

Ikhsangalieva G.K.¹, Nurzhanova Zh.S.², Раимбекова А.А.³,

¹doctor of philological sciences, professor, ²candidate of philological sciences, associate professor,

³candidate of philological sciences, senior lecturer

of al-Farabi Kazakh National University, Almaty, Kazakhstan,

e-mail: g.k.ikhsan@mail.ru; nur.zhanna@list.ru; raimbekova@yandex.kz

AUDIO-VISUAL METHOD AS A MEANS OF FORMING AUDITIVE SKILLS IN RUSSIAN AS A FOREIGN LANGUAGE

Expansion of business and cultural relations with foreign countries determines new requirements for language education. One of the conditions for successful and complete communication is the skill of listening. The development of this skill, starting on the initial stage of language learning, promotes the formation of communicative competence. The present study focuses on one of the most urgent problems of modern methodology of foreign language teaching in higher education – teaching students foreign language communication based on listening. The basis for the future full communication in a foreign language is a process of successful formation of skills of perception, recognition and understanding of speech in language study. The material for listening serves as a model of real language environment that allows students to engage in speech activity. Audiovisual materials provide a visual representation of a situation and allow seeing the articulation of spoken sounds, which facilitates the processes of perception and understanding of foreign speech.

Key words: audiovisual method, listening, visualization, movement, design.

Ихсангалиева Г.К., Нуржанова Ж.С., Раимбекова А.А.

Аудиовизуалды әдіс орыс тілін шет тілі ретінде оқытудағы аудитивті дағдыны қалыптастыру құралы ретінде

Шет мемлекеттермен іскерлік және мәдени байланыстарды кеңейту тілдік білім беруге қойылатын жаңа талаптарға себепші болады. Тілдесудің құнды әрі табысты шарттарының бірі тыңдалым икемділігі болып табылады. Тіл үйретудің бастауыш деңгейінен бастап аталмыш икемділікті дамыту коммуникативтік құзыреттілікті қалыптастыруға септігін тигізеді. Аталмыш зерттеу жұмысы жоғары оқу орнында шет тілін үйретудің қазіргі әдістемесі болып табылатын өзекті мәселелердің бірі – студенттерді тыңдалым әрекеті негізінде басқа тілде тілдесуге үйретуге арналған. Шет тілінде толыққанды қарым-қатынасқа түсу негізінде өзі үйреніп жатқан тілінде сөйлеуді білу, қабылдау, түсіну дағдыларын ойдағыдай қалыптастыру үдерісі жатыр. Тыңдалымға таңдап алынған материалдар шынайы тілдік орта моделі ретінде қызмет атқарады. Бұл дегеніңіз студенттерді сөйлеу әрекетіне қатыстыруға мүмкіндік береді. Аудиовизуалды материалдар жағдай туралы визуалды ұғымды қамтамасыз етеді, сонымен қатар айтатын дыбыстардың артикуляциясын көруге мүмкіндік береді. Бұл өзге тілдегі сөзді түсіну және қабылдау үдерісін жеңілдетеді.

Түйін сөздер: аудиовизуалды әдіс, тыңдалым, визуализация, механизм, жобалау.

Ихсангалиева Г.К., Нуржанова Ж.С., Раимбекова А.А.

Аудиовизуальный метод как средство формирования аудитивных навыков в рки

Расширение деловых и культурных связей с зарубежными странами обуславливают новые требования, предъявляемые к языковому образованию. Одним из условий успешного и полноценного общения является умение аудирования. Развитие этого умения, начиная с начального этапа обучения языку, способствует формированию коммуникативной компетенции.

Настоящее исследование посвящено одной из самых актуальных проблем современной методики обучения иностранному языку в высшем учебном заведении – обучению студентов иноязычному общению на основе аудирования. В основе будущей полноценной коммуникации на иностранном языке лежит процесс успешного формирования навыков восприятия, узнавания и понимания речи на языке изучения. Материал, предоставляемый для аудирования, служит моделью реальной языковой среды, что позволяет вовлекать студентов в речевую деятельность. Аудиовизуальные материалы обеспечивают визуальное представление о ситуации, позволяет видеть артикуляцию произносимых звуков, что облегчает процессы восприятия и понимания иноязычной речи.

Ключевые слова: аудиовизуальный метод, аудирование, визуализация, механизм, проектирование.

The method concept in language teaching is the notion of the systematic set of teaching practices based on a particular theory of language and language learning – is a powerful one, and the quest for better methods preoccupied teachers and applied linguists throughout the 20th century. Howatt documents the history of changes in language teaching throughout history, up through the Direct Method in the 20th century. One of the most lasting legacies of the Direct Method has been the notion of method itself.

Methodology in language teaching has been characterized in a variety of ways. A more or less classical formulation suggests that methodology links theory and practice. Within methodology a distinction is often made between methods and approaches, in which methods are held to be fixed teaching systems with prescribed techniques and practices, and approaches are language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom. This distinction is probably best seen as a continuum ranging from highly prescribed methods to loosely described approaches.

The audiovisual method is a method of language teaching, which relies on the predominant using of the auditory channel of perception and allows re-listening and speaking strictly selected structures that lead to their automation. This method allows achieving several learning objectives:

1. To help students mastering the sound system of the language in the limited lexical material. It is believed that the student has mastered the sound system of the language, if it understands the foreign language speaking and able to articulate sounds, so that they can understand.

2. To help students mastering the structural means of the language and to bring enjoyment to the degree of automation. It is believed that this level in foreign language proficiency can be achieved by most adult learners with appropriate learning materials in about 3 months. For a short time adult learner will not learn to speak fluently on any topic, but what he learns, will be a good and proper basis for further

work on the language. Thus, the initial training phase used to learn the minimum vocabulary and grammatical patterns necessary for comprehension of foreign speech and speaking within the chosen theme. This allows laying the solid foundation for further work on the language.

3. An important area of language tuition in audio-lingual method is also familiar with the culture of the people whose language is being studied. We need to educate in students the desire to identify himself with the people for whom this language is native, and friendly understanding of the people speaking the language being studied, and not to encourage a consumer attitude or indifferent or negative attitude toward people.

The principle of «first speaking – and then writing» in practice receives the following rationale: «Speaking is the language. The letter is only a secondary language mapping». Written speech is not represented by the pronunciation, intonation, rhythm and stress, so the language is most fully realized in speech. As an addition, reading and the letter are mental pronunciation of the written characters. If the student has not mastered the basics of the language as a set of skills of oral perception, the reading process will be a process of substituting equivalent words in their native language.

It is known that a low vocabulary for speaking should be 2000 words, reading – 7000, and for listening and writing from 3000 to 4000 words. In the solution sequence the introduction of grammatical patterns used step-by-step system – from simple to complex. Thus, the rest of the principles of the development of grammatical constructions:

- The unit of study is a proposal and not a single word. Elements of language smaller than a sentence will not be introduced in isolation, but in the proposal;

- Each new feature or model will join previously learned. So, students first are introduced to the object in the Russian language, and then with the characteristic of the object, and then introduce additional verb constructions:

1. A book – what?
2. An interesting book – what book?
3. To read an interesting book – what to do? etc.

In the sequencing of the introduction of the models and time for their testing takes into account the similarity or difference models for the relevant phenomena in the native language of students. The greatest difficulties present a model in which finds expression in the distinction system of the native language of the system studied.

The models are assimilated in the process of training exercises. Most of the time (about 85%) must be allotted to training in the use of language, and a minority (15%) – explanation and comment.

Also, when using this audio lingual method was developed a system of exercises: 1) speech perception by ear; 2) storing by imitation; 3) substitution; 4) transformation; 5) answering to questions; 6) filling the gaps; 7) extension of the offer; 8) construction of dialogues, monologues, etc.

At the moment widely used in the practice of foreign language teaching application of new technologies and computer tools for testing audio and visual skills: interactive whiteboard, electronic dictionaries, e-learning, cross-cultural and educational materials of the Internet, these methodological, psychological and linguistic literature.

But computer capabilities are not limited only to electronic dictionaries and software allowing relatively easy vocabulary. The multimedia capabilities of the computer in the teaching trials can significantly facilitate the perception of non-native language, as it gives new opportunities for the use of visual memory of students. The material use of these funds by the following types of tasks:

1. Students listen to the audio dialogue (text) and try to understand its content out of context.
2. The teacher says the content streamed using as a means of semantization of multimedia slides and computer capabilities to generate text by sequential introduction of the characters.
3. Dialogue is reproduced again with intervals and repeated until, while the pupils it will not be remembered.
4. There is organized lexical work to reinforce vocabulary of the lesson and check understanding to monitor understanding, re-using slides and multimedia, reproducing the sound.
5. The exercises on grammatical models and is a generalization. In compiling exercises for the models used already familiar to students previously studied grammar with consistent introduction of new grammatical structures.

6. Worked in the classroom material is secured in the hours of self-study using computer-based tools. Subsequently, the students can create own dialogues and record them in the computer to create their own multimedia slides with voice accompaniment.

After oral absorption of the material is organized work on formation of skills of reading and writing. When using the data in audiovisual media it is a special attention to the following points:

- Screening and description of sound articulation, while attention is drawn to the common and different characteristics of native and foreign languages.

- The imitation of sound with the aim of developing the ability to recognize and distinguish sound characteristics, and to reproduce them in accordance with the rules of the language.

- Development of sounds in the syllable.

- Working sound design of words, phrases, sentences.

- Imitation of sounds in speech flow for practicing word stress, intonation, rhythm, phrase.

- Speech practice in large units of speech flow.

Practical work on pronunciation is fulfilled stepped on materials of texts, dialogues and so on. Such knowledge is more complete and accurate – absolutely necessary; they should be the Foundation of learning. However, theoretical knowledge is needed only in order to improve the generation of the appropriate pronunciation skills. Decisive same setting pronunciation is speech practice. Separate exercises, the description of the articulation of sounds, work on similar sounds – all of this ultimately can lead to positive results, but in order that the student has mastered the automated, free speech, needs training in speech activity.

Thus, when using the method of audiovisual language acquisition special emphasis on communication and developing skills of listening and speaking. Meanwhile, most speak the language as the researchers note; use the language «primarily for receiving written messages, i.e. to read».

Teaching Russian as a foreign language involves the formation of a number of competences: orthographic, phonetic, and communicative. Phonetic competence, namely knowledge of the theoretical and practical aspects of phonetics in studying language is the basic part of speaking, listening, understanding verbal and written language. This explains the systematic study of foreign language, which begins with an introductory as the phonetic course and is accompanied by work on the phonetics during almost the whole course of language teaching.

Students, who are already engaged in systemic study of Russian language and have specific knowl-

edge in grammar, are suggesting support or corrective courses of phonetics that will help to correct and further avoid some phonetic mistakes in pronunciation.

Phonetics examines not only language function, but also the material side of the object: the work of the articulator apparatus and the acoustic characteristics of sound phenomena and their perception by native speakers. Phonetics is a branch of linguistics that studies the sounds in connected speech, their compatibility and their positional changes. The range of problems of general phonetics is quite wide. For successful communication and self-confidence student must have phonetic literacy, which is determined by the correct pronunciation of sounds, understanding of the rhythm of Russian speech, proper intonation design statements.

The highest value, in our opinion, is the systematic study of phonetics for listening, as it can give an answer to the question: «Why I don't understand, although I actually know enough words in that language?» Having received the answer to this question, the student gets the answer to the question «How do you need to start to understand sounding speech?» is listening real articulation and real pace a large amount of authentic texts, and then speak, comparing your pronunciation with sounding material. Thus, we can say that the phonetic competence serves as a tool to achieve communication.

At the present Russian language study involves representatives of the language systems radically different from the Russian language (Japanese, Chinese, and Koreans). Precisely linguistic skills in the field of phonetics serve as a basis for further study of Russian language. Question of specialized study of phonetics and phonetic rising of the students' level knowledge raises a new question: what is the ratio of the communicative principles and linguistic literacy in the field of Russian language and national peculiarities and phonetic system of the native language of foreign students during studying phonetics?

Starting to learn a foreign language, the learner faces a number of challenges that greatly complicate the process of mastering a foreign language. This is primarily due to the transition to a phonetic system of another language, especially when detected, caused by the influence of the phonetic system of the native language.

So when learning another language to eliminate the influence of the phonetic system of the native language is necessary a conscious comparison of articulations and speech sounds of both systems as modern researches have demonstrated.

Linguistic phonetic literacy in the field covers four areas: audio pronunciation and change the positions of sounds; design of inflections and cases of their application; the emphasis in the words and moves it to the appropriate application of the word; syntagmatic division of the phrases into separate members.

Between russian phonemes *o*, *e*, *я* – *o* is considered the most volatile of the phoneme. In unstressed position phoneme *o* is reduced, but when the letter «*o*» is in the unstressed position, and follows a hard consonant, it is pronounced as a short dim reduced sound, hardly recognizable as, for example, *л[ъ]лова*. Based on the experience with foreigners, we can say that the qualitative and quantitative changes of the sound associated with the phonemes *o*, *e*, *я* generate the greatest number of difficulties in the speech and in the perception of Russian sounding speech.

The most interesting, in your opinion, is the acoustic and perceptual phonetics. Acoustic Phonetics studies speech sounds as physical phenomena, describes such their characteristics as height (which depends on the frequency of oscillation), strength (the amplitude), volume, timbre and duration of the sound, as well as perceptual – studying the features of the analysis and perception of speech, hearing organ sounds. This is due to the fact that teaching in a multinational audience, where at one time there are representatives of diametrically opposed on the language system, the teacher is forced to split phonetic course, to maximize take into account the characteristics of this audience. There is no doubt that the level of perception of sounds, such as the Chinese or Vietnamese is different from the English-speaking peoples. There are different perceptions of intonation, tone is also different.

Comparative phonetics has a number of difficulties, since it is usually in the audience sitting multinational audience, in textbooks as this moment may not be taken into account fully. The solution of this issue remains a teacher, which should be taken into account in the selection of tasks typological features of students' native language and typical mistakes in pronunciation and intonation. For example, in Chinese and English-speaking audience it works syllabic principle of the material on the pronunciation of sounds, articulation of clear allocation of oppositions in hardness / softness *л* and development of not only increasing, but also the mandatory reduction in tone interrogative intonation structures.

On the issue of studying phonetics it occupies an important place lexicon of language, which has its own system based on the objective meaning of

words. The words are inextricably linked with the concepts that are always expressed in words. So close to each other in the sound structure of a word, with very different meanings, belong to different series of words («doctor-speaker,» «vector-lecturer»). Conversely, quite different in sound composition words having the same value, constitute one and the same group of words – the synonyms.

The most important objective for the human is the meaning of the words. Therefore, the words of similar meaning, but differ sharply on sound composition, cause a similar reaction. On the contrary, the words similar in sound composition, but sharply different meanings, usually cause different reactions. This happens not only when an arbitrary, but also when an involuntary reaction on the same floor.

All this indicates that certain language words form a system which can be the basis for a sound structure of words and their objective value. The second system is stronger than the first, since synonyms continue to cause reflex after differentiation of similar sounding words. This is the main language and the real system. It determines the role due to the clarity of differentiation of similar sounding words. They are easily differentiated from each other, precisely because of their objective meaning is different. At the same time, similar sound complex not related to differences in the objective value, do not provide differentiation. One of the important tasks of phonetician is diagnosis of phonological and phonetic errors, their analysis and to find possible solutions. Thus, the question arises about the

system, which should be correct phonetic errors at the basic level of Russian language teaching. This requires a conscious reproduction of sounds, relying on tangible points of articulation.

Great difficulties are in the rhythmic system of Russian words. Stress is one of the most important and unique phonetic characteristics of Russian speech. For the formation of the ability to properly transfer the rhythmic structure of a word, phrase, syntagm requires knowledge of the theoretical basis. Basics of ownership rhythm lay at the elementary level, but the work must go on, and on the base. This phonological knowledge enable correct determination of the place of the stressed syllable, pronouncing it with greater intensity, duration and more precise quality characteristics when compared with unstressed syllables.

In conclusion, it should be noted the importance of learning the phonetics associated with the training standards of sounds pronunciation in words, sounds, combinations in different parts of the word, with the rules of stress in words. As a result of this principle, the practical orientation in the study of phonetics students formed pronouncing skills. Basic concepts for learning phonetic spelling: vowels – stressed and unstressed, voiced and unvoiced consonants, hard and soft, sibilant consonants, deafened and voicing consonants, must be learned by pupils at the primary level of education. Phonetics language, its rules as a necessary part of mastering communication, must be studied and practiced by students all the time, starting with the first practical lessons of foreign language.

Reference

- 1 Shkrabo O. N. Audiovizualnuy metod v obuchenii inostrannomu yazuku v vyshey shkole // Molodoy uchonuy. – 2013. – №12. – S. 543-545.
- 2 Avanesov R.I. Russkoe literaturnoe proiznoshenie. – 6-e izd., pererab. i dop. – M.: Prosveschenie, 1984. – 383 s.
- 3 Bogomazov G.M. Determinantnyie osnovyi prepodavaniya fonetiki sovremennogo russkogo literaturnogo yazyika v vuze // Fonetika v sisteme yazyika. Vyip. 2. – M.: Vlado, 2001. – 352 s.
- 4 Bryizgunova E.A. Zvuki i intonatsiya russkoy rechi: Dlya inostrantsev, iuchayusch. rus. yaz./E.A. Bryizgunova.– 3-e izd.– M.: Russkiy yazyik, 1983. – 279 s.
- 5 Kasatkin L.L. Sovremennyiy russkiy yazyik: Fonetika. – M.: Akademiya, 2006. – 351 s.
- 6 Trubetskoy N.S. Osnovyi fonologii / Pod red. S. D. Katsnelsona; Vstup. st. L. A. Kasatkina. – Izd. 2-e. – M.: Aspekt-Press, 2000. – 352 s.