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ANALYSIS OF INTERNAL PROCESSES OF INFORMATION PERCEPTION IN FORMING LISTENING SKILLS**АНАЛІЗ ВНУТРІШНІХ ПРОЦЕСІВ СПРИЙНЯТТЯ ІНФОРМАЦІЇ ПРИ ФОРМУВАННІ НАВИЧОК АУДІОВАННЯ****Pidkolesna L. A.**

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In modern life, for successful assimilation and further use of knowledge, in particular English, students should master all types of speech activity (speaking, listening, reading, and writing) and be able to apply them in their professional activities, in social and general economic aspects of public life.

In the methodology of teaching foreign languages, listening is of great importance, because the perception of a foreign language by ear (in particular English) is a complex process that requires maximum students' attention focus

and concentration, and from the teacher a consistent preparation for developing this type of speech activity. In this regard, the problem of methodical organization of teaching listening, proper planning of this process, so that the level of formation of students' listening skills meets the needs of modern information society is becoming important.

It is worth reminding, that listening is a receptive type of speech activity, which is a simultaneous perception and understanding of speech by ear.

As a rule, listening takes up to 40–60% of the teaching time, so the need in a special and purposeful teaching listening as an independent type of speaking activity is obvious.

Thanks to listening skills are developed, which ensure a stable assimilation of this type of speech activity, namely pronunciation, as well as bringing to automatism the ability to perceive a phonetic code accurately, quickly and at the same time stably, improving lexical and grammatical skills.

It is necessary to focus on psychological mechanism of listening and the difficulties that students face during listening. It is an inability to carry out semantic processing of information perceived by ear quickly and adequately, lack of experience in its perception by ear, inadequate development of phonemic hearing and the main psychological mechanisms of semantic perception of a foreign language by ear, inability to overcome obstacles during listening. Thus, a foreign language teacher should set specific tasks in teaching listening.

Teaching professionally oriented listening at practical English classes in higher education institutions can be successful if a teacher takes into consideration the level of psychological mechanisms formation of listening and semantic perception of a foreign language by ear. In this case, there is a need to introduce special methods of teaching professionally oriented listening, based on the nature of the relationship between psychological mechanisms and a special system of listening exercises. Training professionally oriented listening is carried out considering the specifics of an internal structure of this type of speech activity and the student's future professional activity.

The methodology of teaching listening is based on a system of professionally oriented methodological materials, strategies, techniques, forms of work and a system of exercises that ensure overcoming psychological, linguistic and didactic difficulties in the perception of professionally oriented foreign language information by ear. A high level of formation of listening mechanisms deepens the vocabulary, including professional terminological apparatus; allows you to recognize lexical units and grammatical structures in specialized texts more intensively, increases a scope of understanding of professionally significant information.

The psychological basis of listening is the internal processes of perception, recognition of speech images, understanding of their meanings,

comprehension of information, combination of information and their generalization, retention of information in memory, and making conclusions.

It is important to choose the right type of listening in accordance with goals and objectives of teaching foreign languages, always considering psychological processes of information semantic processing in the course of listening.

Thus, a semantic processing of information in the course of listening is aimed at obtaining such results as identifying words and their meanings, establishing relations between phrases in a sentence, between individual sentences and the previous part of the text.

It is known from practice that the mechanisms of listening in the native and foreign languages are the same, but they differ only in the level of functioning, the degree of formation, the ability to operate with language approaches and speech ways of formulating thoughts. Therefore, the method of teaching listening remains traditional, both in teaching the native foreign language, and consists in choosing the right text for listening.

It is known from teaching practice that the selection of material for listening should include several types of texts: simple, complex and specially oriented ones, designed to develop certain listening mechanisms.

For proper professionally oriented teaching listening, you should know the peculiarities of professional texts offered to listen by ear: scientific, popular scientific, special; their intra-text relations, completeness, informativeness, accuracy, logical sequence; the predominance of paragraphs with a certain structure; the presence of formal signs of logical semantic relations between elements of the text (adverbs, modal words, cliché phrases, introductory phrases and language constructions); the availability of passive language constructions; the predominance of two-syllable sentences; a frequent use of complex subordinate clauses; adverbial and participle phrases and sentences; the availability of infinitive constructions, etc.

Such method of listening is aimed at checking the level of forming professionally significant skills in the semantic perception of speech by ear. Firstly, you need to be able to predict the content, that is, distinguish the beginning, the middle, and the end of the audio text by title, keywords, content parts, a message fragment, a plan, and a thesis. In other words, to be able to reproduce the meaning of a missing part based on professional experience and a context. Secondly, memorize and retain the information you have listened to and then reproduce it in your future professional activities. Thirdly, establish a connection between audio information and visual support, presented in the form of diagrams, graphs, drawings, formulas, alphabetic and numerical symbols. Fourth, highlight the most informative parts of scientific reports; determine a topic, an idea, and the main content of the audio text; establish the interrelationship between facts, causes, events of the audio message; logical sequence of the audio text; convert the received information into large or small lexical units.

It is also important in teaching listening to develop the skills to make one's own judgments and express one's own opinion about the message listened based on past experience, professional erudition and a context. Therefore, the methodology of teaching listening should be aimed at the ability to understand a scientific foreign language with one- or two-time listening with or without a visual non-verbal support and with its further use in various types of speech activities and in situations.

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PRAGMATIC ASPECT OF LEARNING MASS-MEDIA VOCABULARY AT DEVELOPING STUDENTS' FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE (ON THE EXAMPLE OF THE FIELD OF STUDY "SERVICES")

ПРАГМАТИЧНИЙ АСПЕКТ ВИВЧЕННЯ ЛЕКСИКИ ЗМІ ПРИ ФОРМУВАННІ ІНШОМОВНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ СТУДЕНТІВ (НА ПРИКЛАДІ ГАЛУЗИ ЗНАТЬ «СФЕРА ОБСЛУГОВУВАННЯ»)

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У процесі навчання іноземної мови на різних рівнях вищої освіти важливо враховувати прикладний аспект. Адже ключовою метою