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ON THE PROBLEMS OF TEACHING OF LISTENING

Despite its obvious significance to language learning, the listening skill was for a long time relegated to a minimal place in foreign language curricula. With the advent of communicative language teaching and the focus on aptitude, the learning and teaching of listening started to receive more attention. It is especially relevant to play emphasis during on-line mode of studying. However, listening is not yet fully integrated into the curriculum and needs to get more time. To make the integration of listening into studying efficient it is necessary to evaluate and try to solute the problems of both learners and teachers.

Addressing listening in the language classes constitutes some challenges for teachers. One of a language teacher's tasks is to develop a vision of where listening fits within teaching. Then, it is necessary to think of how listening activities might be planned and what goals and expectations to set for learners. To integrate listening into curriculum some general questions related to this skill should be considered and answered by a teacher: Is listening a passive skill, as it is referred to sometimes? To what extent is listening comprehension dependent on the listener's ground and prior knowledge?, What other type of processing do learners employ to comprehend a listening text? What kind of listening input is needed to develop listening proficiency in students? To what extent should

input in listening be based on authentic texts? Should we use simplified texts or authentic texts with simplified tasks for the lower levels of proficiency? To what extent do you think we can utilize group work in doing listening activities? What can we do with students who still don't get anything from a listening passage after listening multiple times?

Many teachers state that for learners listening presents difficulties for different reasons, among which are the following:

• Listening includes the interpersonal and interpretive types of communication. It requires the listener to assume either a participative role in face-to-face conversations, or a non-participative role in listening to other people speak.

• Listening includes various levels of colloquialism. The listener foreign-language students are not familiar enough with clichés and collocations in English to predict a missing word or phrase. Students who have been exposed mainly to formal or bookish English may not be familiar with these expressions.

• Listening includes shortened language forms. Also liaison (the linking of words in speech when the second word begins with a vowel) and elision (leaving out a sound or sounds) are common phenomena that make it difficult for students to distinguish or recognize individual words in the stream of speech. They are used to seeing words written as discrete entities in their textbooks. In spontaneous conversations people sometimes use ungrammatical sentences because of nervousness or hesitation. They may omit elements of sentences or add something redundant. This may make it difficult for the listener to understand the meaning.

• Listening includes different, sometimes «uncomfortable», speeds of information delivered. Many learners find it more difficult to listen to a taped message than to read the same message on a piece of paper, since the listening passage comes into the ear in the twinkling of an eye, whereas reading material can be read as long as the reader likes.

These factors often create stress among learners and obviously influence the understanding. Lack of sociocultural, factual, and contextual knowledge of the target language can also present an obstacle to comprehension because language is used to express its culture.

To help students master the difficulties teacher can at least provide the students with suitable listening materials, background and linguistic knowledge, enabling skills, pleasant classroom conditions, and useful exercises to help them discover effective listening strategies. There are some clues: grade listening materials

according to the students' level; design task-oriented exercises to engage the students' interest; provide students with different kinds of input, such as radio news, films, announcements, everyday conversation, interviews, English songs, and so on; try to find visual aids or draw pictures and diagrams associated with the listening topics; make students aware of different native-speaker accents; provide background and linguistic knowledge.

Teaching of listening is not only playing the tapes and testing the students' comprehension. Many various activities are to be employed by teachers during the classes to improve students' skills.

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СУЧАСНІ ТЕХНОЛОГІЇ В УМОВАХ ДИСТАНЦІЙНОГО НАВЧАННЯ СТУДЕНТІВ ЮРИДИЧНИХ СПЕЦІАЛЬНОСТЕЙ

Зміни в освітньому процесі ведуть до змін технологій навчання. Технології дистанційного навчання представляють собою багато нових можливостей для викладання іноземних мов, що дозволяють ще більше розширити спектр навчальних прийомів. Важливим є перегляд варіантів дистанційного навчання, щоб розрізнити їх можливості, оскільки ці системи мають різні обмеження в навчальному процесі. Наприклад, односторонні системи, що використовують лише презентації, піддавалися критиці, оскільки вони не передбачали нічого іншого, як систему розподілу відео, яку можна було б відтворити, надсилаючи студентам відеозаписи. Відсутність безпосередньої двосторонньої взаємодії, що характеризує багато програм дистанційної освіти, суперечить цілям викладання іноземної мови. Проте, використовуючи цю взаємодію, дистанційні