

Литература

1. Павлова И. П. Современный учебник иностранного языка для неязыкового вуза: проблемы и перспективы // Вестник МГЛУ. 2011. Вып. 12(618). С. 43–60.
2. Рубинштейн С. Л. Основы общей психологии. СПб.: Питер, 2019. 996 с.
3. Шевченко О. А. Учебник контекстного типа в иноязычном образовании // Педагогика и психология образования. 2012. № 3. С. 63–67.

УДК 372.881.1

*N. V. Shamina (Saransk, Russia)
National Research N. P. Ogarev Mordovia State University*

The Importance of Listening and Speaking Skills for Foreign Language Learners

В статье рассматривается проблема формирования навыков аудирования и разговорной речи у изучающих иностранный язык. Умение слушать и говорить, то есть предоставлять информацию, является необходимым условием для правильного понимания собеседника. Главная задача при обучении разговорной речи состоит в том, чтобы создать непринужденную атмосферу на языковых занятиях. Также подчеркивается, что студенты, способные критически мыслить, обладают различными способами понимания и оценки информации. Они могут выявлять противоречия, аргументировать свою точку зрения, опираясь не только на свои знания, но и на мнение собеседника.

Ключевые слова: иностранный язык, аудирование, разговорная речь, устное общение, навыки критического мышления

The article deals with the problem of listening and speaking skills formation in foreign language learners. The ability to listen and speak, that is, the ability to provide information, is a prerequisite for the correct understanding of the interlocutor. The main task in teaching speaking is to provide relaxed atmosphere at language classes. It is also emphasized that students who are able to think critically have a variety of ways of understanding and evaluating information. They can identify contradictions, argue their point of view, relying not only on their knowledge, but also on the interlocutor's opinion.

Keywords: a foreign language, listening, speaking, oral communication, critical thinking skills

The ability to listen and speak, that is, the ability to provide information, is a prerequisite for the correct understanding of the interlocutor. When talking about listening in general, it seems appropriate to mention the American psychologist Bert Miller's statement: "Effective listening begins with recognizing how poor we really are at listening, and with developing a determination to work hard to improve our listening skills". In this regard, students face the following difficulties in foreign language classes:

- abbreviated forms, colloquialisms,
- fast pace of speech,
- hesitations, pauses and corrections,
- specialized vocabulary,
- long breaks in communication in a foreign language (this problem is often paramount),
- the need to process and store (memorize) information,
- taking notes (the need to make notes while listening).

In order to overcome the above mentioned difficulties, it is necessary to instill appropriate skills in students. It is important that for the listening skills development, it is best to give what students like, what they are interested in. Stories, songs in a language and even computer games, as well as films and TV programmes can be very valuable in this regard.

The text proposed for listening should contribute to the development and consolidation of lexical units [7]. For with the help of this text, students study vocabulary that is fixed through discussions and retelling. At the end of the section, folk wisdom may sound (for example, *An apple a day keeps the doctor away*) – proverbs and sayings with their correspondences in the Russian language, which gives a more complete idea of the nation's character.

The main task in teaching speaking is to provide a relaxed atmosphere in foreign language classes, where students would be clear about their goals, and they would not be afraid to make mistakes [2], [3]. It is important to clearly define what is required first of all – speech correctness or its fluency, and, depending on this, react accordingly. It is clear, for example, that constant correction of errors prevents fluency of speech, but it is also impossible to leave grammatical errors completely without attention.

Speaking can have varying degrees of complexity, ranging from expressing an effective state with a simple exclamation, the name of the subject, the answer to a question, and ending with a detailed statement [6]. At each stage of learning a foreign language, the learning process should be saturated with speech exercises, which are the decisive factor in the practical mastery of a foreign language.

Exercises for teaching unprepared dialogic speech:

- compilation of reasoned answers to questions;
- construction for the preliminary preparation of a controlled dialogue (with and without supports);
- conducting question-and-answer games or quizzes;
- conducting a discussion or dispute.

Exercises for teaching untrained monologue speech:

- inventing a title and its justification;
- description of a picture that is not related to the studied topic;
- drawing up a similar situation based on previously listened to or read;

- substantiation of one's own judgment or attitude to facts;
- characteristics of actors (places of action, epochs, etc.).

When teaching speaking, of course, the students' future specialty should be taken into account. Teaching oral speech in a foreign language, especially in a specialty at a non-linguistic faculty, is a complex and time-consuming process, since elements of the corresponding text genre, for example, scientific style, must be present in the students' speech [4]. It is necessary that students make presentations, take part in discussions and talk to each other in a foreign language. Confidence comes with phrases repetition, until they become familiar. Students should repeat the same phrases, dialogues with two or three different interlocutors. The teacher should also make sure that their vocabulary is sufficient to talk about a particular topic. Given that mobile phones have a voice recorder function, students have the opportunity to record and subsequently listen to their speech. Often, thanks to this procedure alone, they can realize the mistakes they make.

Critical thinking skills should also be mentioned in this regard. In this case, what is meant by critical thinking, has nothing to do with finding mistakes and shortcomings or criticism [5]. It means only a thorough assessment of what students hear or read. Not only what "lies on the surface" is taken into account, but an in-depth analysis of the information heard or read is done.

What is the use of critical thinking? First of all, students learn the material better. If a person has critical thinking skills, he/she has the skills of a scholar. If a student quickly and easily highlights what is important when reading, he/she knows what questions can be asked to learn more, and determines what is important to him/her and what is not [1]. Thus, when students think critically, they learn much better.

Thanks to critical thinking, one can defend his/her point of view in a reasoned manner. Those who have critical thinking skills think more logically and clearly, they are more convincing and, therefore, they have a greater impact force. There is not a single activity in which critical thinking skills are not applied. The ability to think critically can be very important and useful. Thanks to critical thinking, students are not held captive by other people's conclusions and decisions, but can evaluate arguments and facts themselves, refuting the usual ideas. Students who are able to think critically have a variety of ways to evaluate information: they can highlight contradictions, argue their point of view, relying not only on their own knowledge, but also on the interlocutor's opinion. In order to learn critical thinking, it is necessary to constantly ask questions about what one has read or heard, about who wrote this or that work, what values underlie it, what events preceded its creation and what conclusions were drawn by the author. Critical thinking skills allow students to act in a similar way, and gradually it can become their habit.

It should be noted that the measure of students' knowledge, skills and abilities is not the presentation of the specialty topic at the foreign language exam. This, as we saw above, is rather one of the training exercises. Only in the formulation of questions,

answers to them, in a conversation with a teacher or in a student-student pair, when determining the main topic of the proposed material, annotations on it, etc., it is possible to find out the degree of students' readiness for further use of a foreign language.

References

1. Боброва Н. Е. Инновационные методы преподавания иностранных языков // Интеграция образования. Саранск, 2013. № 4(73). С. 125.
2. Боброва Н. Е. К вопросу индивидуального подхода в обучении студентов иностранному языку в Мордовском вузе // Лингвистические и экстралингвистические проблемы коммуникации: теоретические и прикладные аспекты: межвуз. сб. науч. тр. / отв. ред. И. В. Коровина. Саранск, 2016. С. 154–159.
3. Боброва Н. Е. Коммуникативно-ориентированное обучение студентов на занятии по иностранному языку // Гуманитарные исследования: традиции и инновации: сб. науч.-метод. тр. Вып. 2. Саранск, 2006. С. 105–107.
4. Леткина Н. В. К вопросу о повышении качества преподавания иностранного языка в неязыковом вузе // Лингвистические и экстралингвистические проблемы коммуникации: теоретические и прикладные аспекты: межвуз. сб. науч. тр. / отв. ред. И. В. Коровина. Саранск, 2011. С. 287–289.
5. Шамина Н. В. Из опыта формирования навыков аудирования, говорения и критического мышления у студентов // Лингвистические и экстралингвистические проблемы коммуникации: теоретические и прикладные аспекты: межвуз. сб. науч. тр. (с междунар. участием) / отв. ред. И. В. Коровина. Саранск, 2017. С. 248–252.
6. Шамина Н. В. Неологизмы в современном английском языке // Вестник Мордовского университета. Саранск: МГУ им. Н. П. Огарёва, 2008. Т. 18. № 3. С. 173–174.
7. Buyanova E. V., Shamina N. V. Amplification and Compression of the Text and its Title as a Means of Conveying the Information Structure // Russian Linguistic Bulletin. Екатеринбург, 2017. № 1(9). С. 15–17.

УДК 378.046.2

*L. O. Shmygareva (Ufa, Russia)
Ufa Law Institute of the Ministry of Internal Affairs of Russia*

The role of home reading in foreign language teaching

В статье рассматривается такой важный аспект обучения иностранному языку, как домашнее чтение, и его роль в формировании речевых умений учащихся и понимании ими иноязычной культуры. Дается обобщенная характеристика типов текстов, используемых для домашнего чтения; анализируются задания на базе прочитанного и целевые задания, направленные на обсуждение прочитанного. Высказывается мнение, что усложнение заданий в старших классах должно идти по линии углубления содержания обсуждаемых вопросов и введения литературоведческого анализа с целью обучения одному из важнейших видов устноречевой деятельности – устной неподготовленной речи. Автор приходит к выводу, что ра-