

On the Problem of Teaching Listening to Authentic Foreign Texts: Using Social Media

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Annotation: The work is devoted to the problem of the formation of students' listening skills through the use of English-language materials of social networks. The relevance of the study is explained by the increasing role of social networks as a phenomenon of modern life. The purpose of the study is to study the principles of selecting social media materials that are appropriate to use in the process of teaching listening to high school students, and in testing these materials. The main tasks are to study the possibilities of using social networks in teaching listening and to develop types of tasks aimed at the formation of listening skills. The novelty of the research lies in the use of authentic English-language materials of the "In the contacts" social network for teaching listening. The developed tasks can be effectively used in teaching listening to students of schools and universities.

Keywords: formation of students' listening skills, social networks, teaching listening, type of communicative activity

The issues of teaching listening to foreign language texts are relevant, since this speech skill forms the basis of communication, and mastering communication begins with it. Listening can be a separate type of communicative activity with its own motive, reflecting the needs of a person or the nature of his activity [Ravkin, 2005: 129].

G.P. Dementieva wrote: "An important task of every teacher is to create real and imaginary communication situations in a foreign language lesson using various methods of work (role-playing games, discussions, creative projects, etc.)" [Dementieva, 2009: 4]. Experience, however, shows that when creating communication situations, teachers refuse to use additional materials in the classroom, and if they are used, they can turn to outdated sources, which causes a dismissive attitude of students. Many believe that modern UMCS include everything you need. However, it is necessary to acquaint students with a "live", relevant language.

English is in many ways the language of the Internet. Mentioning this fact alone in English classes today can serve as a strong "motivator" that encourages young people to learn the language. We believe that the global Internet, in particular, social networks is the best modern sources of modern English.

The relevance of the research is obvious, because network communication is a phenomenon of modern life and has sociocultural and linguocultural specifics, and the versatility of modern social networks makes it possible to successfully integrate English-language materials of social networks into the process of teaching a foreign language.

The purpose of the study is to study the principles of selection of social media materials that are appropriate to use in the process of teaching listening to senior schoolchildren, and in testing these materials.

To achieve this goal, the following tasks were set:

- to get acquainted with the purpose and content of teaching listening to senior schoolchildren within the framework of the Foreign Language subject;
- explore the possibilities of using social networks in teaching listening to students in grades 10-11;
- develop types of tasks aimed at the formation of listening skills;
- to test the developed tasks and analyze the results obtained.

According to the approximate program of secondary (full) general education, the teaching of listening to high school students is aimed at:

1. further development of listening comprehension (with varying degrees of completeness and accuracy) of the statements of interlocutors in the process of communication, as well as understanding the content of authentic audio and video texts of various genres and sound duration up to three minutes; understanding the main content of simple-sounding texts of a monological and dialogical nature: TV and radio broadcasts within the studied topics; selective understanding the necessary information in ads and informational advertising; regarding a complete understanding of the statements of the interlocutor in the most common standard situations of everyday communication;

2. Development of skills:

- separate the main information from the secondary;
- identify the most significant facts;
- determine your attitude to them; extract the necessary/ interesting information from the audio text.

The total amount of study time is 210 hours, within which it is assumed to study several spheres of communication (social and household sphere, socio-cultural sphere, educational and labor sphere).

To effectively teach listening in modern conditions, teachers use technical means of teaching and turn to the information and educational environment. Undoubtedly, many foreign language teachers have been using online resources in their lessons for a long time. According to L.A. Podoprigrorova, the use of Internet resources in the learning process makes it possible to effectively solve a number of didactic tasks [Podoprigrorova, 2003: 27]. When working with such materials, the role of the teacher changes. So the teacher stimulates the creative activity of students and motivates them to learn the language. The attitude of students to the teacher is also changing – moving away from the traditional form of classes and using popular materials familiar to schoolchildren, the teacher gains authority, because students perceive him as more modern, knowing youth trends [Zheleznyakova, 2019: 27].

E.V. Zhdanova, O.V. Kharitonova, and S.S. Khromov propose the following criteria for evaluating (selecting) Internet resources:

1. authorship of the site,
2. the possibility of interactive communication with the author,
3. information download speed,
4. ease of access,
5. frequency of updates,
6. content,
7. structure and organization,
8. ease of site search and navigation,
9. website design,
10. uniqueness of the information provided,
11. frequency of use [Zhdanova, Kharitonova, Khromov 2013: 7].

In our opinion, there are several communities “In the contacts “social network that fit the selected criteria. These include:

1. "Visual English | English" (<https://vk.com/learnenglish>)
2. "English" (https://vk.com/english_is_fun)
3. "Learn English with the BBC" (<https://vk.com/bbclearningenglish>)
4. "Top-Notch English English Language" (<https://vk.com/topnotchenglish>)
5. "English every day | Endaily" (<https://vk.com/endaily>)

These communities are moderated not only by professionals in the field of social networks, but also by English teachers, translators and native speakers. All of them are open for feedback. Platform vk.com it has a clear interface and is easy to use, the download speed is high. There are several sections in the communities: informative articles, thematic photo albums, audio recordings, videos, discussions. Keyword search is available in all communities; some are accompanied by convenient navigation through sections. These communities are visited by thousands of people every day.

The most accessible and extensive resource seems to us to be the Visual English | English community (<https://vk.com/learnenglish>). On average, materials on the "wall" (main page) of the community are published every hour. The published materials include: classic and popular English-language films and TV series with subtitles; handouts on various topics; Uzbek and authentic UMCS of different levels in PDF format with appendices; adapted and authentic English-language literature; informative educational videos; collections of thematic vocabulary; informative and entertaining images with English jokes, quotes, idioms; audio books of different genres and levels; collections of theme songs, etc.

L.A. Petrenko and M.N. Filippov argue that due to the fact that today young people are more visual, fast Internet access makes the use of video materials in the classroom much more effective and interesting. Video is a tool that somehow replaces printed materials [Petrenko, 2017: 110]. Relying on the experience of colleagues and striving to present the country-specific element more colorfully, at this stage we decided to work with the video materials of the social network.

In the Visual English | English community, we have selected 2 videos on the topic for the development of tasks of different levels of complexity aimed at the formation of listening skills.

We have developed a system of exercises consisting of 4 exercises for students in grades 10-11. The tasks corresponded to the stages of working with M. Allan's video materials: two preparatory tasks at stage 1; two tasks aimed at discussing the observed fragment at stage 2 [Allan, 1983: 7]. We also suggested possible options for subsequent creative tasks at stage 3. Tasks with video material corresponded to the three stages of working with video materials according to A.N. Shchukin (pre-film, pre-film, post-film) [Shchukin, 2008: 108].

Task No. 1 is preparatory, aimed at recognizing realities by ear, performed without video. Students are invited to finish the sentence by choosing the correct answer from several suggested ones. At the same time, they rely on the text worked out in previous lessons with the teacher. The beginning of the sentence and the answer options are read out by the teacher.

Task No. 2 – speech, for partially guided listening training, is performed without video. Students are asked to confirm or refute the statement. Students rely on the text worked out earlier with the teacher. Before completing the task, students are asked to remember how grammatically correct the statement is to refute or agree with it, phrases (“Yes, it is true / correct”, “No, it is incorrect/ false”, etc.) are fixed on the board. The sentences are read out by the teacher twice; the students perceive them by ear and respond orally.

Task No. 3 is an exercise of the pre-film stage, speech, aimed at developing the skills of semantic processing and fixation of perceived information. Students are invited to watch an authentic educational video twice with duration of about 3 minutes with English subtitles and answer questions. The questions are presented in the handout, in our case, the students only had to hear and write out the numerals (dates, times, etc.).

Task No. 4 is a more complex exercise of the pre-film stage, speech, aimed at developing the skills of semantic processing and fixation of perceived information. This time, students are invited to watch a longer authentic video without subtitles and insert the missing information. For the first time, students watch the video from beginning to end, and for the second time, the teacher pauses the video after each section, giving them the opportunity to make recordings. Offers with omissions are presented in the handout. Before starting the task, students, under the guidance of a teacher, read aloud all the sentences and assume by the meaning and grammatical structure of the sentence which words can be omitted.

After completing all the tasks, the handout is submitted for verification. After the test, you can proceed to the post-film stage, the purpose of which is to organize the speech creative activity of students. At this stage, students can first of all ask questions about misunderstood moments of the video, forgotten lexical units. The teacher can ask questions about the video or offer to discuss this or that moment of the video in pairs and present their ideas to classmates in English.

The presented developed material corresponds to the goals of teaching English in high school: it contributes to the further development of Russian-language communicative competence and the development and education of ability and readiness for independent and continuous learning of a foreign language, further self-education with its help, and the use of a foreign language in other fields of knowledge. We have successfully applied such material in classes with bachelor psychologists. The next stage is the testing of exercises in English lessons in high school.

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