

## LISTENING COMPETENCE FORMATION PROBLEM IN STUDENTS OF NON-LINGUISTIC SPECIALITIES

## ПРОБЛЕМА ФОРМУВАННЯ КОМПЕТЕНТНОСТІ СЛУХАННЯ В СТУДЕНТІВ НЕЛІНГВІСТИЧНИХ СПЕЦІАЛЬНОСТЕЙ

*The article deals with the question of the listening competence formation in students of non-linguistic specialities. The issues related to the formation of foreign language competence in students are considered. The content of the listening competence formation is specified and the set of skills that make it up is determined. A special role is assigned to two types of positive motivation in the studying of a foreign language (FL): perspective and procedural. The feasibility of developing a didactic complex of exercises for the effective organization of the process of listening competence formation as a component of the POICC is turned out.*

**Key words:** listening competence, professionally oriented intercultural communicative competence (POICC), listening, language skills, training skills, compensatory skills, prospective motivation, procedural motivation.

*У статті порушується питання формування аудитивної компетентності в студентів нелінгвістичних спеціальностей. Розглядаються питання, пов'язані з методикою формування іншомовної аудитивної компетентності в студентів. Конкретизується зміст формування аудитивної компетентності та визначається комплекс умінь, що її становлять. Пріоритетна особлива увага двом видам позитивної мотивації під час вивчення ІМ: перспективній і процесуальній. З'ясовується доцільність розроблення дидактичного комплексу вправ для ефективної організації*

*процесу формування аудитивної компетентності як складника ПОМКК.*

**Ключові слова:** аудитивна компетентність, професійно орієнтована міжкультурна комунікативна компетентність (ПОМКК), аудіювання, мовленнєві вміння, навчальні вміння, компенсаційні вміння, перспективна мотивація, процесуальна мотивація.

*В статті піднімається питання формування аудитивної компетентності у студентів нелінгвістичних спеціальностей. Розглядаються питання, пов'язані з методикою формування аудитивної компетентності у студентів. Конкретизується зміст формування аудитивної компетентності і визначається комплекс умінь, що її становлять. Пріоритетна особлива увага двом видам позитивної мотивації при вивченні ІМ: перспективній і процесуальній. Визначається доцільність розроблення дидактичного комплексу вправ для ефективної організації аудитивної компетентності як складника ПОМКК.*

**Ключевые слова:** аудитивная компетентность, профессионально ориентированная межкультурная коммуникативная компетенция (ПОМКК), аудирование, языковые умения, учебные умения, компенсационные умения, перспективная мотивация, процессуальная мотивация.

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**Target getting.** Changes in society, the expansion of business and cultural relations with foreign countries put forward new requirements for the language education the society needs specialists with of a foreign language (FL) competence professional needs. In accordance with such a social demand, the understanding of the final result of teaching FL to students of non-linguistic higher educational institutions (universities) requires changes as well. According to European recommendations, students of higher non-linguistic educational institutions should receive such a level of communicative competence that would allow them to solve social and communicative tasks in various areas of professional, scientific, cultural and everyday activities, when communicating with foreign partners, and for further self-education.

In connection with the modern requirements for professional training of a specialist, the strategic goal of teaching FL is the skills formation of foreign language professionally oriented communication. Analysis of scientific and methodological sources devoted to the problems of skills formation of foreign language professionally oriented communication shows that the attention of methodologists is focused on the pro-

ductive sphere of communication (speaking) to the detriment of receptive (listening). However, listening competence as an integral part of professionally oriented intercultural communicative competence (POICC) is a prerequisite for a successful communication process, subjected to productive, social or personal needs. The experience of teaching FL in a technical higher educational institution shows that, of all the skills of the four types of speech activity, students' listening skills are usually the least developed. A low level of proficiency in listening skills depends on both objective reasons: insufficient development of educational, methodological and technological support for this aspect, as well as subjective ones listening requires extremely intense mental activity of students, causing rapid fatigue and disabling attention to the listener. This is the scientific interest and relevance of our research.

**Analysis of the latest research studies and publications.** The present stage methodology works in FL emphasizes the need for teaching listening as a very important skill, without mastering which communication in the language is impossible. So I.P. Lysovet's investigates the problem of teaching

listening and speaking skills [6], M.M. Prusakov reveals the problem of difficulties, when learning listening foreign language texts [9], S.V. Haponova analyzes the peculiarities of texts and audio texts for learning comprehension [1], S.Yu. Nikolaeva in her research work describes various methods and techniques of teaching listening skills [7]. There is a number of listening comprehension researches based on various styles: literary and colloquial ones (D.M. Shprynberh, N.Yu. Abramovska), dramatic works (O.O. Sivachenko), publicistic texts (N.Yu. Kyrylina), professionally directed messages (A.Yu. Bochkaryova). However, the problem of listening competence formation in non-linguistic students at different stages of studying FL remains insufficiently researched.

**The research objectives.** The goal of the article is to study issues related to the methodology for the formation of foreign language competence in non-linguistic students. To achieve this goal it is necessary to solve the following tasks:

- to specify the content of the listening competence formation in students of non-linguistic specialties;
- to identify a set of skills that make up the listening competence in the students of non-linguistic specialties.

**Presentation of basic materials of the research.**

The content of foreign language competence formation in students studying in a technical university should be organized so that at the end of the discipline “Foreign language for professional communication” (FLPC) study, they are able to understand the audio texts from three to five minutes with average speech duration. The texts should be of general or professional nature (presented in monologue dialogue forms), relating to one of the areas and situations of communication provided by the curriculum, its discussion and opinion statements about what was heard. In order to ensure the professional orientation of studies in non-linguistic universities, the process of foreign language students training for intercultural communication should correspond to the content of their future professional activity. Therefore, when defining the goal of listening competence formation, we took into account the fact that students will have formed not general communicative competence, but professionally oriented communicative competence “for real academic and professional spheres and situations” [8, p. 18].

The decision of the content issue of the listening competence formation was carried out on the basis of the scientific and methodological base study on the structure of the content of the FL training researched by V.A. Buchbinder, N.F. Borysko, I.L. Bym, N.D. Galskova, S.Y. Nikolaeva, E.I. Passov, G.V. Rogova, E.N. Solovova, O.B. Tarnopolsky, A.N. Schukin. The results of the analysis suggest that, despite the different points of view of scientists on the component com-

position of the FL content training, the researchers are united in distinguishing two aspects: the subject, which includes the necessary knowledge and procedural, which includes all the ability to use the acquired knowledge. Given the above, we have identified the following components that make up the content of the competence of non-linguistic students at the end of the FLPS discipline study: 1. Spheres, themes and potential situations of communication.

2. Language and speech material.

3. Skills and abilities: speech, training and compensatory.

4. Motivation.

According to the spheres identified by European Recommendation in foreign language proficiency, personal, public, professional and educational spheres are suggested [3, p. 14–15] taking into account the professional orientation of studying students in non-linguistic universities, the listening competence formation will take place within the professional sphere, which is connected with human activities and relationships in the process of professional duties performance.

The field of study is the basis for determining the topics and situations that will be the subject of study in the class on FLPS. Investigating the relationship between the topic and the situation, most methodologists state professional communication topic dominates the situation (O.B. Tarnopolsky, S.P. Kozhushko). So during the selection of topics and situations of learning, we followed a thematic approach.

The listening competence formation takes place within working with language and speech material. Since the study of FL by students of non-linguistic specialties has a professional and vocational orientation, the language material should be characterized by the presence of special terminology. In turn, the speech material for the listening competence formation has to get into account the content of professional disciplines in universities, belong to the oral form of professional communication, contain new scientific information and natural visual supports, be feasible for perception in terms of volume and semantic richness.

Listening competence is related to skills that can be developed only on the basis of phonetic, lexical and grammatical skills. In their development skills gradually acquire the qualities of automation and are included in various types of speech skills. In addition to speech skills, students are to master certain learning and compensatory skills that are the part of the composition of language learning strategies. In methodology of teaching listening (N.D. Galskova, S.V. Gaponova, N.I. Gez, N.V. Yelukhina) 69 skills are presented that are common for listening skills of all styles. Thus, taking into account the above mentioned, and for the purposes and stage of training, we have defined a set of skills that make up the listening

competence of non-linguistic specialties students.

Speech skills include the following:

- to understand the content globally, with the withdrawal of basic information;
- to understand the content in detail.

Among the training skills we highlight the following skills:

- to evaluate information critically;
- to carry out probable forecasting;
- to systematize, classify the information received;
- to work with reference books;
- to use technical training and information communication technologies.

Compensatory skills include the following skills:

- to use contextual and linguistic guess;
- to compare audio information with visual support in the form of diagrams, graphs, drawings, formulas, alphabetic and numerical designations and (or) to compensate the loss of audio information using these supports.

Let us consider these components in detail, taking into account the specifics of training in a technical higher educational establishment.

A special role in the process of teaching FL to students of non-linguistic universities, where the study of FL is not their main goal, motivation is of primary importance. Scientists understand motivation as a system of factors responsible for behavior (goals, interests, needs, motives, intentions), or as a characteristic of the process, that supports the behavioral activity [4]. As modern psychologists and pedagogues note, there are two types of positive motivation in studying FL: promising, due to the awareness of distant learning goals, the need to prepare for future professional activities, and procedural, connected with students' interest in learning activities. Thus, educational materials should be interesting, be characterized by newness and relevance of information, meet the students' needs focused on mastering the future profession.

**Conclusions.** Based on the foregoing, it can be concluded that above analyzed content components

of the listening competence formation in students of non-linguistic specialties are interrelated, they function as a single system and create the conditions for using the language as a means of communication. It is advisable to further research the development of a didactic exercise complex for the effective organization of the listening competence formation as a component of the FLPS in students of non-linguistic specialties.

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