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THE USE OF MEDIA IN TEACHING LISTENING SKILLS FOR HIGH SCHOOL STUDENTS

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Language is a means of communication, that is crucial for the existence and development of human society. Increasing and measuring the merit of the international relations of our state, the internationalization of all social life spheres makes foreign languages, especially English very popular in our life.

In connection with the practical orientation of other languages of the school teaching process, the problem of listening is increasingly attracting attention of training experts. Therefore, significant theoretical research is conducted in the study of this integrated process.

As you know, listening is a related notion. To achieve a constant development of this skill, it is necessary to apply a special structure of exercises for the development of voice implementations in communication.

Nowadays, listening, the ability to perceive and understand speech in a foreign language, and speaking are becoming increasingly important, because together they provide an opportunity to communicate. Communication is a two-way process: it is impossible to communicate without the ability to understand the speech of other people, both in direct contact, and on the phone, television, radio and other media. Underestimating the importance of listening training can have a very negative impact on the language training of students. In addition, listening is the most difficult skill to learn, since we must be able to understand the complete speech at different rhythms with various intonations and at different levels of accuracy [1, p. 18].

The modern stage of the foreign language teaching is described by the formation of a number of directions, among which there is an important trend of the use of audiovisual aids in teaching the foreign languages.

One of the most spectacular ways of teaching the foreign language is the use of mass media (television and radio), which allows us to give students a visual representation of the life, traditions, linguistic realities of the English-speaking countries and diversify the process of learning the international language.

The above led to the choice of the article topic. The purpose of the research is to study the methods of teaching listening through the media in foreign language classes.

The theoretical significance of this article provides the systematization of theoretical material on the teaching listening with the use of media.

With the development of interethnic cultural interaction and the mass media, the importance of practical language proficiency has increased, and the international demand for foreign language proficiency has been formed. The necessary conditions for ensuring the quality of education, training

and re-training of personnel, educational programs, material and technical base, and the educational environment are developed.

The mass media is a rich source of recharge and audio-visual materials, the use of which contributes to the rationalization further from the educational process and increases its activity.

The TV has great opportunities in learning a foreign language, as it is a special emotional form of human growth in general, and also performs the functions of a great social of the arts, these features ensure the popularity of the TV among people around the world, social and age groups, various professional spheres [2, p. 40].

TV information tools allow students to learn foreign languages by using a specific technique of public communication with native speakers. They contribute to the modelling of the native language environment, reflect changes in the structure and semantics of the language.

Therefore, the use of television as a means of teaching foreign languages will enable us to achieve the following learning goals: practical and productive (teaching the language as a means of communication).

It is worth noting that one of the most famous resources on the TV is advertisement. Favorite advertising typology arises, first of all, in addition to the aspect that the advertising product is considered. In compliance with the purpose, advertising is promoting at:

- information goal-creating the demand first, the formation of the image of the company;
- the goal of hope is to create a competitive demand, creating a brand advantages;
- targeted prevention – raise awareness of the product during the promotion period.

The use of advertising on the TV in other languages, has a number of advantages for teachers.

First, the ad is short, with an average length of 30 to 50 seconds. It is ideal for beginner students. The instability of their content is blocked by the selection process. Find a good way out of a movie or TELEVISION show is usually necessary for a serious and long in preparing. Due to the number of video ads, content: you need the necessary materials for its preparation and application. In addition, advertising always attracts attention, as it is designed to attract an audience.

The following positive outcomes can be noted out in using TV and Internet resources for the development of listening skills:

- decrease of fear to listen to a foreign speech through the use of videos, which can serve as a support for the basic understanding of the contents of the statement;
- increase of interest in the subject, as the information is relevant and constantly updated
- teachers have an opportunity to create a self-actualizing exercises for students with different levels of language skills;
- students have the possibility to choose, carry out and create a series of exercises independently or on the instructions of teachers;
- opportunity for students to independently monitoring the time dedicated to the fulfillment of exercises and the number of audio and video material;
- opportunity for students to learn, not paying attention to the acoustic background and, inversely, to take into account body language, facial expression and tone of the speaker;
- the development of phonemic hearing and the ability to understand that they do not modify the expressions of different character and style, as well as the ability to imagine and understand the overall meaning of the text [3, p. 16].

The basic situations of the generation of advertisements in real life which also help to cause the motivation of students to study a foreign language. Different topics relevant to students in this period, especially in the media, namely television and the Internet are an integral part of the lives of young people. Ad took a huge range in the Internet as well as in the air space.

The purpose of the current methodological development shows the types of activities. The introduction of television commercials used in the context of the lesson and “advertising”. The complex of tasks based on certain advertising videos can be viewed as a model.

The general format of the methodological development plan due to the institution of the three-stage tasks.

1. Performing preliminary activities (pre-watching or pre-listening activities).
2. Performing activities while listening to the text and watching the video (while watching or while listening activities).
3. Performing activities after listening to the text and watching the video (after watching or listening activities).

During the lesson each of three work stages are organized.

Stage 1. Preview: perform preliminary activities aimed at identifying students’ understanding of the content of the advertisement. This type of task will help to stimulate students to use background knowledge and to encourage interest in watching the video.

Stage 2. Look at: work on tasks while listening to and watching the video is aimed at trying to focus students’ attention on some aspect of the advertising scene, which in turn aligned with the content of the classes, thematic vocabulary lesson or educational purpose.

Stage 3. (After watching): the final step aims to achieve the students’ interest in the use of information obtained from the film in order to check the understanding of the semantic content, the integration of information and opinion of the product by the consumer.

By the time of the 3rd stage, students are supposed to see and listen to the video several times, take the opportunity to ask questions related to the vocabulary, utterances grammar and cultural characteristics of the video.

The main challenge of the teacher is facing at the moment and check the students understanding of the content and the effectiveness of the proposed guidance at this stage in the process of watching the video. Also, it is necessary to monitor the understanding of the content, the speech and language means used in the film.

So, there are a number of steps have been performed that teachers can use in the classroom. Using advertising videos in teaching foreign languages can significantly develop the effectiveness of the teacher training activities such as videos samples of authentic language communication. So, they create the atmosphere of a real language and communication, making the process of mastering a foreign language more lively, interesting, challenging, powerful and emotional.

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USING SONGS IN FOREIGN LANGUAGE TEACHING

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