

3.2.1. Listening Comprehension as Leading Modality of Teaching Foreign Languages for Law Students

At the present stage of our country's development, the issue of improving the educational system in Ukraine and its entry to the European level is extremely important. Quality education is impossible without raising the level of foreign language teaching, as proficiency is an indispensable criterion for Ukraine's integration into the European and world community. The problem of teaching listening comprehension as an integral component of language communication is still relevant today. On the one hand, it is an effective means of developing a conscious perception of the information as well as speaking, critical understanding, and awareness of the information provided. This kind of activity develops the ability to see cause and effect relationships. On the other hand, teaching listening comprehension is precisely the kind of method that is paid little attention to in the context of foreign language learning. The objective of mastering a foreign language is to acquire the necessary level of foreign language communicative competence, which enables students to develop communicative skills in four dimensions: comprehension (listening and reading), speaking, and writing.

The basic communicative competence is communicative competence, which is formed on the basis of language knowledge and skills, as well as socio-cultural

knowledge, experience, skills, and abilities. Listening comprehension involves oral perception and awareness of textual material of different types and genres: from event descriptions, stories, radio and television news, lectures, dialogues to pragmatic texts (instructions). Listening comprehension learning is the most difficult type of receptive speech activity that students cannot master themselves.

At the present stage of the methodology development of teaching foreign languages in higher education, modern linguists demonstrate significant theoretical achievements, highlighting the issues of teaching listening comprehension. Over the past ten to fifteen years, a large number of modern experts in the field of teaching foreign languages in higher education institutions have studied the importance of listening comprehension in the formation of the communicative competence of future specialists in law and international law. At the same time the practice demonstrates that professional-oriented listening comprehension is still the least developed area in foreign language teaching. It determines the scientific interest and relevance of the research.

The term “listening comprehension” appeared in the methodological literature a long time ago. “Unlike “listening”, that is, acoustic perception, listening comprehension is a process of perceiving and understanding oral speech” (Leontiev, 1988: 103). “Listening comprehension is a receptive kind of speech activity aimed at the perception and understanding of oral speech while listening” (Kolesnikova, Dolgina, 2001: 102). Galskova N. and Gez N. propose the following definition of listening comprehension: “Listening comprehension is a complex receptive thinking-mnemonic activity that is associated with the perception, understanding, and active processing of information contained in an oral speech message” (Galskova, Gez, 2004: 161). Therefore, in terms of the communicative orientation of modern methodology, the correct organization of listening comprehension training is one of the main conditions for the successful mastering of a foreign language in general and a professionally oriented branch of the language in particular.

Modern linguists view listening comprehension as one of the means of developing foreign language communicative competence that has its difficulties.

Some aspects were highlighted in the works of Achkasova N. (2017), Galskova N., Gez N. (2004), Gordeeva A. (2007), Lysovets I. (2004), Milrud R. (2005), Nikolaeva S. (2013), Prussakov N. (1994), Richards J. (2006), Taova A. (2011) and other scholars. S. Nikolaeva describes various methods and techniques used in teaching a foreign language (Nikolaeva, 2013). I. Lysovets explores the problem of teaching listening comprehension and oral speech (Lysovets, 2004). M. Prussakov reveals the listening comprehension problems of foreign texts and understanding them (Prussakov, 1994). The question of successful teaching listening comprehension is not fully resolved in modern science. The problem of teaching listening comprehension as a component of communicative skills development and definition of its role in the educational process in higher education institutions is insufficiently developed and needs constant attention from methodologists.

Our purpose is to consider listening comprehension as a means of forming the foreign language communicative competence of future specialists in the field of law and to determine the role of listening comprehension in the educational process.

It is well known that mastering speech activities is carried out within the framework of a unified system of teaching foreign languages. The organization of the educational process in the discipline "Foreign language" for students of baccalaureate non-linguistic university has its own characteristic features of training at the initial stage, namely:

1. significant increase in the volume of independent work;
2. changing the system of control and its nature;
3. comprehensive supply of the material;
4. specialization in foreign language teaching.

All these factors are closely connected with the process of adapting school graduates to the realities of higher education, the pedagogical basis of which is to expand the content of the training. The content of the training consists of structuring the educational material in a certain way: different types of exercises, aimed at the formation of the specialized literature reading skills, the development of communicative skills, the perception of listening comprehension material.

The communicative purpose of foreign language teaching is carried out by forming students' skills in various activities. And listening and comprehension itself is the basis for the development of speaking, reading, and writing. Listening comprehensive is an important component of the foreign language learning process. It plays a significant role in the classroom work, promotes the formation of students' ability to predict the content of text material, based on its headline, to develop their listening culture of significant passages in a foreign language.

So, we offer to analyze in detail the specifics of foreign language teaching for students of baccalaureate. Foreign language is a compulsory discipline for students in the field of knowledge 08 "Law" in the specialty 081 "Law". The purpose of education is to develop a foreign language communicative competence, which includes linguistic, sociolinguistic, pragmatic, and functional competences, which will allow us to combine certain knowledge, skills, and abilities for professional spoken and written foreign language, improving the effectiveness of interpersonal and intercultural communication. The purpose of education is to prepare highly-educated professionals with comprehensive knowledge of a foreign language by means of forming the following aspects of foreign language communicative competence:

- linguistic (skills and abilities to listen comprehensive, reading, speaking, writing and translating);
- socio-cultural;
- interactive.

The main task of the discipline "Foreign language" is to develop translation competence, that is, to develop the ability to perceive information from a foreign language text and then adequately transfer it to the native language and vice versa. It is considered necessary to ensure the readiness of the students for the analytical legal processing of professional information. It can be done on the basis of students' mastering professionally oriented and specialized theoretical and practical aspects of the language being studied. Within the course of "Foreign language" discipline, despite the lack of class training hours, students should learn to use their native and

foreign languages freely as a means of business communication. In order to develop an effective teaching listening comprehension methodology for students, it is necessary to define its linguistic-didactic basis. Conscious perception of oral speech is a perceptual activity that requires the set of logical operations (analysis, synthesis, deduction, induction, comparison, abstraction, concretization, etc.).

The purpose of listening and comprehension is to exchange views, to receive new information through a meaningful coherent speech message. In this process, a listener faces a great deal of difficulties that he or she should overcome in a relatively short period, since the understanding of speech by ear is achieved only if the difficulties of perception and comprehension of speech are overcome simultaneously. The ultimate purpose of foreign language teaching is to develop listening comprehension skills that promote and facilitate the perception of form and content of expression. The process of listening comprehension involves different levels of understanding: verbal – speech experience of students, and subject – students' life experience and orientation in and adaptation to communicative situations. In the research of foreign and domestic foreign language teaching methodologists and psychologists, the following main mechanisms of speech perception are identified:

- perception of oral speech and its division into semantic syntagms;
- fixation in the consciousness of the semantic unit that has been recognized;
- concentration of attention;
- anticipation (the process of probable forecasting);
- understanding (imaginary reproduction of the process).

Based on the levels of perception, we can determine the following levels of listening comprehension: elementary, which aims to form a perceptual base of listening; advanced (intermediate), which is the development of listening as a type of speech activity, and final (upper-intermediate) – mastering oral speech, where students act as an audience receiving, processing and responding oral information. All the levels of listening comprehension are closely connected since the perceptual background is the basis for the development of listening skills that contribute to improving and facilitating communication using a foreign language. Every listening

comprehension stage has its specific purposes: elementary level involves the formation of perceptive mechanisms of certain information that a student perceives by ear; advanced level involves the development of skills to perceive and understand oral foreign language messages of a particular volume and complexity; the final stage involves the development of oral foreign language communicative skills.

Nowadays in higher education institutions, more and more attention is paid to the formation of a linguistic personality of a new type in teaching foreign languages. Therefore, the following requirements are raised in the process of teaching English for future lawyers: to understand the national linguistic personality as a generalized image of the appropriate linguistic type on the basis of structural features of the language being studied; to get involved through texts in a multileveled image of the world with the help of the semiotic code of the language being studied; to understand the national specificity of relations between the activity-communicative needs of the individual, to use and apply knowledge in communicative situations.

In this paragraph we consider foreign language listening comprehension for students of non-linguistic higher education institutions. Bearing in mind the fact that we tend to make students communicatively oriented, we can start with the definition of the following types of listening comprehension: listening with the understanding of the main content of the message; listening with full understanding of the information; listening with selective extraction of information; listening followed by critical evaluation; listening as a component of direct and indirect oral speech (participants alternately act as speakers and listeners). In the course of teaching listening comprehension, you should divide the practical lesson into three stages: exercises that are performed before listening, during listening and after listening to the text. All the texts offered for listening comprehension activity should be based on lexical and grammatical material that students are supposed to have acquired through reading and translation activities. The preparatory stage is of great importance before listening to authentic legal texts, as it helps to facilitate the perception of foreign language text by predicting and introducing new lexical material.

Traditionally, the main issues of the texts are given to consider before, during, and after listening to the information. Naturally, the tasks and questions at these stages may be changed and modified. The most popular tasks offered by a teacher for listening are the introduction of new or complex vocabulary units and statements, the discussion of topics, or issues on the basis of which a piece of textual information is offered for listening. An important role is given to the instruction, which contains a specific task for orienting students to a purposeful and conscious understanding of information. The structure of this information should be articulated and concise. Audio texts for language practice should include a certain number of new and unfamiliar lexical units, the amount of which will gradually increase. Educational audio texts should be both monologic and dialogical.

The initial stage is very important as it helps to predict and anticipate statements. Probable prediction plays an important role in listening and comprehension. But sometimes too much attention is paid to this stage at foreign language lessons, and consequently, students excessively focus on vocabulary and grammar at the loss of listening comprehension. Therefore, it is important to determine the balance between the tasks, and the teacher should be aware that the purpose of this stage is to provide sufficient context to understand the information and create motivation to listen. Students should be aware of the fact that they should understand, reflect, and continue to participate in the discussion of the information provided.

The difficulties associated with listening to a message are the following: singleness, uniqueness, and pace of speech. Today we face long-lasting discussions devoted to the problem of how many times you need to listen to the text: one or two. Repeated listening is widely used by teachers to help students understand and memorize the content of the text. This practice is considered to be harmful. The fact is that one-time listening is a fundamental problem of listening comprehension. The pace and uniqueness of the auditory reception are the most characteristic features of listening comprehension that distinguish it from other types of speech activity. Without them, the ability and listening skills of an authentically closed foreign

language cannot be formed. A student who has learned to understand the language only through repeated listening will need to be re-trained, which is to develop other skills and abilities that can function in more complicated conditions. It is highly recommended to “train” immediately the student's psyche to adjust to the natural conditions of functioning and to present texts only once at the beginning of training. If audio texts are used to teach speaking (retelling, etc.) or writing (a composition) repeated listening is necessary to improve the perception of the speech unit content, its processing, and further reproduction. It is rather advisable to offer audio texts that have the pace of speech corresponding to the students’ one. However, the pace of some students’ speech in a foreign language is usually sometimes slow, that is such a presentation of auditory texts is not appropriate. But the natural pace, even slow, will seem to students very fast and can be a serious obstacle to understanding. It can be overcome in the case when the average pace of the authentic foreign language is maintained, but in order to facilitate the initial understanding it is much better to slow down the speech or make more pauses between the logical parts of the text.

When the listening stage is over, students are required to complete a language task. The main object of listening comprehension control is the ability to understand the main content, to understand the details, to draw conclusions from the listening material. Participating in the discussion based on the information you have listened to are the most effective comprehension exercises. At this stage, it is quite appropriate to introduce new functional patterns of statements. Thus, the difficulty of listening and comprehension is that it is a combination of analytic-synthetic language recognition and content comprehension operations. The completion of actions and operations takes place gradually, and they are carried out simultaneously.

The final step in listening comprehension procedure is devoted to exercises aimed to control and check the understanding the text listened to. Consequently, foreign language comprehension does not occur automatically, but it is formed in the process of effective learning. It is impossible to teach listening comprehension without taking into account the difficulties of this type of speech activity. Forming the necessary listening comprehension skills is facilitated by the execution of very

complex but effective phonetic, lexical, and grammatical exercises aimed at overcoming certain problems of listening. Mastering listening comprehension gives the opportunity to students to improve pronunciation skills, allows them to understand everything they can hear, helps to formulate their answers correctly. Listening comprehension teaches the culture of speech: to listen to an opponent carefully and always listen to the end, that helps to create an intelligent communicator in native as well as a foreign language environment.

Modern linguists consider listening comprehension to be one of the means of developing a foreign language communicative competence. In addition, the formation of listening comprehension skills is a necessary component of professional competence. Listening comprehension improves the language abilities of students. Future graduates from higher education institutions are trained to have a foreign language communicative competence in both professional and cultural spheres. The teacher focuses on the gradual change of students' attention from general content to detailed awareness of information together with semantic forecasting. The formation of the basis for proper understanding, perception, and processing of authentic professionally-oriented texts contributes to the development of communicative academic competence, namely, the ability to present scientific products, the results of students' research in the form of reports and presentations in the international academic environment.

Teaching foreign language listening comprehension in non-linguistic higher education institutions, analyzed in our work, promotes mastering foreign language communicative competence and development of professional communicative skills, forms a creative personality that can speak fluently and communicate freely within the framework of professional and intercultural spheres.

TEACHING ENGLISH FOR SPECIFIC PURPOSE IN CONTEXT OF MODERN EDUCATIONAL PARADIGM: ENTERING GLOBAL COMMUNITY

*До 215-річчя Національного юридичного університету імені
Ярослава Мудрого та 20-річчя кафедри іноземних мов № 2*

КОЛЕКТИВНА МОНОГРАФІЯ



МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
НАЦІОНАЛЬНИЙ ЮРИДИЧНИЙ УНІВЕРСИТЕТ
імені ЯРОСЛАВА МУДРОГО



НАВЧАННЯ АНГЛІЙСЬКОЇ МОВИ ЗА
ПРОФЕСІЙНИМ СПРЯМУВАННЯМ У
КОНТЕКСТІ СУЧАСНОЇ ОСВІТНЬОЇ
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ДО СВІТОВОЇ СПІЛЬНОТИ

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У монографії висвітлюються актуальні проблеми сучасного освітнього дискурсу, зумовлені пошуком нових інноваційних підходів до викладання мови професійного спрямування та вимогами ефективної організації навчального матеріалу в закладах вищої освіти; вирішуються основні завдання, пов'язані з оптимізацією навчально-професійної підготовки студентів юридичних спеціальностей.

Монографія складається з шістьох розділів, де відображені основні досягнення в галузі прагматичної лінгвістики, лінгвокультурології, теорії міжкультурної комунікації тощо. Велику увагу приділено аналізу лінгводидактичних проблем організації мовної освіти майбутніх юристів, оскільки володіння мовою професійного спрямування є важливою передумовою подальшого професійного успіху. Також розглянуто соціально-психологічні проблеми академічної адаптації студентів, пропонуються напрями соціально-психологічного супроводу майбутніх юристів під час оволодіння ними іноземною мовою професійного спрямування та отримання вищої освіти. Окремо проаналізовано інноваційні технології в галузі вищої освіти, що сприяють процесу індивідуалізації навчання, оптимізують роль і місце викладача в навчальному процесі.

Монографія буде цікавою не лише освітянам, але й усім, хто цікавиться питаннями мови, культури, теорії комунікації, методологічними і психологічними основами педагогічного процесу як цілісної системи.

Відповідальними за достовірність викладених у монографії фактів, автентичність матеріалів і цитат, стиль і відповідність списку літературних джерел є автори матеріалів.

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