*Iryna Suima,*
*PhD in Philology, Associate Professor,*
*Associate Professor at the Department of English Language*
*for Non-Philological Specialties,*
*Oles Honchar Dnipro National University*
*https://orcid.org/0000-0002-2209-8614*
*Dnipro, Ukraine*

*Olha Novikova,*
*PhD in Philology, Associate Professor,*
*Associate Professor at the Department of English Language*
*for Non-Philological Specialities,*
*Oles Honchar Dnipro National University*
*https://orcid.org/0000-0001-9119-5154*
*Dnipro, Ukraine*

**The use of the Internet resources in teaching listening skills of students IT specialties**

**Використання Інтернет-ресурсів у навчанні студентів IT-спеціальностей навичкам аудіювання**

**Summary.** *In recent years, the issue of using new information technologies at universities has been increasingly raised. These are not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The main goal of teaching foreign languages is the formation and development of the communicative culture of IT students, training in practical mastery of a foreign language.*

*These factors indicate the need to actively use the Internet resources in the field of education. The introduction of information technology into the educational process is occupying an increasingly important place in the teaching of not only natural and mathematical disciplines, but also the humanities.*

*The teacher's task is to create conditions for practical language acquisition for each student, to choose teaching methods that would allow each student to show their activity and creativity.*

*Nowadays, among the Internet resources you can find any theoretical material devoted to the study of the English language, as well as use electronic versions of printed publications, online dictionaries and electronic translators, listen to audio materials and watch videos in unlimited quantities on various sites. Such availability of material, as well as a rich assortment, help make the process of learning English the most interesting and exciting.*

*The creation of an artificial foreign language environment in the process of teaching foreign languages is one of the important problematic issues of modern methodology. It is primarily associated with the implementation of mass training in one of the main types of speech activity – listening. The term "listening" means understanding foreign language speech. Underestimation of listening skills can have an extremely negative impact on the language preparation of IT students. The study of this type of speech activity in the methodology is not deep enough, and the term "listening" is used in the methodological literature relatively recently.*

*In general, listening as an action that is part of oral communicative activity is used in any oral communication subordinated to social or personal needs. Without mastering this type of activity, it is impossible to learn a language and use foreign speech at the level that is necessary at the present stage of development of society.*

***Key words:*** *Internet, listening, English, education, foreign language environment.*

***Анотація.*** *В останні роки все частіше порушують питання використання нових інформаційних технологій у ЗВО. Це не тільки нові технічні засоби, а й нові форми і методи навчання, новий підхід до процесу викладання. Основною метою навчання іноземних мов є формування та розвиток комунікативної культури студентів ІТ спеціальностей, навчання практичному володінню іноземною мовою.*

*Ці фактори свідчать про необхідність активного використання Інтернет-ресурсів у сфері освіти. Впровадження інформаційних технологій у навчальний процес посідає все більш важливе місце у викладанні не лише природничо-математичних, а й гуманітарних дисциплін.*

*Завдання вчителя – створити умови для практичного опанування мови кожним студентом, підібрати такі методи навчання, які б дали змогу кожному здобувачу освіти проявити свою активність і творчість.*

*Сьогодні серед інтернет-ресурсів можна знайти будь-який теоретичний матеріал, присвячений вивченню англійської мови, а також скористатися електронними версіями друкованих видань, онлайн-словниками та електронними перекладачами, прослухати аудіо матеріали та переглянути відео в необмеженій кількості на різноманітних сайтах. Така доступність матеріалу, а також багатий асортимент допомагають зробити процес вивчення англійської мови максимально цікавим і захоплюючим.*

*Створення штучного іншомовного середовища в процесі навчання іноземних мов є одним із важливих проблемних питань сучасної методики. Це пов'язано насамперед із здійсненням масового навчання одному з основних видів мовленнєвої діяльності – аудіюванню. Термін «аудіювання» означає розуміння іншомовного мовлення. Недооцінка навичок аудіювання може мати вкрай негативний вплив на мовну підготовку студентів ІТ спеціальностей. Вивчення цього виду мовленнєвої діяльності в методиці недостатньо глибоке, а термін «аудіювання» вживається в методичній літературі порівняно недавно.*

*Загалом аудіювання як дія, що є частиною усної комунікативної діяльності, використовується в будь-якій усній комунікації, підпорядкованій суспільним чи особистим потребам. Без оволодіння цим видом діяльності неможливо вивчити мову та користуватися іноземною мовою на тому рівні, яка необхідний на сучасному етапі розвитку суспільства.*

***Ключові слова:*** *Інтернет, аудіювання, англійська мова, освіта, іншомовне середовище.*

**Introduction.** One of the most revolutionary achievements in recent decades, which significantly influenced the educational process throughout the world, was the creation of a worldwide computer network, called the Internet. The Internet could not help but penetrate into education, because today it is everywhere. There is hardly a person who has not heard about the World Wide Web at least once in his life. The role of the Internet in the learning process is very significant, as it simplifies access to the necessary information, which means it saves time and increases the efficiency of the learning process. There is an opinion that the Internet prevents students from learning. In fact, this statement is not true, because the Internet interferes when it is used only for entertainment. Using the Internet in the learning process from the right point of view, on the contrary, will increase the effectiveness of the learning process. First of all, the Internet provides access to various types of information, which allows you to increase the quantity and improve the quality of knowledge acquired. Thanks to the Internet, we have the opportunity to receive news information and watch various audio and video resources.

In the modern world, the role of foreign languages is rapidly increasing. Knowledge of a foreign language gives young people the opportunity to join world culture, use in their activities the potential of the vast resources of the global Internet, as well as work with information and communication technologies and multimedia teaching means.

Knowledge of the English language provides important professional, educational and scientific opportunities for IT students, participation in scholarship and grant programs, foreign exchanges and internships.

The issue of integrating the Internet into education and, in particular, its use in teaching foreign languages, is currently quite relevant. This is mainly due to the fact that when using the Internet as a means of teaching a foreign language, many goals and objectives of training and education are realized in the best possible way [5].

When teaching a language, the Internet helps in developing speaking skills and abilities, as well as in teaching vocabulary and grammar, ensuring genuine interest and, therefore, efficiency. Using information resources on the Internet and integrating them into the educational process, you can more effectively solve a number of didactic problems:

– develop reading skills and abilities by directly using online materials of varying degrees of complexity;

– improve listening skills based on authentic audio texts on the Internet, also prepared by the teacher;

– improve writing skills by individually or in writing composing answers to partners, participating in the preparation of abstracts and essays;

– to form a sustainable motivation for students' foreign language activities in the classroom based on the systematic use of "living" materials, discussion of not only questions about book texts, but also current problems of interest to everyone [5].

**Methodology/Methods.** Ukraine's participation in the Bologna process began with the reform of the high-level information system and the promotion of a competent approach to the initial process. The formation of personal communicative competence in listening is reviewed in the works of S. Dudushkina, L. Ivanova, O. Malushko, L. Shevkoplyas; listening strategy – in practice of N. Agevoi, A. Mikhinoi; test control audio abilities – in the publications of S. Nikolaeva, O. Petrashchuk. Psychological and psycholinguistic implications for the development of audio skills are reviewed in the studies of L. Vigotsky, M. Zhinkin, I. Zimnya, G. Kostiuk, Z. Kochkina, O. Leontyeva, O. Luria. Linguodidactic aspects of listening comprehension illustrated in the words of O. Bigich, I. Bilyanskoi, N. Gez, I. Gudzik, N. Elukhina, S. Nikolaeva, Y. Passova, O. Fedorova, G. Shelekhova [6].

Methods for forming listening competence from various daily sources have been developed: video materials (O. Dvorzhets), television news (R. Vikovich, L. Panova), podcasts (A. Dudoladova, N. Gritsik, N. Kardashova, O. Malushko, T. Shiyan), radio broadcasts of information genres (O. Kolesova), audio books (I. Bilyanska, J. Brown, P. Varley), text-interviews (O. Zakharova), feature films (M. Novikov) [6].

The purpose of the paper is to consider the possibilities of using Internet resources in teaching listening in English.

**Results and discussion.** Listening is a complex receptive mental-mnemonic activity associated with the perception, understanding and active processing of information contained in oral speech communication. The problem of developing listening skills lies not only in the specificity of this type of speech activity, but also in the fact that even with a very well-organized oral practice lesson in a subgroup of 20 people, each student has the opportunity to speak for only 2 minutes; therefore, he only listens for 38-40 minutes. It is therefore very important that this listening is not just listening, but listening, without which it is impossible to learn to read, write, or speak a foreign language.

Listening is considered not only as a goal, but also as a means of developing communicative competence. Using the information obtained from listening to a text (educational, authentic), the student must solve a certain communicative task: write an essay on a problem, compose a dialogue or monologue on a suggested topic, etc. Therefore, the more effectively he uses his listening skills, the more productively and efficiently he will solve the communicative task. The teacher is obliged to organize the

educational process so that the student understands that the spoken text is a means of overcoming difficulties in solving the task [4].

Listening in the structure of the lesson can occur at the beginning, in the central part, and at the final stage. The place of listening in the structure of the lesson will, first of all, depend on the goal that the teacher has set for himself and the students.

If the goal of the lesson is to develop grammatical skills, authentic speech can be a way to recognize in the text, for example, the use of the verb tense studied in this lesson. With the lexical goal of the lesson, authentic speech helps to master and consolidate new vocabulary on the topic of the lesson. When developing phonetic skills, attention is paid to students' recognition of the intonation pattern of a phrase, to mastering the technique of pronouncing foreign sounds in words, phrases and sentences. This could be a song when introducing new lexical units, or it could be the main stage of the entire listening lesson, where the information contained in the text is key [4].

Let's consider the interaction of the ability to listen to foreign language speech with the ability to speak, read and write in a foreign language.

– *Listening and speaking.*

Listening comprehension is closely related to speaking – expressing thoughts using the language that is being studied. Speaking can be a reaction to someone else's speech. Listening to foreign language speech and speaking are interconnected in the educational process: listening can serve as the basis for speaking, in turn, the quality of understanding of the material listened to is usually controlled by answering questions about the content of what was listened to or by retelling it. Thus, listening prepares speaking, and speaking helps the formation of listening comprehension.

– *Listening and reading.*

There is an interaction between listening and reading. Listening tasks are usually given in printed form, so part of the information necessary for listening, that is, for understanding the text, can be extracted from the printed task.

– *Listening and writing.*

Very often, answers to a listening task must be given in writing. Therefore, these types of activities are also interconnected.

Being closely related to other types of speech activity, listening plays an important role in learning a foreign language and especially in communicative-oriented learning [5].

The main obstacle to listening comprehension is the lack of a language environment, as a result of which the sound form of a word becomes less significant than the graphic form, and this leads to the fact that students often do not recognize even those words that they know well how

to write. Students get used to perceiving information mainly through the visual channel. Understanding speech by ear is also objectively hampered by such features of auditory perception as uniqueness and short duration, which leads to a misunderstanding of individual elements of the message to a violation of the integrity of perception.

At the initial stage of learning to listen, tasks should be feasible, because very often, having heard a recording, and being afraid that they do not understand what they heard, students refuse to complete the task, considering it too difficult for themselves, and stop delving into the meaning of what they hear.

From the above it follows that the role of listening in teaching a foreign language cannot be underestimated. However, like the role of other types of speech activity, it is impossible to separate listening from speaking, writing, or reading. The communicative feature of listening as a type of speech activity has a dominant role at all stages of teaching a foreign language, and the constantly growing requirements for the level of proficiency in foreign languages require the modern teacher to include listening tasks in the educational process [4].

Traditionally, the methodology for working on audio texts has three stages: before listening (pre-text), during listening and after listening (post-text).

1. Pre-text stage: a situation is created that stimulates verbal communication, students make assumptions about the content of the text. At this stage, preparatory and motivational exercises are offered aimed at developing the skills to navigate a communication situation (determining the topic or content of a text by its title, outline, illustrations, etc.).

2. The stage of listening to the text is determined by how many times it is supposed to be listened to. One-time listening brings the listener closer to natural communication, so it requires a high level of language training and students' listening experience. Listening twice presupposes different settings: the first listening is important for establishing a connection between the new and background knowledge, understanding the general situational context: who the interlocutors or characters are, what is the main topic of the text, the place of the conversation, the communicative strategies of the speakers, etc.; After the second listening, exercises are performed to clarify the degree of student understanding of the text.

3. The post-text stage involves the use of information obtained through listening to further develop speaking and writing skills. Listening should always have a specific purpose: to learn something new, to reformulate what was heard, to synthesize new facts, to act in accordance with what was heard, to discuss something, to draw a conclusion, to change a judgment, to classify something. What is heard and understood

must be applied in a communication situation to solve communication problems [5].

The materials presented for work in listening lessons must be authentic first of all. The advantage of authentic texts is that they represent examples of real communication with all its characteristics: interruptions, repetitions, corrections, understatement, excessive emotionality, imagery, etc.

High-quality language training of IT students is impossible without the use of modern educational technologies, which involve the use of information and telecommunication technologies, in particular, work with educational computer programs in foreign languages, use of Internet resources. Thus, the development of technologies and the Internet offer the foreign language teacher an arsenal of technical teaching tools – websites, e-mail, electronic encyclopedias, blogs, wikis, podcasts, webinars and video conferences.

Multimedia is information technology, which is a set of techniques and methods of processing, storing and transmitting audiovisual information. It combines text, graphics, audio and video information, animation in one software product. Multimedia technologies provide students with a choice of methods of independent processing of educational material and its further presentation (presentations, videos, use of Internet resources, preparation of projects, etc.).

A podcast (from the English iPod and broadcast) is a digital audio/video file placed on the Internet in free access for users who have the opportunity to listen to it using a portable MP3 player, personal computer, mobile phone, etc. Podcasting is a method of distributing audio or video information on the Internet. As a rule, podcasts have a certain topic and publication frequency. The didactic potential of the podcast is based on the main technical and didactic characteristics of this technology such as: relevance, authenticity, competence in the field of media, autonomy, multichannel perception, productivity, mobility of technical means, multifunctionality, interactivity [2].

To develop listening skills for IT students, we use Internet resources aimed at improving professional English, in particular:

– Oxford English for Careers (elt.oup.com) – a site with educational materials that includes grammar exercises, professional vocabulary development and listening skills;

– HELLO. English Language Listening Library Online (www.elllo.org) is an audio and video resource that includes more than 2,500 podcasts, interviews, didactic games, grammar and vocabulary lessons collected from different countries around the world. This site provides an opportunity to perceive and understand "living" English with various accents;

– http://www.bbc.co.uk/worldservice/learningenglish/index.shtml – an Internet resource for English teachers in the English language. On this site you can find a large number of authentic materials of any level of complexity. Audio and video materials are updated every week, exercises are developed for each text. The site also has educational materials developed by native speakers;

– SpeechYard: English for everyone. Speechyard is a place where you have a great opportunity to learn English in an entertaining way. Watch the video and stop when you see a word you don't understand; learn the intricacies of English thanks to interesting video trainings, do grammar exercises and increase your vocabulary;

– ESL Video provides educational resources for English language learners to improve their listening, speaking, grammar, and vocabulary skills. Quizzes and lessons are created by experienced teachers. They can be used for free in the classroom, laboratory or at home.

**Conclusions.** Listening is one of the most complex types of mental activity. The formation of listening skills among IT students is achieved during the hour of work with authentic, non-authentic and initial audio texts and various types listening: 1) with the understanding of the basic substitution of audiotext, 2) with the help of searching for necessary information to highlight, 3) with further understanding of substituting audiotext. The use of information and communication, multimedia technologies, Internet resources for developing listening skills among IT students reveals a thorough approach, methods and organizational forms of the initial-educational process, ensuring a high scientific and methodological level of contribution, communicative, individual and competent approach in the modern English language for professional aim.

Taking into account our study, we can conclude that teaching listening using the Internet is one of the most modern methods and allows you to improve your listening comprehension skills of foreign speech based on authentic audio texts, which allows you to boost your vocabulary level. A huge number of different programs aimed at teaching listening skills are freely available on the Internet: radio or television news, numerous audio and video programs, podcasts, etc.

Having studied a lot of literature, we came to the conclusion that teaching a modern foreign language at university is possible only if we use materials taken from the lives of native speakers or compiled taking into account the characteristics of their culture and mentality in accordance with accepted and used speech norms. The use of such authentic and educational-authentic materials, which represent a natural speech created for methodological purposes, will make it possible to more effectively teach all types of speech activity, in particular listening, to simulate immersion in a natural speech environment at foreign language lessons.

## BIBLIOGRAPHY

1. Бобак М. І., Кушик М. Л., Прокоп І. А. Аудитивна компетенція як один із видів комунікативної діяльності при вивченні англійської мови. *Медична освіта*. 2011. № 4. С. 84–86.
2. Грицик Н. В. Технологія подкастинг у викладанні іноземної мови (за професійним спрямуванням). *Вісник Чернігівського національного педагогічного університету. Педагогічні науки.* № 124. 2015. С. 24–26.
3. Кардашова Н. В. Англомовний подкаст як засіб формування компетентності в аудіюванні студентів мовних спеціальностей. *Вісник КНЛУ. Серія Педагогіка та психологія.* Випуск 24. 2015. С. 176–185.
4. Кострубіна О. В. Аудіотекст та етапи роботи з ним у процесі розвитку аудитивних умінь і навичок студентів // *Викладання мов у вищих навчальних закладах освіти: зб. наук. праць. Вип. 11.* Харків: ХНУ імені В.Н. Каразіна, 2007. С. 170–175.
5. Тарнапольський О. Б. Методика навчання іншомовної мовленнєвої діяльності у вищому навчальному закладі освіти: навч. посібник. Київ: Фірма «ІНК ОС», 2006. 248 с.
6. Федорова О. А. Формування аудитивних умінь іноземних слухачів підготовчого відділення у процесі навчання української мови. Дис. на здобуття наук. ст. к. пед. н. за спеціальністю 13.00.02 «Теорія та методика навчання (українська мова)». Івано-Франківськ, 2016. 260 с.