

*Набережночелнинский
государственный педагогический
университет*

**МЕТОДИКА ОБУЧЕНИЯ
ИНОЯЗЫЧНОМУ АУДИРОВАНИЮ НА
УРОКЕ ИНОСТРАННОГО ЯЗЫКА В
ОСНОВНОЙ ШКОЛЕ**

**Ахметзянова С.М.,
студент-бакалавр**

Известно, что аудирование – сложный вид речевой деятельности. Данный вид деятельности является одним из самых востребованных на уроке иностранного языка, а способность понять иностранную речь – значимая цель обучения.



На занятиях по иностранному языку аудирование занимает 57% учебной времени, что свидетельствует о важности аудирования как средства получения информации и овладения языком.



Основными аудитивными умениями, приобретаемыми в ходе обучения иностранному языку, являются умение понимать:

- высказывания собеседника в различных ситуациях общения, в том числе при наличии в тексте неизвестных языковых единиц;
- учебные и аутентичные тексты с разной степенью и глубиной осмысления их содержания.

По мнению И.А.Гончара, к методам выработки у учащихся умений аудирования следует отнести такие:

- формулирование вопросов к воспринятому тексту, которые привлекают внимание к проблематике текста, его структуре и смысловому значению;

- беседа по содержанию прослушанного текста, которая позволит обеспечить обратную связь в обучении рецептивных видов речевой деятельности;

- задачи (речевые) – аудитивные, например, послушать текст, определить в нем ключевые слова и составить к нему план;

- тестирование на основе текстового подхода, в сочетании с заданиями на аудирование, что вырабатывает навыки внимательного восприятия и понимания.

В исследованиях по методике обучения иностранным языкам рассматривается следующая система упражнений, направленная на формирование аудитивных умений, а также на совершенствование психических механизмов, которые его обслуживают, поскольку процесс понимания зависит не только от лингвистических и экстралингвистических (ситуативных) факторов, но и от степени развития некоторых психических образований.

Работу над аудиоматериалами разбивают на три этапа:


- ✓ предтекстовые упражнения,
- ✓ упражнения, которые выполняются во время прослушивания,
- ✓ послетекстовые упражнения.



Необходимо учитывать и тот факт, что обучение современному иностранному языку возможно лишь при условии использования материалов, взятых из жизни носителей языка или составленных с учетом особенностей их культуры и менталитета в соответствии с принятыми и используемыми речевыми нормами. А это значит, что аудиоматериалы должны быть аутентичными.



Следует отметить, что методы формирования аудитивных умений трудно классифицировать, поскольку они являются одновременно и проверочными, потому, обучая аудированию, учителя одновременно проверяют, понимают ли ученики воспринятое ими на уроке.

- 1 Look at the pictures. Which shows: a scarecrow, people dressed up as pirates, a tomato fight, a Russian character?
- 2 Read the introduction and the first sentence in each paragraph. What is the text about?
 Listen, read and check.

study skills

Matching Key Words

Read the questions and underline the key words. Read the texts and try to find words/phrases that match the key words. They will often be paraphrased.

- 3 Read the text. Which festival:
 - 1 lets you experience an adventurous life from the past?
 - 2 takes place in a very small place?
 - 3 requires you to dress up in different clothes?
 - 4 has had some unusual competitors?
 - 5 celebrates a change of season?
 - 6 helps people in need?
 - 7 offers the chance to taste a national dish?
 - 8 takes place in a city centre?
 - 9 has a huge fireworks display?
 - 10 includes a big bonfire?
- 4 a Find synonyms in the texts for the words below.

Text A: extra, dirty
 Text B: fake, opportunity, feel
 Text C: main, collects, prize, clever
 Text D: represent
- b Find opposites for the underlined words.

good time? Then join us on our little trip around the world to discover some of the world's most unusual festivals!

A Splatfest



If you're in the tiny Spanish town of Buñol in Valencia, Spain during the last week of August, make sure you take a spare change of clothes because things get very, very messy! 'La Tomatina' is a huge food fight that has been a strong tradition in Buñol since around 1945. No one really knows how it began, but everybody knows how it ends! The week of the fight includes a fireworks party, music, dancing, colourful street parades and even a huge paella cooking contest. Then, about 30,000 people throw around 100,000 kg of tomatoes at each other for one hour.

B Pirates of the Caribbean



Have you ever wanted to be a pirate? If so, for ten days in

Idioms related to technology

4 Fill in: *be on the same wavelength*, *get one's wires crossed*, *be light years ahead of*, *not be rocket science* in the correct form. Check in Appendix 3.

- 1 I think we've, because that's not what I was trying to say. (misunderstand one another)
- 2 Anna usually agrees with me – we (think in the same way)
- 3 Everyone can learn how to use the Internet – it! (is not complicated or difficult to understand)
- 4 Technology in Japan technology anywhere else. (is a lot more advanced than)

5 Use the words to complete the sentences (1-7).

modem phone line subscription access
email account broadband server

- 1 How much do you pay each month for your to your Internet service provider?
- 2 I can access my from anywhere in the world.
- 3 I've just bought a new because my old one was very slow.
- 4 Why don't you upgrade your Internet connection to? It's much faster.


b  Discuss the following.

1 What are your favourite websites? Why?

2 Do you know...


- a good search engine?
- a good site to help you with your homework?
- a useful site to help you improve your English?

Listening for ideas

7  Listen to two friends trying to decide what new feature to include in the school magazine to improve it. What do they decide on?

- a crossword
- a review section (films, DVDs, CDs, etc.)
- horoscopes
- competitions

Speaking

8  Your school is going to set up its own website. You and your friend have been asked to discuss what to put on the new website. You can choose from the following as well as use your own ideas:

- pages displaying students' work
- photos of school events
- a reader letter from the head teacher

- 1 Read the title and the subheadings. What can someone do in Sydney?
Read through and check.

Welcome to Sydney, Australia ...

There's no place in the world like it!

*Here are our TOP FIVE suggestions
for a truly unforgettable experience...*

1 DO THE SYDNEY HARBOUR BRIDGE CLIMB

No visit to Sydney would be complete without seeing the famous Harbour Bridge & Opera House. But for those of you who like a bit more 1) (excite), how about climbing the Harbour Bridge's **arch** — the largest in the world! Climbs take 3^{1/2} hours.



2 TAKE A SCENIC SEAPLANE FLIGHT

Why not **splash out** on a seaplane tour for breathtaking views of the city and the islands in Sydney's 2) (beauty) natural harbour? As well as getting the chance to take some **spectacular** photographs (look out for Shark Island, shaped like a shark!), your experienced pilot will give a detailed **commentary** throughout the flight.



3 GO ON A SYDNEY CYCLING TOUR

On this fun bike tour, you'll see over thirty city 3) (attract) including the Royal Botanic Gardens and Chinatown. In the afternoon, you'll take a ferry ride to see the city **skyline**. If you're 4) (luck), you may even **catch a glimpse** of endangered penguins or **migrating** humpback whales!



4 HAVE A SURFING LESSON ON BONDI BEACH

What better place to learn to surf than on this 5) (fame) one-kilometre-long beach? The two-hour group lesson will teach you how to understand surfing conditions and to practise your **technique** before you get into the water. Or if you don't fancy surfing, you could always go rollerblading or 6) (skateboard) or simply relax in a trendy café.



5 GO ON AN ECO-TOUR IN THE BLUE MOUNTAINS

Leave the **hustle and bustle** of the city and **head** 7) (approximate) 50 km west of Sydney for the 8) (wonder) Blue Mountains. This two-day tour starts with breakfast with koala bears, followed by visits to ancient aboriginal sites and a ride on the world's steepest railway.

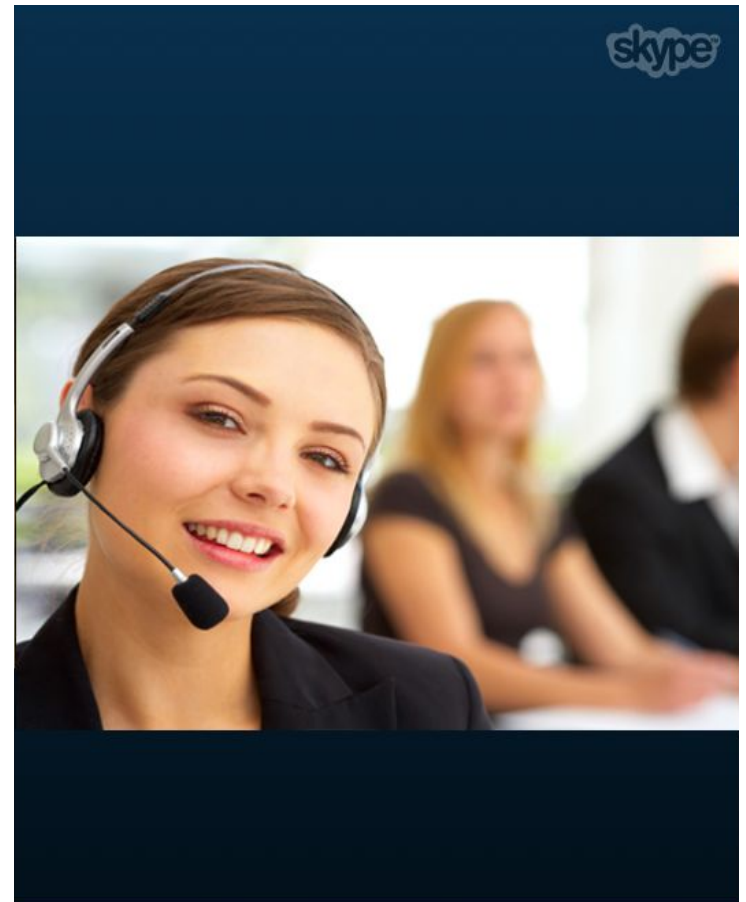


- 2 **RNE** Read again and fill in the correct derivatives of the words in brackets.

- b Listen and read the text. What is the author's purpose?

Мультимедийные средства при обучении аудированию

SKYPE



ВИДЕОФИЛЬМЫ



ИНТЕРНЕТ ПРИЛОЖЕНИЯ



Виды упражнений для работы с мультимедийными средствами в процессе обучения аудированию

I. Уровень понимания содержания прослушанного.

Виды упражнений:

1. Answer the questions.

2. Listen to the text and try to retell it using questions as a plan.

3. Listen to the text and choose the title, prove your choice.

4. Listen to the extract from the text and say what/who it is about.

II. Уровень творческой переработки
воспринятой информации.

Виды упражнений:

1. Listen to the description and try to guess about who these words are.

2. Listen to the story and tell what you think about the characters.

3. Listen to the extract and explain people's behavior.

III. Уровень использования полученной информации в общении и других видах деятельности.

Виды упражнений:

1. Ask your friend if he agrees with you or with an author?

2. What you would do if you were a main character?

Уровень понимания слов

Виды упражнений:

1. Match the phrases.
2. Give the words in the text which mean the following... .
3. Guess what these words mean, give them names using the words below.
4. Find English equivalent of the following expressions from the text.
5. Write the vocabulary dictation.
6. Write words according to their transcriptions.

Уровень понимания предложений

Виды упражнений:

1. Answer the questions; choose the correct answers (multiple choices).
2. Tell a sentence about each of the following words.
3. Make interrogative and negative sentences.
4. Match the parts of the sentences.
5. Fill in the blank in the sentences.

Уровень понимания сложного синтаксического целого

Виды упражнений:

1. Read the sentences, are they true or false?
2. Try to finish the following sentences and predict the information that will be given in the text.
3. Put the words in the sentence into the right order.

Уровень понимания текста

Виды упражнений:

1. Divide the text into logical parts.
2. Put the sentences into right order.
3. Match the dates with the events.
4. Rate the below text from the point of view of what was interesting/not interesting, new/not new.
5. Listen to the text, make a thesis.
6. Listen to two versions of the same text. Identify the differences between the two variants.

СПАСИБО ЗА ВНИМАНИЕ!