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### **Teaching method of listening to foreign language for cadets of non-linguistic university**

В статье рассматриваются особенности методики обучения аудированию на занятиях по иностранному языку для курсантов неязыкового вуза.

**Ключевые слова:** методика преподавания, аудирование, иностранные языки, курсант

The article deals with features of teaching method of listening to foreign language for listeners of non-linguistic university.

**Keywords:** method of teaching, listening, foreign languages, a cadet

This article is devoted to the problem of methods of listening teaching in a foreign language for future police officers of a law school. This problem is relevant in the implementation of the linguistic training program for the professional staff of the internal affairs bodies. The purpose of the article is to identify the features of listening teaching of foreign language to future police officers.

The competence of future police officers includes ensuring the safety of both citizens and any events and organizations. The range of activities is wide enough. Therefore, the methodology of teaching a foreign language to police officers should be aimed, first of all, at preparing the listener in a shorter time for the use of a foreign language in life, everyday situations, rather than teaching academic communication in the language in the format of professional activity.

In modern conditions, it is necessary to teach listening in a foreign language as soon as possible. Therefore, it is necessary to use new technologies that ensure the effectiveness of teaching a foreign language.

For the effectiveness of the listening teaching process, it is important to carefully approach the choice of audio materials. There are a number of requirements for materials for listening: educational value, interesting plot, information content, significance and reliability of the facts presented, compliance with the age level and specific learning goals at different stages. It is also necessary to take into account the fact that teaching a modern foreign language is possible only under the condition of using materials taken from the life of native speakers or compiled taking into account the peculiarities of their culture and mentality in accordance with accepted and used speech norms. This means that audio materials must be authentic [3, p. 31]. It is also possible to use video materials (music video) in foreign language classes. As an illustrative example, we can take the music video of the American singer Cindy Lauper "Time after time". - Preliminary assignment: students are given a list of verbs that are found in the song, then a couple of questions for discussion are proposed: "Why the song has such a name?", And try to guess what nouns can be in the song. Next comes the contact with the text, listening to the song, as well as its performance. Below are several types of exercises after preview of the clip:

1. From the list of words provided, select the words related to this clip.
2. Arrange the words in the sentences in the correct order.
3. Answer the pre-prepared questions after watching the clip.

To develop listening skills, it is possible to recommend using certain exercises that can be used to control the skills of other types of speech activity acquired by cadets: speaking and writing. These exercises can be used for monitoring and control. Tasks for checking the understanding of the text can be of three levels [4, p. 72]:

- preliminary briefing (brainstorming, to form the lexical terminology for the given plot);
- the process of perceiving an audio or video message (to highlight visual indicators (location where the action takes place; climate; social groups, to outline a list of heard words);
- tasks that control comprehension (to conduct a survey on the topic of the material, to express your point of view about this plot).

What should the approach be to teaching listening: give assignments before listening; pre-teach words and expressions; provide a visual reference for a common understanding; give to listen as many times as necessary. What can interfere with the understanding of speech can be attributed here: blending (merging two words so that adjacent sounds turn into one – *put your = putcher, give me = gimme*), abbreviation of parts of a word – *He's got*, ellipses – *Any reason I shouldn't ? – (Is there) any reason (why) I shouldn't (trust you)?* (lack of some elements of a sentence or phrase), slang (colloquial phrases), non-linguistic factors (tone, voice, accent, speed, body language), etc.

"Analyzing the work, it was concluded that exercises play an important role in teaching listening in foreign language lessons. Each exercise has educational, developmental, cognitive and educational goals. Each of these goals can be dominant, leading in any of the exercises. Exercises should be complex, reflect the process of interconnected learning of all types of speech activity: listening teaching is accompanied by the processes of speaking, listening and writing. This means that the exercises are multifunctional" [5].

Motivation is the most important factor in learning. Therefore, at the very beginning of training, it is necessary to conduct classes that motivate students to learn a foreign language. "It is also important that the study of a foreign language contributes to the development of all mental processes and increases the general intellectual level of a person. In order to increase motivation for learning English, including listening, teachers in foreign language lessons should try as often as possible to use multimedia tools that make lessons modern: video materials, Skype, Internet applications and others" [2, p. 98].

"The work also presented exercises that can be used to control the levels of formation of listening skills and abilities: the level of comprehension of words (match the phrases, find English equivalent of the following expressions from the text; write the vocabulary dictation), the level of comprehension of sentences (make interrogative and negative sentences; match the parts of the sentences), the level of comprehension of a complex syntactic integer (read the sentences, are they true or false; put the words in the sentence into the right order), the level of comprehension of the text (divide the text into logical parts , put the sentences into right order; match the dates with the events)" [5].

Thus, the success of the cadet to a greater extent depends on how systematically, competently and regularly the teacher trains cadets in mastering listening strategies using multimedia technologies.

"Methodological techniques and methods of teaching listening at each stage are chosen by the teacher, in accordance with the content of training and the level of training of the listeners" [1, p. 56].

In conclusion, interactions in a group are organized as free communication of participants, exchange of opinions, discussions, role-playing games, improvisations, sketches, etc. The effectiveness of communication tasks increases if traditional work is carried out on the vocabulary and grammatical skills of the trainees.

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### **Формирование компетенций работы с научным текстом магистрантов-регионоведов**

В статье рассматривается проблема развития научно-исследовательской компетенции как важнейшей составляющей иноязычной профессиональной коммуникативной компетентности магистранта-региноведа на основе формирования навыков работы с научным текстом. Автором приводится пример организации работы с текстом научной статьи.

**Ключевые слова:** иноязычная профессиональная коммуникативная компетентность, научно-исследовательская компетенция, учебно-исследовательская деятельность, научно-исследовательская деятельность, научный текст

Обучение иностранному языку в магистратуре, как и на этапе бакалавриата, направлено на формирование иноязычной профессиональной коммуникативной компетентности (ИПКК) на основе компетентностного подхода. При