

## ARTICLE

# LISTENING TRAINING FOR FOREIGN ENGINEERING STUDENTS

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## ABSTRACT

*This article is devoted to the problem of teaching speech activity at the lessons of Russian as a foreign language in the study of specialized disciplines to foreign students in the framework of pre-University training. The most difficult in the process of learning the Russian language for foreign representatives is such an aspect of speech activity as listening. The perception of the text orally complicated scientific style of presentation of educational material, as well as specialized vocabulary. In studying this problem, we were guided by the following methods: observation, analysis, testing, self-observation, oral and written surveys, as well as longitudinal method. Based on the results we came to the conclusion that foreign students of pre-University training are not always in a state of correct perception of the listened text. This observation is due, firstly, to the speed of the teacher's speech, and secondly, the choice of the degree of complexity of educational and scientific material. As part of the study, foreign students participated in a comparative type of experiment. The audit revealed that the majority of students successfully coped with the task of the closed type (choose the right answer) on the material of the audit. The analysis of open-type tests has convinced us of a partial lack of skills of perception of oral speech. Based on the above, we were convinced of the need to synthesize listening tasks in the course of work with educational and scientific texts in Russian.*

## INTRODUCTION

### KEY WORDS

Russian as a foreign language, listening, educational and scientific, profile communication, linguodidactics.

Modern methods of teaching Russian as a foreign language at the stage of pre-University training is focused on intensive training in speech skills. It is known that the target audience is future foreign specialists in different fields of science. In this regard, within a limited time, foreign citizens should have some knowledge in the future professional field and have the skills of profile communication.

The purpose of this study is to practical understanding of methodical work, in particular, in teaching skills of oral perception of educational material in professional communication in the classroom RCT.

As part of the pilot test, we conducted a diagnostic study. The type of scientific and methodological work was as follows: the process of teacher and students, the analysis of learning tools in the period of the school year.

In the course of our study, it was noted that with successful training and upon completion of pre-University training, a foreign applicant is often unable to participate in communication in a correct way. This circumstance is due to the limited time of studying the language training of General knowledge. Along with this factor, there is another problem – the lack of academic time to study the scientific style of speech and language specialty. It is known that the creation of favorable conditions for trouble-free training of specialized disciplines according to A. N. Remezova has "systemic-functional approach, which involves "continuity at different stages of learning and provide a common language mode" [1]. Attaching this statement about the problem of professional communication, it is necessary to take into account the circumstances of foreign students during their studies at the University. According to the results of our observations and observations stated the fact that the language training of students is interrupted and the system of higher education programs of a certain profile wedged English as a foreign language. This phenomenon is a problem for many English-speaking students, because this language is the mother tongue or the second language in the degree of his knowledge. On the basis of this problem, it is necessary to continue training foreign students in Russian, in particular, the language of the specialty throughout the University period of study. During the diagnostic study, the above requirements were confirmed by the inability to recognize the educational and scientific material in its oral content.

As practice of diagnostic research shows, it is necessary to differentiate specifics of work with students of certain specialties. According to T. V. Vasilyeva, "in the language material relevant for students of natural science and engineering profiles, there are also serious differences, and they relate to both the textual and syntactic levels of the language" [2].

According to the observation of actual research, it is also noted that along with professional competence in the course of methods of teaching the Russian language, a teacher of literature must have certain knowledge, information in the field of specialized disciplines of foreign students of pre-University training [3-14]. One of the main problems of teachers of Russian as a foreign language according to V. V. Molchanovsky is the "professional inadequacy" of teachers of the RCT, which is associated, firstly, with the lack of awareness of the teacher-Russian in the subject, professional field of their students; secondly, with the mismatch of cognitive preferences of students and teachers; thirdly, with the peculiarities of the system of training in the engineering University" [3].

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In order to ensure effective methodological work of the teacher of Russian as a foreign language, it is necessary to improve professional competence and build the most successful strategies in the process of working with foreign students. In this case, the "strategy" means a way to achieve the goal of perception of foreign language speech and extract information from professionally oriented communication, which is implemented on the basis of personal intention and professional experience and is explicated in tactics" [4]. Thinking about the most effective methods, tactics, approaches in terms of teaching methods of RCT is due to the serious requirements for students as future foreign specialists in various scientific fields, in particular, technical specialties.

## MATERIALS AND METHODS

In the process of pre-University training, we conducted a diagnostic study, at the stage of which we studied various phenomena and processes in the aggregate explanation of their causes in educational and methodical work with foreign students of technical profile in the framework of pre-University training. This scientific and methodological study included the effectiveness and intensity of training of foreign students of pre-University training in the framework of professional communication. In the modern technique "there are different ways to calculate the efficiency assimilation of educational material. The easiest definition of it according to the formula

$$C = a/A \cdot 100 \%,$$

where:

K – absorption rate;  
a – the amount of educational material actually learned by students over time;  
A – the amount of educational material that students had to learn over time.

The intensity of training is expressed by the formula

$$Int = M/N \cdot 100 \%,$$

where:

Int – intensity training;  
M – number of training units;  
N – the number of units of training time (lessons)" [5].

Based on the above formulas, we came to the conclusion that the planned training material is not always and is not fully assimilated by students within a given time. As practice shows, the degree of quality of the acquired profile material is caused by an educational and time interval. It is known that the main flow of foreign students begins their learning process in the course of pre-University training is often not always at the beginning of the school year. It follows that the teacher-dictionary must constantly optimize the methods and approaches in the decision to supply educational material, in particular, and the language of the specialty.

Among the main methods of diagnostic studies (observation, testing, self-observation, oral and written surveys) we have chosen longitudinal method of observation. This type of work "is used to study the dynamics of the development of any pedagogical phenomenon, for example, the dynamics of the formation of a certain grammatical skill" [5].

To implement the diagnostic study, we selected texts of General scientific and highly specialized types in the discipline "Chemistry" on the example of one type of speech activity – listening. A group of technical students participated in the scientific and methodological research. Note that this study was conducted in the middle and at the end of the study of the profile discipline. To identify the primary result, students completed three types of tasks. Demonstrate an example of General scientific text, the basic type:

Chemistry studies the composition of substances. Many substances are made up of molecules. Molecules are made up of atoms.

Simple substances consist of atoms of one element. For example, hydrogen is a simple substance. <...> [6].

An example of a highly specialized type of text:

Oil is a complex mixture. One drop of oil contains about 900 (nine hundred) chemical compounds, more than half of the chemical elements of the periodic table.

Oil is a fossil fuel. It consists mainly of hydrocarbons. <...> [7].

On the basis of the submitted texts, students completed three tasks:

- 1) Find the key word in the text; 2) answer the questions in the test form; 3) present the listened text orally.

The final form of the study was carried out at the end of the school year. At this stage, we also proposed two types of text with an invariant formulation of tasks.

I. an Atom is a particle of an element that is part of a molecule. The atom has a complex structure. In the center of the atom is the nucleus. In the nucleus of an atom are protons and neutrons. The proton is an elementary particle. <...>[6].

II. The study of the composition of oil begins with the separation of this complex mixture into simpler components, this process is called fractionation. Fractionation methods are based on the difference of physical, surface and chemical properties of the separated components. <...>[7].

Of course, there are many types of tasks in the aspect of listening. It is important to choose the most effective for the productive work of foreign students.

## RESULTS AND DISCUSSION

During the verification of the first and second stages, it was found that the least difficulties caused the first two tasks (to find the keyword and perform the test) in relation to the texts of General scientific type and highly specialized orientation. Students found themselves in a difficult situation when performing a task to retell the text, where there was no clear presentation of the material and its correct chronology, which in turn confirms the lack of knowledge of oral communication skills in the aspect of the profile subjects.

Based on the results of the study found that for students is a number of difficulties in reproducing the content of the listened text, as well as in the process of performing such a task to preserve the chronological sequence of the original content of the text. However, the greatest proportion of the probability of a complicated process of this task is carried out due to the descriptive nature of texts of a highly specialized type, which is due to lexical and grammatical structures in sentences. In the texts of scientific type predominates the principle of frequency of sentence patterns, which facilitates the memorization of specialized vocabulary.

Based on the results we have come to the conclusion that it is necessary to develop the skills of oral speech not only in the aspect of General knowledge, but also in terms of professional communication in particular. A more effective way to develop these skills is to devote most of the classes, where communication is directly carried out. Based on the experience of foreign colleagues can be traced the idea that the oral skills of students are improved in the classroom, and the written practice of speech communication is implemented independently in the framework of homework [8].

However, it is important to take into account in the selection of material and preparation of tasks to it that students, being trained in the same educational group of General profile, have different physiological and intellectual abilities, namely: memory, thinking, age category, etc.

Comparing the results of the previous study with the participation of foreign students of a more age category, we came to the conclusion that this category of students has a much higher concentration of attention to the educational material, due to the greater motivation in improving communication skills in a foreign language.

However, in both cases of the study (present and previous), there are both positive and negative aspects in terms of student characteristics. Based on the foregoing, it is necessary to apply synthesis methods to develop audiolingual skills among representatives of a different culture. According to foreign experts, the most effective is a mixed method of language learning using computer applications. The term "blended learning" is used to describe how e-learning is combined with traditional methods in the classroom and creates a hybrid learning methodology. In other words, the best of Old and New as one. Blended technology with traditional teaching methods offers teachers more opportunities to use several different and effective teaching methods. As said (Beetham and Sharpe, 2013), the use of technology makes it possible to smoothly manage the process of teaching and learning a foreign language [9].

Communication is an integral part of the successful acquisition of speech skills of a foreign language, especially if the situation is put in the framework of professional language training. Modern communicative method is a combination of many ways of learning and is considered the "top" of the evolutionary pyramid of educational methods [10].

At the same time, it should be noted that foreign students of the new generation Z, by definition, M. Prensky [11] accepts language teaching in an interactive way and prefers the synthesis of methods [12-14] for more progressive assimilation of communicative models.

## CONCLUSIONS

The skill of listening in foreign language classes is practiced in all aspects of speech activity, because this is what determines the goal to achieve professional communication by foreign students of the pre-University stage of training. The importance of the aspect of listening in the educational process at the preparatory Department is determined by the motivation to receive education in the chosen specialty. It is important to maintain the interest of students on the way to new knowledge and eliminate demotivating factors in the educational process in the framework of pre-University training. It is important to maintain a positive atmosphere throughout the language course.

### CONFLICT OF INTEREST

There is no conflict of interest.

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### FINANCIAL DISCLOSURE

None.

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