



## APPLICATION OF SOUND TECHNOLOGY IN TEACHING FOREIGN LANGUAGES

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### Abstract

The article discusses the role of technical means in teaching foreign languages.

**Keywords:** foreign language, sound equipment, listening .

### Introduction

In the process of teaching foreign languages, sound technical means are widely used. Sound engineering means allow for all types of sound visualization when teaching pronunciation, have the ability to present educational information in a natural speech form when teaching listening and speaking, and contribute to the intensification of the educational process.

In the methodology of teaching foreign languages, the educational possibilities of the TS were actively explored . As a result of the research, it was found that the rational use of the TS allows:

- 1) Make up for the lack of a natural foreign language environment at all stages of education;
- 2) To realize more fully the important didactic principle of visibility;
- 3) To carry out training taking into account the individual typological characteristics of each student;
- 4) Create better conditions for programming and control;
- 5) Ensure the accelerated formation and development of auditory self-control skills;
- 6) To make the most of the analytical and simulation abilities of students, to better mobilize their internal resources;
- 7) Perform many active types of exercises with all students at the same time, including speaking.

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. The need for the widespread introduction of TS in teaching foreign languages is due to the fact that their use opens up great opportunities for the implementation of one of the most important didactic principles - the principle of visibility.





The term "listening" means listening to and understanding foreign language speech. In general terms, listening can be defined as an analytical and synthetic process for processing an acoustic signal, the result of which is the comprehension of the perceived information. Listening as a type of communicative activity can be conditionally considered in two ways:

- 1) As an integral part of verbal communication;
- 2) As a relatively independent type of communication, when the flow of speech information is directed in one direction (listening to a story, voiced video film).

The basis of successful listening as a process of comprehension and understanding of speech information is the presence of phonemic speech hearing. Under phonemic hearing is understood the ability to distinguish speech sounds and correlate them with the corresponding phonemes. The main difficulties in teaching a foreign language are due to the fact that students practically do not have a sufficiently developed phonetic and speech hearing, which is necessary for the implementation of educational tasks. The situation is aggravated by the fact that the speech hearing of the native language has a strong interfering effect on the process of formation of a similar hearing for the perception of a foreign language. Therefore, one of the primary tasks of teaching this subject is the formation and continuous improvement of the mentioned types of hearing throughout the entire period of study. A significant part of this task is realized in the process of learning to listen.

Reading the main difficulties that stand in the way of the formation of listening skills, we can conditionally distinguish two main groups of exercises, the use of which is necessary to obtain a positive result:

- 1) Training - communicative exercises, the main task of which is to improve the perception of the language form of the message;
- 2) Communicative-cognitive exercises, during which the skills of semantic recognition of speech messages are improved.

Training and communication exercises are represented by the following types: simulation (simple, extended and selective reproduction), differentiation (contrast, simple and extended reproduction), substitution (with different levels of substitution elements), transformational (transformation of form, time, person and number, expansion and combination of sentences).

The main task of the exercises of the first group is to teach the student to differentiate phonetic, lexical and grammatical features of linguistic phenomena, to teach him to hear what he is listening to. The exercises of this group are the initial stage of learning to listen, and do not provide the formation of skills for the semantic perception of messages. For this purpose, as already indicated, the exercises of the second group





serve, dealing with meaning, i.e. conditionally - communicative or communicative exercises. Both groups of exercises are closely interconnected and represent a single system of educational activities in teaching listening.

In practice, learning to listen is associated with learning other types of speech activity - Speaking and reading . So psychologists have experimentally proved that when listening to foreign speech, the so-called microarticulation is carried out , which prepares the student for the loud articulation of speech units. In other words, listening leads to the creation of speaking skills, since the formation of persistent auditory images is the basis on which the skills of active foreign speech skills are relatively easily formed.

Text selection is a very important link in the educational work on the formation of listening skills , its quality is one of the factors that determine the success of this work. The main indicator of the quality of the text is its content, the nature of the information presented in it. First of all, such a text should contain new information for students, be interesting. It is quite clear that such texts should be built on the studied lexico-grammatical material and contain only such a number of new words, the meaning of which can be easily determined as a result of probabilistic forecasting at a given stage of learning . When preparing a text for listening , one should also take into account the fact that the duration of the text affects the nature of its perception. As a rule, listening to texts without visual support should not exceed three minutes, and with visual support - five minutes.

Communicative listening exercises at the initial stage should be preceded by a lot of preparatory work . As an auxiliary link before moving on to this type of listening , you can use listening and pronouncing rhyming tongue twisters, proverbs, poems . pronunciation in this case is very important for the formation of speech hearing.

### **Literature**

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