

Контроль усвоения материала производится в реальном времени, что существенно повышает качество учебного процесса. Учащиеся учатся самостоятельно, а педагог руководит этим процессом.

Основные результаты данного педагогического опыта внедрены в практику работы преподавателей цикловой комиссии математических и естественнонаучных дисциплин УО БГУИР филиал МРК и кафедры физико-математических дисциплин ИИТ БГУИР.

Представленный педагогический опыт не исчерпывает всех аспектов вопроса самостоятельной учебной деятельности учащихся и студентов и предусматривает дальнейшую работу в данном направлении.

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WARM UPS FOR NET GENERATION OF STUDENTS AIMED AT DEVELOPING THEIR LISTENING PROFICIENCY

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This article reviews some strategies and approaches to Net Generation of students with intermediate and pre-intermediate level of listening proficiency. It provides concrete guidelines for integrating internet resources, selecting and applying appropriate video and audio materials as systematic warm ups for business English classes.

Keywords: warm up, worksheets, listening comprehension, inference, gist, delegating tasks.

Introduction

High school teachers are facing a new challenge today, namely how to tap multiple intelligences and learning styles of this *Net Generation* of students. Some powerful changes have had an impact on our teaching routine such as: variety of online video and audio materials, the ease with which the technology can facilitate their application in the classroom. Still there is a lot of evidence that students might have difficulties in developing their listening comprehension skills due to the lack of efficient strategies and persistent training.

Rationale for using videos in warm ups at the beginning of business English class

They not only grab students' attention but also help to concentrate, trigger anticipation, decrease anxiety and tension on scary topics thus relaxing students for learning exercise. They increase memory of content as they create memorable visual images and foster speedy learning. Finally, they inspire and motivate students.

The internet is a goldmine of authentic audio and video materials for listening practice

The following internet-based resources for developing listening skills can be offered for Business English classes:

- **The BBC News** <http://www.bbc.com/news/> It stands out for plenty of advantages. Each video lasts no more than 2-3 minutes and is supplied with a short review which can help the students with top-down comprehension and enables them to pick up useful vocabulary during the preliminary stage.

- **Breaking News English** <http://www.breakingnewsenglish.com/> This site provides and worksheets in addition to audio materials.

- **Monthly News Digest Online** <http://www.englishclub.com/listening/news.htm> It has been designed to make listening practice enjoyable. It is posted on the first day of each month and includes audio feeds, texts, and exercises which can help teachers in their preparatory work. [1]

Speaking and listening are closely interlinked.

Even communicating in our native language we often find it difficult to concentrate and come to hear our counterpart. That is why developing listening comprehension skills is one of the most challenging tasks for any English language teacher. It takes much time, persistency and practice to develop and improve listening skills. As with the dictum “only a good listener can be a good speaker” we need to integrate new practices into our classroom.

Students’ psychological inhibitors to overcome

In order to relieve tension connected with the task the teacher should identify the students’ inhibitors. The introductory exercises can help to overcome the difficulties connected with insufficient vocabulary, grammar or poor knowledge of background.

But what about the mental block which prevents comprehension in the majority of cases? Sometimes in the process of listening a student suddenly decides that he or she doesn't understand a single word. At this point, many of them get caught up in an internal dialogue trying to translate a specific word and miss the rest of the utterance. It's natural that we want to understand everything that is said. However, when a student translates into native language he loses focus on the speaker concentrating on the translation which results in a kind of mental block. Hence at the very start the teaching strategies should be targeted at psychological support helping the student

- to accept the fact that he or she is **not** going to understand everything.
- to stay relaxed when they continue to not understand for a long time
- to avoid translating into native language the word he or she doesn't understand
- not to concentrate on detail until you have understood the main ideas.

To carry out the above task successfully a teacher should persuade them that:

- not understanding is OK. Success comes with time so they need to practice listening English on a regular basis.

- our brain is free to concentrate on the most important things only remaining calm, allowing ourselves not to understand.

- understanding English is efficient only in English.

- they are most likely to be given a second, third or even fourth chance to understand what has been said. Most people repeat themselves, emphasizing the general ideas.

- it is strongly recommended to use every chance to improve listening skills not only in but outside the classroom as well. ICT allows this kind of listening practice and study away from the confines of the classroom at one's own pace and anywhere: on mobile phone, in the office, Internet café or at home.

We listen with a purpose

In business English class we do not listen for the sake of listening. We listen with a purpose. Now listening comprehension involves a lot more than simply understanding the vocabulary and expressions used. Students must also be able to understand English speakers

of different nationalities, their accent and which is more important to grasp his or her implications and intention. Accordingly our ultimate goal is to help students understand native English speakers, not only for the mere purpose of comprehension, but also so they may respond accordingly and interact with others. **Without listening comprehension, there can be no conversation, no communication.**

The first step of a tutor when he or she plans a listening activity, it is necessary to identify the purpose and to make sure the purpose is clear. It can be:

- **Listening for the Main Idea or the gist.** The task is to train students to grasp the main points or see the bigger picture, avoid getting stuck on a detail. This site http://www.bbc.com/news/video_and_audio/international presents short videos “One minute BBC news.” It provides information that can be easily summarized in one or two sentences, like a news report. Or Breaking News English is a perfect purpose match. It is important to clarify that students aren’t expected to deliver details.

- **Listening for inference.** This is “listening between the lines”, listening for meaning that is implied but not stated directly. Inference is different from gist and specific information listening. Students’ primary task might well be to catch specifics or to understand a text generally when they come across an idea that isn’t stated directly. Because inference requires somewhat abstract thinking, it is a higher level skill. However, it is a mistake to put off working on inference until learners are at an intermediate level or above. Sometimes beginners who lack much vocabulary, grammar, and functional routines tend to infer the ideas.

- **Listening for Detail.** It is aimed at training students to grasp specific information, details that are relevant or necessary. Here a tutor should prepare a worksheet *with what, when, where, how* type of questions which they must go through *before* listening. Listening for specific information and listening for gist are two important types of listening, but, of course, they don’t exist in isolation. We usually move between the two trying to get the most from both of them.

Example of worksheet for intermediate level students

Minamata Bay, Japanese Mercury Disaster
<https://www.youtube.com/watch?v=LGWLV6125ls>



Japan’s worst case of industrial pollution was first discovered in 1956 after residents in Minamata, a town on the Japanese island of Kyushu, noticed that cats in the area had started to behave strangely, dancing around, screeching and scratching. Soon people in Minamata began to show similar symptoms, including splitting headaches, tunnel vision and deformities.

Tasks

Look through the summary of the article about Minamata disaster.

Vocabulary

1. Explain the meaning of the words in English.

Screech, scratch, devastate, mercury, dump, deny responsibility, prawns, loose eyesight, distortions.

2. Translate the word combinations and sentences with them.

- Коты вели себя странно, чесались и визжали.
- Опустошительная трагедия.
- Никакой прозрачности, компания полностью отрицала ответственность за трагедию.
- Отходы содержали большое количество ртути.
- Люди страдали от потери зрения и различных отклонений.

- Ртуть накапливалась в рыбе и креветках залива.
- 3. Tick the actions which were taken by the factory**
- Recognize the problem
- Accept responsibility
- Work out contingency plan
- Take drastic actions
- Provide communication and transparency
- Make excuses and arrange compensation
- 4. Answer the Questions**
- What did life use to be in this town?
- What caused the tragic change?

- **Listening for a Sequence.** Our students often receive instructions in English which they will need to act on. They should get the order right, they should grasp the sequence correctly and understand what each step entails. YouTube has abundance of videos like “How to plan your day” or “How to Stop Being Lazy” and etc. Work sheet can include jumbled steps and a task to put them in the right order.

- **Listening for Topical Vocabulary.** Here the main purpose is to teach and practice new words relevant to the subject previously taught. These words are usually easily categorized, like business risks or management styles or career and etc... For example, one can choose a video or an audio track of song that lists words that may be included in the category “Career”, say “My way” by F. Sinatra and offer to choose the right word in the worksheet and pick up all interesting and relevant metaphors.

- **Listening for Attitude and Opinions.** The purpose is not to listen to what they’re literally saying, but what they actually imply. Students should identify how the speaker feels and also be able to discern different attitudes and positions.

Conclusion

To acquire an acceptable listening skill, students themselves should increase their exposure to variety of listening. Simultaneously, they should learn the tips and strategies themselves. Teachers are undoubtedly given a leading role, still sometimes a key to success lies in close cooperation with student group and delegating tasks of planning and selecting video and audio materials.

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