

## USING EDUCATIONAL INFORMATION RESOURCES TO DEVELOP STUDENTS' LISTENING SKILLS

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### **Abstract.**

This article is devoted to the issue of effective use of educational information resources in the process of teaching listening in a foreign language for students, taking into account their professional orientation. An analytical analysis of the experience of previous studies, as well as the authors' own experience in teaching a foreign language, made it possible to draw up some recommendations, as well as to identify the specifics of using educational information resources in modern conditions.

### **Key words:**

Educational information resource; listening; vocational guidance; authentic material; ICT.

### **Methodology.**

Learning to listen taking into account the professional orientation of students has its own specific features. First of all, this is due to the correct selection of educational material. Therefore, the goal of our study, is to compile some recommendations on a proper choice and usage of educational information resources for the development of students' professional listening skills. The study will use the method of analytical analysis, as well as a comparative descriptive method. As the result of the review of literature and previous research in this area combined with the results of an analytical analysis of the experience of the authors of this paper, some general conclusions were drawn and recommendations were made on the effective use of educational information resources in the process of teaching students' professional listening skills.

### **Literature review.**

Many fundamental research papers on the methodology of teaching listening skills were published in the 1980s [3; 5] and 1990s [4; 6]. But only relatively recently, special attention was paid to the investigations of the features of the use of ICT and multimedia tools in the process of teaching listening skills [7]. Now, the attention of methodologists is attracted by huge and extensive educational information resources, primarily posted on the Internet. The questions, which immediately appeared in the result of that were as following – “which of these resources can be used in teaching foreign languages” [2, 138], “which of these resources are most effective in teaching listening” [1, 35], and “how to take into account the factor of the professional direction of education of students of non-philological specialties” [8, 94]. Nevertheless, it can be noted that despite of the accumulated practical experience in the application of educational information resources in teaching foreign languages, including teaching listening skills, such studies cannot be combined by any general methodological approach [9, 2]. Thus, there is no single coordinated strategy for these purposes, and the psychological-pedagogical aspects of their implementation in the educational process have not been sufficiently studied.

The need for the widespread introduction of educational information resources and ICT in teaching a foreign language at a university is due to the fact that their application opens up great opportunities for the implementation of didactic principles – the principle of visualization, individualization of learning, and continuity. Modern methods of teaching languages require the introduction of sound and video recordings, films, computer training programs and electronic learning tools into the educational process.

The rational use of educational information resources in the process of teaching professional listening skills allows to:

- 1) to make up for the lack of a natural foreign language environment at all stages of training;
- 2) to more fully realize the important didactic principle of visualization;
- 3) to carry out teaching taking into account the individual typological characteristics of each student;

- 4) to create the best conditions for programming and control;
- 5) to ensure the accelerated formation and development of listening skills in specialized and professional speech;
- 6) to make maximum use of the students' analytical and simulation abilities, and to fully mobilize their internal resources;
- 7) to more or less accurately determine the quality indicators of foreign speech of students in the form of recording;
- 8) to perform many active types of professionally oriented listening exercises with all students at the same time.
- 9) to present the educational material in blocks or in separate fragments using hyperlinks; in Power Point presentation; in animation, etc.
- 10) many educational information resources offer a virtual teacher, multimedia textbooks and distance learning opportunities, as well as specialized educational videos and films in a foreign language.

The method of teaching listening with the active use of educational information resources has some specific features if compared to the traditional forms of the pedagogical process. Thus, for example, during an interactive lesson using educational information resources, a teacher often turns from a lecturer into a commentator, or a guide. Practice shows that the main source of information in this case should be precisely the audiovisual technical complex. This will allow students to focus better and, therefore, to remember more. Teacher comments should be in place and in time. This determines the methodology of working with educational information resources – a clear plan or program should be drawn up in advance. The teacher should know the selected resources in details, should know the exact time and place of “breakpoints” for the comments and clarifications.

## **Conclusion.**

In conclusion, it should be noted that the excessive use of educational information resources is also not desirable, as students can get tired of them, so such activities should not be abused. But the rational use of educational information resources gives a teacher the opportunity to load the speech and auditory channels of students to any reasonable limits and activate their speech activity in the direction required by the profession. Thus, educational information resources must be used in the process of teaching listening for students at a university, because they give a great opportunity to optimize the learning process of foreign language by increasing students' motivation, mastery of authentic professional speech and critical thinking skills, as well as research work on the specialty, and a complete immersion in the foreign language environment.

## **References:**

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