USE OF INTERNET RESOURCES IN TRAINING AUDITING OF BACHELOR STUDENTS OF NON-LANGUAGE FACULTIES

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ABSTRACT

This article is devoted to the use of Internet resources in teaching English, contributing to the development of listening skills. Particular attention is paid to the aspect of improving the listening skills of bachelor students of non-language faculties.

Keywords: teaching English; Internet resource; listening skills; authentic material; audio material; audiotext.

INTRODUCTION

For a long time, in the methodological literature, listening was considered an unattended aspect in teaching a foreign language on the part of teachers [7]. This was explained by the fact that listening skills are automatically developed in students through their immersion in the language environment and practice, when working on grammatical, lexical and phonetic material [8, 9]. Currently, members of society need to develop a high level of proficiency in the listening process, because they themselves want to learn to understand what they say in English in personal conversation, at business meetings, on television, in the theater, watching a film, traveling to foreign countries, listening to audio recordings, etc. [4, 5].

MATERIALS AND METHODS

Listening is considered to be the most difficult aspect of mastering the English language. This complexity is explained by overcoming such factors as the nature of the language material, presentation conditions, semantic content, sources of information, as well as the individual characteristics of both the speaker (manner of speech, tempo, presence of an accent) and the listener, his auditory experience and many others [6] ...

On the other hand, listening is a powerful means of teaching a foreign language, since it contributes to the assimilation of the lexical composition of the

language and its grammatical structure, makes it possible to master the sound side of the language being studied, its phonemic composition and intonation: rhythm, stress, melody. In one of his latest publications, M. Rost described listening as "a necessary type of speech activity, because it provides the listener with information. Without understanding the information, no study can begin ... "[10].

It should not be forgotten that listening, along with speaking, provides an opportunity for communication in a foreign language. Without mastering the ability to distinguish a foreign language by ear, communication with representatives of other cultures is impossible in principle.

Unfortunately, with two or three academic hours of English per week, the teacher fails to pay due attention to the development of students' listening skills. More and more emphasis is being placed on independent work, which has become possible thanks to the emergence of Internet resources. As an example, consider some of them in more detail:

1. TED (Technology, Entertainment, Design) is a universal online platform with many conferences of leading experts in the field of science, art, design, politics, culture, business, global issues, technology and entertainment. The mission of the conference is to spread unique ideas ("ideas worth spreading") [13]. Recordings of the most distinguished speakers can be found on the official TED.com website. Currently, more than 1,500 selected lectures with translations into different languages are available on the website. All videos are released under the Creative Commons BY-NC-ND license, which allows free distribution [14].

The system of working with such a site, as with any other audio text, boils down to the following scheme: "sound - text - sound" (♪ + T + ♪). First, students are encouraged to watch a video without subtitles and grasp the main meaning. This is followed by a detailed analysis of the text using the subtitles provided, as well as, if the teacher wishes, with the help of additional exercises on vocabulary and grammar. After that, the video is re-watched, during which auditory-visual synthesis occurs, the simultaneous broadcast of sound and image (with subtitles or with a just analyzed test), which contributes to the development of skills and abilities of listening to speech and stimulates oral-speech communication of trainees during further discussion of the video.

2. Ororo.tv [12] - a site that provides access to the latest TV series and some films with subtitles in different languages, which can be turned on and off at the request of the viewer.

Watching films and TV series in the original is of great importance in the process of teaching foreign languages, since it is based on one of the basic methodological principles - the principle of clarity. While watching a video, all types of speech activity are involved. As you know, seen and heard information is remembered five times better than just heard [3].

Viewing authentic video materials is also an effective means of increasing student motivation to learn a foreign language, since they demonstrate the functioning of the language in the form accepted by its native speakers in a natural social context, introduce the norms and rules of communication and behavior, show various types of relationships and illustrate the language of facial expressions and gestures. ... Video is a unique tool for teaching speaking and foreign language communication [2].

3. BBC Podcasts [11]. BBC radio stations have a wide range of topics, which, in the absence of subtitles, would be useful to listen to as a kind of background, which will turn the listener into a state of "flow" and create the illusion of "complete immersion" in the authentic environment. Due to the sensation of the "streaming" state, forgotten knowledge of grammar and vocabulary begins to activate by itself, and the melody of the language itself is caught, which is also important when teaching speaking.

RESULTS AND DISCUSSION

It is worth noting here that in such radio programs as, for example, BBC Learning English - 6 minute English [15], the hosts of podcasts are native speakers, so that it is possible to listen and learn living language in the form in which ordinary residents use it. English-speaking countries, that is, authentic material is used. Podcasts are divided into 3 levels: the first is for beginners (elementary), the second is for learners with an average knowledge of English (lower intermediate and intermediate), and the third is for learners with upper-intermediate knowledge. The advantage of the BBC Learning English project is that the rate of speech of the voiced dialogues is different, depending on the level of language proficiency. 6 Minute English contains passages from English-language dialogues from BBC correspondents, in addition,

Please note that all explanations are given exclusively in English. Moreover, scripts are attached to podcasts (text transmission option). It should be emphasized that many foreign language learners do not realize that when they listen to their

native speech, in fact, they do not listen to every word, moreover, they underestimate the fact that a person closely links linguistic knowledge with existing experience and knowledge. concepts such as theme and culture. Fairch and Kasper point out that absolute understanding of audio text is a misconception of how the natural process of perceiving information in a native language occurs [6]. The effort to understand everything does not lead to effective results, causes a feeling of fatigue and, ultimately, leads to failure.

CONCLUSION

In our opinion, it is necessary to teach students to select the necessary information, ignoring the irrelevant, that is, teach them how to do it the way they do it in their native language [1]. The main thing is to develop the skill of guessing, to learn to predict what could be discussed, what the speaker could say in a given situation, thus leveling possible gaps in perception.

Internet resources are an effective means of organizing educational space, maintain social relations, since they allow participants in the learning process to carry out joint activities, use the latest materials in various formats, and also train various types of speech activities. Authentic educational audio material is interesting, informative, meaningful, understandable, corresponds to the modern reality of a foreign-language society and creates favorable conditions for students to master new regional information, speech behavior of native speakers, contributes to their acquaintance with a living language, the way of life of the people, its culture, modern realities.

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