. Both too slow and too fast speech is difficult to understand as in the first case it is necessary to slow uttering intentionally, and in the second case there are difficulties associated with the need to quickly articulate. And the fact that uttering facilitates listening comprehension is proved by a simple experiment: try to read one text, and to listen and understand the other one – it is very difficult. Nevertheless, the concept of uttering to oneself the perceived speech is now considered to be unlikely. Improbability of such a concept is confirmed by the successful work of the interpreters, who are listening to a foreign language, and speak in their native language (or vice versa) [5].

**Conclusions.** Peculiar uttering makes listening comprehension easier. At the same time not the whole speech is uttered but only particular words or phrases, there is a kind of control of the perceived by articulation organs, aural image is supported by the articulatory one. The better perceived the sound image of the word, the less it needs to be controlled, thus, articulating (uttering) is observed in the most difficult cases, when the formed image of the word has not been fixed yet, or when there is interference, hindering perception. All of the above mentioned leads to the conclusion that articulating mechanism also plays an important role in teaching listening comprehension.

Thus, 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.

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*Рекомендовано до публікації д-ром екон. наук, проф. Крутовою А.С., канд. філол. наук, доц. Удовенко І.В., канд. філол. наук, доц. Арделян М.В.  
Отримано 15.10.2016. ХДУХТ, Харків.*

УДК 796.011.3

## **МОТИВАЦІЯ ЯК ОДИН ІЗ ЗАСОБІВ ЗАЛУЧЕННЯ СТУДЕНТІВ ХДУХТ ДО РЕГУЛЯРНИХ ТРЕНУВАНЬ У СПОРТИВНИХ СЕКЦІЯХ ТА ІНДИВІДУАЛЬНИХ ЗАНЬОК ФІЗИЧНОЮ КУЛЬТУРОЮ**

**В.В. Москальов, М.В. Русанов, М.О. Левченко**

*Формування потреби рухатися є пріоритетним у навчально-фізкультурній діяльності, що можливо тільки за умови систематичних занять фізичною культурою та спортом. Однією з основних складових цієї діяльності є мотивація.*

*Нами розглянуто та представлено результати аналізу провідних форм і засобів мотивації студентів до самостійних занять фізичною культурою та тренувань у спортивних секціях.*

***Ключові слова:** студенти, фізичне виховання, спорт, мотивація, здоровий спосіб життя, рухова активність, самостійні заняття.*

## **МОТИВАЦИЯ КАК ОДИН ИЗ СПОСОБОВ ПРИВЛЕЧЕНИЯ СТУДЕНТОВ ХГУПТ К РЕГУЛЯРНЫМ ТРЕНИРОВКАМ В СПОРТИВНЫХ СЕКЦИЯХ И ИНДИВИДУАЛЬНЫМ ЗАНЯТИЯМ ФИЗИЧЕСКОЙ КУЛЬТУРОЙ**

**В.В. Москалёв, Н.В. Русанов, М.А. Левченко**

*Формирование потребности двигаться является приоритетным в учебно-физкультурной деятельности, что возможно только при систематических занятиях физической культурой и спортом. Одной из главных составляющих этой деятельности является мотивация.*

*Нами рассмотрены и представлены результаты анализа ведущих форм и средств мотивации студентов к самостоятельным занятиям физической культурой и тренировкам в спортивных секциях.*

***Ключевые слова:** студенты, физическое воспитание, спорт, мотивация, здоровый образ жизни, двигательная активность, самостоятельные занятия.*