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TECHNIQUES OF WORKING WITH AUTHENTIC TEXTS AT THE INITIAL STAGE OF LEARNING LISTENING IN THE DIRECTION OF NON- PHILOLOGICAL EDUCATION

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ABOUT ARTICLE

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Abstract: In this article, we will discuss about the convenient and easy ways to learn audio texts in English, especially authentic texts, for learners and students of non-philological education at the initial stage of listening comprehension. Listening is the most difficult type of speech activity. It's not secret that non-philology students have almost no practical experience of the listening stage of English. They are mainly limited to learning elementary grammar and easy texts. But listening comprehension should take the main place at the initial stage of language learning. Listening develops the ability to anticipate the semantic content of speech not only in a foreign language, but also in the native language, and also creates an opportunity to educate listening culture. Despite the above, the use of authentic texts remains limited in practice. But authentic texts are considered easy and effective material for language learning.

INTRODUCTION

In the methodology of teaching foreign languages, much attention is paid to recent years has been devoted to the problem of authenticity of texts.

Authentic text is text that is written for native speakers, native speakers of the same language. It is he who conveys all the diversity foreign language. The authentic text reflects the features and facts of the national culture. As a rule, students learn new values through the text, knowledge of native speakers of the target language, i.e. a cultural competence. Reflection in the texts of living real life is

of interest of students who are studying in the field of non-philology, willingness to engage in discussion, to discuss the material. Explaining this kind of information is an effective means attracting students' attention to reality, contributes to development of intercultural and linguacultural competence, gives the ability to find in realities different and common, to compare.

MATERIALS AND METHODS

The following can be used as authentic texts, materials:

- fairy tales, songs, poems;
- television and radio broadcasts;
- voiced literary texts;
- texts in the sphere of everyday communication.

It is essential that in the formation of listening, an important condition is motivation and inspiration. If the student feels the need to listen, this leads to maximum mobilization of his mental potential: aggravated sensitivity of the sense organs and speech hearing, increases intensity of thought processes, more focused becomes attention. The correct choice of authentic texts is quite important to create motivation for learning a foreign language and, in particular, the need for listening as an active participation in communication, as knowledge new about the world and language. Too complex texts can cause disappointment of learner especially who studies medicine, politics or so on. It can deprive them of faith in themselves, in success. Too much simple authentic texts, in turn, are also can be undesirable. Because the absence of a moment of coping makes the work unattractive and uninteresting, and she cannot be in the process learning a foreign language is a developing factor. In addition, it is important correct choice of topic of authentic text. For instance, for younger students who study in non-linguistic sphere, the most suitable would be texts such as poems, short advertisements, stories, fairy tales, cartoons, a personal letter to a television studio, announcements of the announcer at the station, at the airport, weather forecast, as well as videos and teen TV shows.

In the process of listening to the text with an understanding of the main content, the student should strive to understand the text as a whole, even in if it contains a certain percentage of unfamiliar expressions and words. Unfamiliar elements in the text should not be key, so that the listener could perceive the basic information without fixing on details to your attention. Learner to successfully master both types of listening should be able to use the formulas of questioning, which involve clarification or clarification of the information submitted aurally. It is important to note that an effective incentive for successful listening is the introduction of elements of humor into authentic texts. It not only contributes to relaxation, creating an atmosphere of ease, but also psychological relaxation, which occurs due to humorous means, neutralizes the stress associated with decoding complex moments.

In the methodology of teaching foreign languages, there are several criteria for selecting authentic texts. Let's Consider some of them.

For example, T.I. Zueva notes the cultural criterion, serving to significantly increase motivation and interest in learning English language with the help of a large number of regional information. Another criterion she singled out is informative. He involves the selection of educational material, the presence of any new information in any educational material that can interest a potential recipient.

G.I. Voronina presented the criterion of genre and functional stylistic correlation, which is implemented within the framework of relevant genres and certain functional styles. For different situations of intercultural competence have their own register genres. The author also noted the educational criterion, which contributes to the improvement of the level of culture, and also contributes to establishing scientific and intercultural relations.

The use of authentic texts allows you to recreate a foreign language environment in the lesson, sounding foreign language speech demonstrates the norms of authentic speech behavior, understanding of foreign language speech gives students a special feeling of satisfaction and increases their motivation.

The method of working with authentic text at the initial stage contains certain steps, techniques and methods that can be used to formation of listening skills. The technology of working on listening is directly dependent on learning and characteristics of students (general intellectual development, learning abilities, etc.), which is accordingly reflected in the content of a particular course. So, by the end of the English course elementary level student in terms of listening should perceive on hearing and understanding the English speech of the teacher and groupmates in the process verbal interaction in the classroom, the speech of native speakers in the audio recording at the level of small simple texts and messages, as well as respond to heard verbally or non-verbally. Besides, elementary level student should be able to extract basic and specific information short audio texts and audio messages, understand different types of texts, for example, short dialogues, descriptions, rhymes, songs. At the same time, in listening process, students should be able to use contextual or linguistic guesswork, as well as ignoring unfamiliar words that do not interfere with understanding the main content of the text. Listening exercises are preparatory and speech. Preparatory are focused on overcoming individual the difficulties of listening and the development of its mechanisms. Speech exercises are speech-guided activities, as they focused on improving the process of semantic perception and on achieving a certain level of understanding, provide practice listening based on the complex overcoming of auditory difficulties, suggest the semantic perception of a speech work in conditions approaching natural communication and the implementation of communicative audio activity functions.

RESULTS AND DISCUSSION

There is growing body of research on the role authentic materials on FL teaching. Researchers and teachers increasingly acknowledged the need for and usefulness of authentic materials in the field of language teaching. Empirical studies have substantiated the positive results taken by learners who have opportunities to interact with and deal with authentic texts. Studies, such as Miller (2005:3) and Thanajaro (2000:78), state that incorporating authentic materials lead to aural language development. In addition, Otte (2006 cited in Al-Musallam, 2009) state that investigated the impact of aural authentic texts on listening comprehension abilities of four adult ESL students at an American university. He concluded that exposure to authentic materials would lead to improving students' listening comprehension abilities and motivation. By the same token, conducting on intermediate-level students, Herron & Seay (1991:487) state that those students who listened to authentic radio tapes as a substitute for regular classroom activities demonstrated significantly greater listening comprehension than those students for whom the authentic radio program was not a part of the semester's curriculum. Their research confirmed English Education Department Vol. 3 No. 2 November 2014 that, the more exposure to authentic speech the more improve in listening comprehension skill.

Berardo (2006:60), states that the sources of authentic materials that can be used in the classroom are infinite, but the most common are newspapers, magazines, TV programs, movies, songs and literature. One of the most useful is the Internet. Whereas newspapers and any other printed material date very quickly, the Internet is continuously updated, more visually stimulating as well as being interactive, therefore promoting a more active approach to reading rather than a passive one. From a more practical point of view, the Internet is a modern day reality, most students use it and for teachers, there is easier access to endless amounts of many different types of material. From a even more practical/economical point of view, trying to obtain authentic materials abroad can be very expensive, an English paper/magazine can cost up to 3-4 times the price that it usually is and sometimes is not very good. Often by having unlimited access in the work place, looking for materials costs nothing, only time. Authentic materials should be the kind of material that students will need and want to be able to read when travelling, studying abroad, or using the language in other contexts outside the classroom. Authentic materials enable learners to interact with the real language and content rather than the form. Learners feel that they are learning a target language as it is used outside the classroom. Listening training is carried out in three stages: pre-text, test and post-text. First, a preliminary the work of preparing for the audition, and only then proceed to listening to text. The final phase involves the mandatory control of understanding of the heard text. The listening material should be authentic, but at the same time appropriate to the age and level students.

So, students who study in the non-linguistic field are usually busy of studying their main subject for instance, medical students are busier by the subjects related to medicine, politic students are busy by law or history and so on. And almost every time it is really hard to them to study the second language. Hence, teaching and developing such student's English language skills especially listening skills through authentic (real) materials can be more engaged and interesting. It shows the the need to the authentic materials is high. And for this reason the authentic text must have a natural situation and some kind of emotional charge. Situational authenticity helps to evoke reciprocal emotions in students, which in turn turn contributes to the formation of a positive attitude towards foreign language. That is why in the process of teaching foreign languages should be provided principles such as affordability and affordability data usage principles require that the implementation of training be at the level of age opportunities for learners so that they do not face insurmountable difficulties experienced. Accessibility is ensured by the material itself, its organization, methods of working with him in the classroom.

CONCLUSIONS

Authentic texts are samples of dialogic and monologue speech created for non-educational purposes by native speakers. They reflect the features and facts of national culture. As a rule, students learn new values through the text, knowledge of native speakers of the language being studied, i.e. cultural competence is developed. The authentic text should be considered from several positions, namely: in the psychological, methodological and linguistic terms. The correct selection of authentic texts makes it possible to more effectively implement listening training, imitate immersion in a natural speech environment in foreign language lessons.

The audition process can take place without external manifestations, however, despite this, it is an active process requiring great intellectual effort. The listener in its course performs mental operations of synthesis, analysis, induction, deduction, comparison, abstraction, opposition, concretization; complex perceptual-mnemonic activity, etc.

In modern teaching methods, listening can act as not only as a goal, but also as a learning tool. These two functions in real school practice, of course, are closely intertwined. Listening is a complex receptive, mental-mnemonic activities related to understanding, perception and active processing information contained in oral speech message. Listening is closely related to other types of speech activities. On the one hand, due to the presence of common mechanisms carrying out the activity itself. For example, listening and reading belong to receptive types of speech activity, and the essence of their consists in the perception and understanding of information. On the other hand, due to duality of their existence. Yes, speaking and listening are related with each other, because they are part of one common process – oral speech.

Analysis of theoretical research and pedagogical practice activities showed that the problem of teaching listening in English language through authentic texts at the initial stage was and remains in the focus of attention of educators and psychologists.

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